



NOVEMBER 3 – 5, 2016

STRAND UNION BUILDING
MONTANA STATE UNIVERSITY
BOZEMAN, MONTANA USA



ICLTSS'16 AT MSU

CONFERENCE PROGRAM BOOK



WELCOME TO THE CONFERENCE

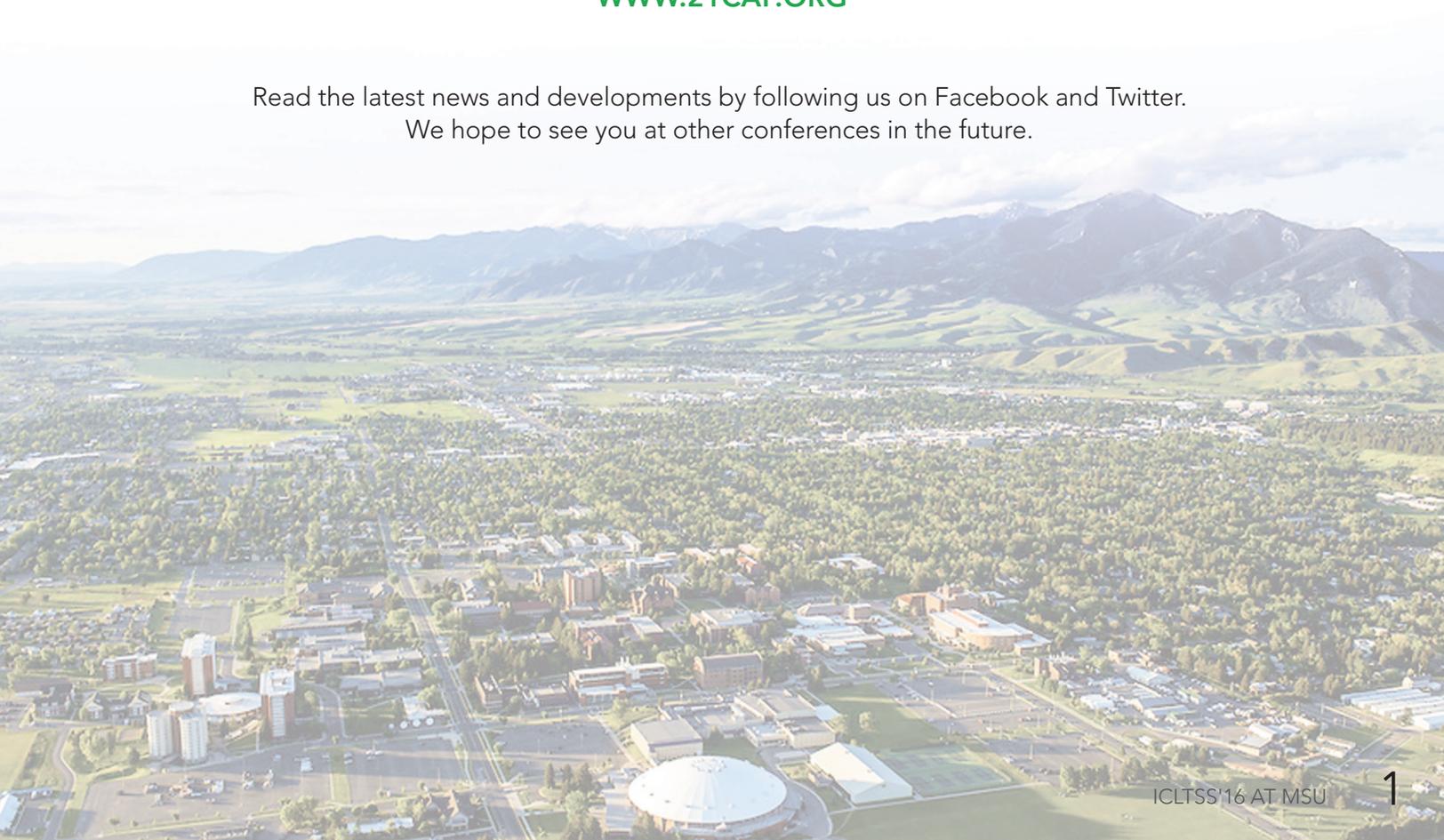
Organized by:



For more information about the 21st Century Academic Forum and its activities, please visit our website at:

WWW.21CAF.ORG

Read the latest news and developments by following us on Facebook and Twitter.
We hope to see you at other conferences in the future.



WELCOMING REMARKS



Dr. Waded Cruzado

President

Montana State University
Bozeman, Montana USA

Welcome to Big Sky Country. It is an honor and a privilege to welcome you to Montana State University and the 2016 International Conference on Learning, Teaching, and Student Success.

We are happy to have you on our campus, and we are pleased that while you are here you will be engaged in vital and innovative conversations about success for all students, from kindergarten to career.

Student success in all its facets is not just a catch phrase at Montana State University. As a land-grant institution, MSU has been dedicated to improving the lives of all Montanans, indeed all Americans, through education since the university's beginnings nearly 125 years ago. Since then, MSU has helped educate many generations of Montanans, and in the process it has become recognized nationally for its teaching, research and innovation.

Because success of students is paramount to our campus culture, we have given the concept a name and a home. The Allen Yarnell Center for Student Success, located in the heart of our Strand Union Building, was developed to guide students on their path to discovery and self-knowledge by providing individualized learning experiences, broadening their engagement with the university, encouraging exploration within their chosen disciplines and challenging students to be lifelong learners as they pursue academic, professional and personal excellence. We recognize that these same concepts of support, engagement and encouragement are vital to all students, regardless of age or experience. We hope if you have a few extra minutes you will be able to visit the Allen Yarnell Center for Student Success, as well as other sites and features on our beautiful campus.

I hope you enjoy your time here, and I applaud you for your passion, interest and initiative in brainstorming insights and strategies to develop success in students of all ages. Because, truly, we are all in this together.

PROFILE:

Waded Cruzado is the 12th president of Montana State University. Since coming to MSU in January 2010, she has significantly reshaped the face and future of the state's first land-grant institution.

An articulate and inspirational speaker on the role of the public university, President Cruzado has become well known for her understanding of the Morrill Act, which created the land-grant university system 150 years ago. She is a passionate champion of the land-grant's tripartite mission of education, research and public outreach, as well as the important role higher education plays in the development of individuals and the prosperity of the nation.

Montana State University has set new student enrollment records under President Cruzado's leadership, becoming the fastest-growing and largest university in the state with 16,440 students. Montana State University has also welcomed the most accomplished freshmen in 25 years of record-keeping, in terms of their GPA, ACT and SAT scores. And, during President Cruzado's tenure, MSU has launched a variety of programs geared at supporting student success, resulting in record retention and graduation rates.

WELCOMING REMARKS



Dr. Alison Harmon

Interim Dean for the College of Education,
Health, and Human Development

Montana State University
Bozeman, Montana USA

Thank you for joining us for the first annual International Conference on Learning, Teaching, and Student Success. “We are all in this together” is the theme of our conference and we mean to engage on another in a broad discussion of “student success”. For the sake of our students, we need to share information gleaned from research and applications of best practices in K-12 schools and university classrooms. For this purpose, we have sought bridge gaps by convening K-12 educators and administrators, university researchers and administrators, and providers of student services at all levels. This approach acknowledges that success of any student is influenced by his or her experience long before one enrolls in higher education. Our collective interests span the development of non-cognitive skills, emotional impacts on learning, inclusion and belonging, innovative teaching strategies; retention, graduation, persistence and growth mindsets. I hope you will take the time to better understand the diverse perspectives represented here and find something to take away to support student success.

PROFILE:

Dr. Alison Harmon serves as Interim Dean for the College of Education, Health, and Human Development at Montana State University. She is also a professor of nutrition and sustainable food systems in the Department of Health and Human Development and a registered dietitian. Her research is related to curriculum development and educator guidance around food systems and sustainability. She has provided leadership in the development of innovative curricula at Montana State University including the Sustainable Food & Bioenergy Systems Degree program and the Montana Dietetic Internship, and is currently leading the development of a new interdisciplinary degree program in Hospitality Management with an emphasis on farm to table, food enterprise, and rural hospitality.

WELCOMING REMARKS



Dr. Marguerite Koepke

Executive Director

21st Century Academic Forum
Director, Governor's Teaching Fellows
Institute of Higher Education
University of Georgia

It is a pleasure and privileged to welcome you to this most innovative and forward thinking venue where you will have time to consider and formulate what higher education will look like as emerging technologies, economy, and policies continue to catapult it into the future.

In many ways ones career during this evolving information age seems more like a foot race. We have been challenged to remain relevant in our disciplines and at the same time are compelled to adopt and use current technologies. The changes have been both exciting and profound and have transformed the way we do business. We now have learning environments that include online classrooms, MOOCs, cellphone response systems, and countless other instructional technologies dramatically changing the way in which we interact and engage with our students and deliver education. As professors, administrators and public leaders, what do we need to be thinking about as the academy's core missions of teaching, research, and outreach move into the future?

After having the privilege to work in faculty development for over 20 years, I have learned amazing lessons from my colleagues mainly during meetings and interactions. As we quest for new ideas and information and ponder these important questions, it is my hope that this time together will afford you with many opportunities to gain new knowledge, share ideas, and make connections with a larger academic community.

I genuinely hope you enjoy your time in Bozeman and learn a great deal from one another. My only regret is that I wish I could be with you at Montana State University and share in what promises to be an exciting and rewarding conference!

PROFILE:

Marguerite Koepke is Professor Emeritus in the College of Environment and Design at the University of Georgia. In 1999 she was appointed as director of the Governor's Teaching Fellows Program, a statewide faculty development program committed to four core goals of improving teaching, improving learning, elevating the importance of teaching, and professional and personal renewal. All full time faculty members in higher education across the state of Georgia (private and public institutions) are eligible to participate and has had over 450 participants since its beginnings in 1994. While retiring from her academic position in 2006, she continues to direct the GTF program and remains active in academic research and private practice.

WELCOMING REMARKS



Dr. Thomas Lechner

Director

21st Century Academic Forum

It is my pleasure to welcome you to the International Conference on Learning, Teaching, and Student Success at Montana State University. Over the past several months, I have enjoyed communicating with all of you via email. However, I am very excited about connecting names and faces here at the conference. I hope to have the opportunity to spend time visiting with all of you and getting to know you in person. In our conversations, I would like to discuss ways of getting you involved with the 21st Century Academic Forum. Our goal is to build a large global group of researchers, practitioners, and others dedicated to preparing citizens for the demands of the 21st century.

An overwhelming body of research indicates that students are leaving formal educational institutions inadequately prepared for the workforce and their lives in the knowledge-based economy. The mission of the 21st century is to encourage researchers, practitioners, policy makers, and other stakeholders to make changes in the education system: preparing students for the information age, not the agrarian age. Join us to help turn the tide in education!

On behalf of the 21st Century Academic Forum, I want to express our gratitude to all of you for enthusiastically participating in the conference. We hope that you will join our Forum in some capacity. We need editors for our publications, conference committee members, and others to join us as we attempt to bring a new meaning to the term "impact" in educational research.

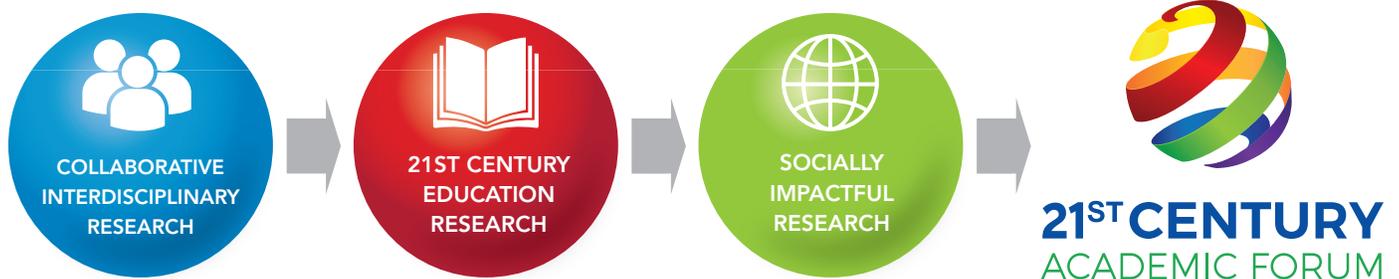
PROFILE:

Dr. Lechner received his Ph.D. in Instructional Technology at the University of Georgia. He has been an educator for over 20 years and 21st century/life skills have been a centerpiece in his approach to his instruction and assessment practices. As a university professor he has developed several online projects that connects his students with fellow students around the world to collaborate on projects together to learn with and from each other. As a high school Social Studies teacher in the U.S., he used a variety of performance assessment methods to measure how his students could apply the content they learned in class in simulated real-life situations.

Dr. Lechner is responsible for organizing all the programming aspects of the 21st Century Academic Forum conferences. He gained experience organizing conferences as serving as the Program Director for the Technology in Developing Countries (TEDC) conference series. He is your contact person for any conference-related logistic issues you may have. Remember, Dr. Lechner is always just an email away to help you with all of your conference issues!

MISSION AND VISION

The 21st Century Academic Forum is a global group of researchers and educators dedicated to supporting research that has the potential to influence the shaping of educational policy and practices to more effectively prepare students for the unique challenges of the 21st century. An overwhelming body of research indicates that students are leaving formal educational institutions inadequately prepared for the workforce and their lives in the knowledge-based economy.



OUR THREE MISSIONS

Mission 1 is to support research on how to best prepare 21st century citizens for a rapidly changing workplace and world that requires the ability to process and prioritize information; the ability to communicate and collaborate with people across the globe; and an ability to use creativity and innovation to solve complex problems.

Mission 2 is to support the expansion of research exploring interrelationships among the disciplines as a way of better understanding the world in the 21st century. The complexity of problems in the 21st century require interdisciplinary approaches that cannot be solved under the traditional “silo” or single-discipline research.

Mission 3 is to support the principle that research should attempt to serve the public good and make a contribution to society. Our aim is to bring people from different academic backgrounds and perspectives together – bound by a shared interest in conducting research that makes an impact on the communities they serve.

JOIN US TO HELP TURN THE TIDE IN EDUCATION!

PUBLICATIONS

CONFERENCE PROCEEDINGS

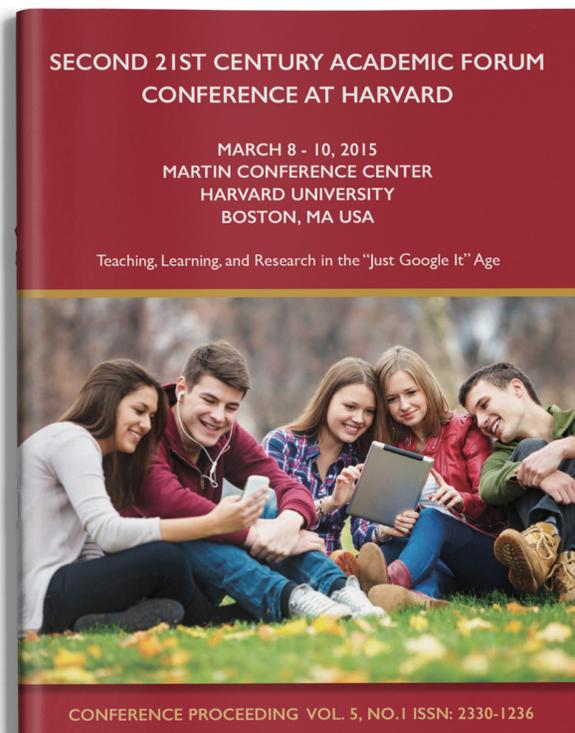
DEADLINE: FEBRUARY 4, 2017

Papers will be published in the 21CAF Conference Proceedings (ISSN 2330-1236) providing authors meet the following conditions: (1) at least one author registers and presents the work at the conference; (2) author(s) carefully follow our paper submission guidelines and submit their thoroughly edited manuscripts by the designated deadline; and (3) submissions must be original and should not have been published previously.

All authors meeting these conditions will have their papers published in our Conference Proceedings, which will be published online six months following the conference. Authors not completely confident about the level of their written English are requested to have their work proofread prior to submission by a proficient writer of English.

JOURNAL OF 21ST CENTURY EDUCATION

The Editorial Board of the Journal of 21st Century Education (ISSN 2330-1244) will select papers from the Conference Proceedings and contact authors to see if they are interested in going through the editorial process in order to have his/her paper published in the journal. Our Editorial Board will be looking for papers on original, insightful, interesting, meaningful, and important issues in 21st century education. Authors should focus on writing as simply and concisely as possible, without sacrificing meaningfulness or clarity of exposition. Authors should also ensure that they explicitly follow all instructions on how to format and submit their manuscripts. Manuscript formatting instructions and a Word template can be found on the Submissions page. Thematic issues of the Journal of 21st Century Education are published twice a year and made available free on the 21CAF website.



A WARM THANK YOU TO OUR SPONSORS

The ICLTSS'16 Organizing Committee would like to thank the generous support provided by the sponsors listed below.

MSU College of Education, Health and Human Development

MSU Jake Jobs College of Business and Entrepreneurship

MSU College of Engineering

MSU College of Letters and Science

MSU College of Nursing

MSU Center for Faculty Excellence

MSU Vice-President for Student Success

MSU Allen Yarnell Center for Student Success

MSU Dean of Students

MSU Office of International Programs

MSU Honors College

Gallatin College at MSU

MSU Office of the Provost

MSU Office of the President

THURSDAY, NOVEMBER 3, 2016

8:00 – 6:00	Registration Desk open across from Ask Us Desk
9:00 – 9:15	Opening Remarks in Procrastinator Theater
9:15 – 10:15	Keynote Address by Dr. Judy Willis in Procrastinator Theater
10:15 – 10:45	AM Coffee Break in Room 235
10:15 – 1:10	Poster Session in Room 235
10:45 – 12:10	AM Concurrent Breakout Session (Rooms 233, 235, 168)
12:15 – 1:10	Lunch in Room 233 & 235
1:15 – 2:45	Concurrent Workshops (Rooms 233, 235)
3:00 – 4:25	PM Concurrent Breakout Session (Rooms 233, 235, 168)
4:25 – 4:55	PM Coffee Break in Room 235
5:00 – 6:00	Panel Discussion in Procrastinator Theater
6:00 – 7:30	Wine & Cheese Reception in Leigh Lounge

FRIDAY, NOVEMBER 4, 2016

8:00 – 6:00	Registration Desk open across from Ask Us Desk
9:00 – 9:15	Opening Remarks in Procrastinator Theater
9:15 – 10:15	Keynote Address by Dr. Terry Doyle in Procrastinator Theater
10:15 – 10:45	AM Coffee Break in Room 235
10:45 – 12:10	AM Concurrent Breakout Session (Rooms 233, 235, 168)
12:15 – 1:10	Lunch in Room 233 & 235
1:15 – 2:45	PM Concurrent Workshops (Rooms 233, 235, 168)
3:00 – 4:00	TEAL Presentation (Gaines 143)
3:00 – 4:25	PM Concurrent Breakout Session (Rooms 233, 235, 168)
4:25 – 4:55	PM Coffee Break in Room 235
5:00 – 6:00	Panel Discussion in Procrastinator Theater
6:15 – 8:00	Reception in Jabs Hall

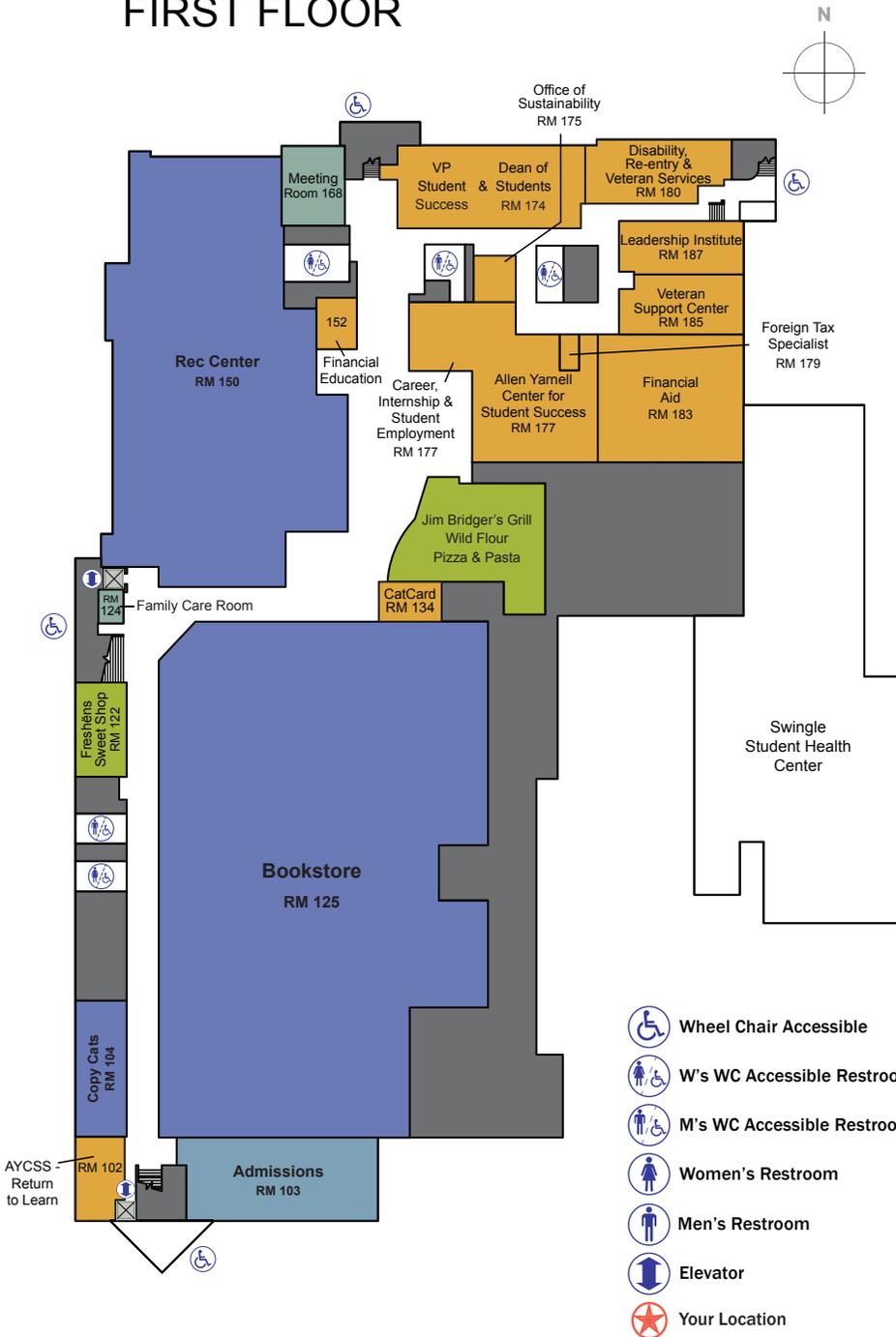
SATURDAY, NOVEMBER 5, 2016

8:00 – 8:45	Registration Desk open across from Ask Us Desk
9:00 – 9:15	Opening Remarks in Procrastinator Theater
9:15 – 10:15	Keynote Address by David Laude in Procrastinator Theater
10:15 – 10:45	AM Coffee Break in Room 235
10:45 – 12:15	AM Concurrent Workshops (Rooms 233, 235)
12:15 – 1:10	Lunch in Room 233 & 235
1:15 – 1:30	Reflective Remarks in Procrastinator Theater
1:30 – 2:30	Keynote Address by Terrell Stayhorn in Procrastinator Theater
2:45 – 3:45	Panel Discussion in Procrastinator Theater
3:35 – 4:15	PM Coffee Break in Room 235
4:15 – 5:45	PM Concurrent Workshops (Rooms 233 & 235)

STRAND UNION BUILDING

LOCATION MAP

FIRST FLOOR



FIRST FLOOR DIRECTORY

ADMINISTRATIVE

Admissions	103	(406) 994-2452
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FOOD

Bobcat Food Court		
Jim Bridger's Grill	-	(406) 994-6837
Wild Flour		
Pizza & Pasta	-	(406) 994-6837
Freshens Sweet Shop	122	(406) 994-5805

ENTERTAINMENT/RETAIL

Bookstore	125	(406) 994-2811
Copy Cats	104	(406) 994-1996
Rec Center	150	(406) 994-5803

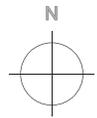
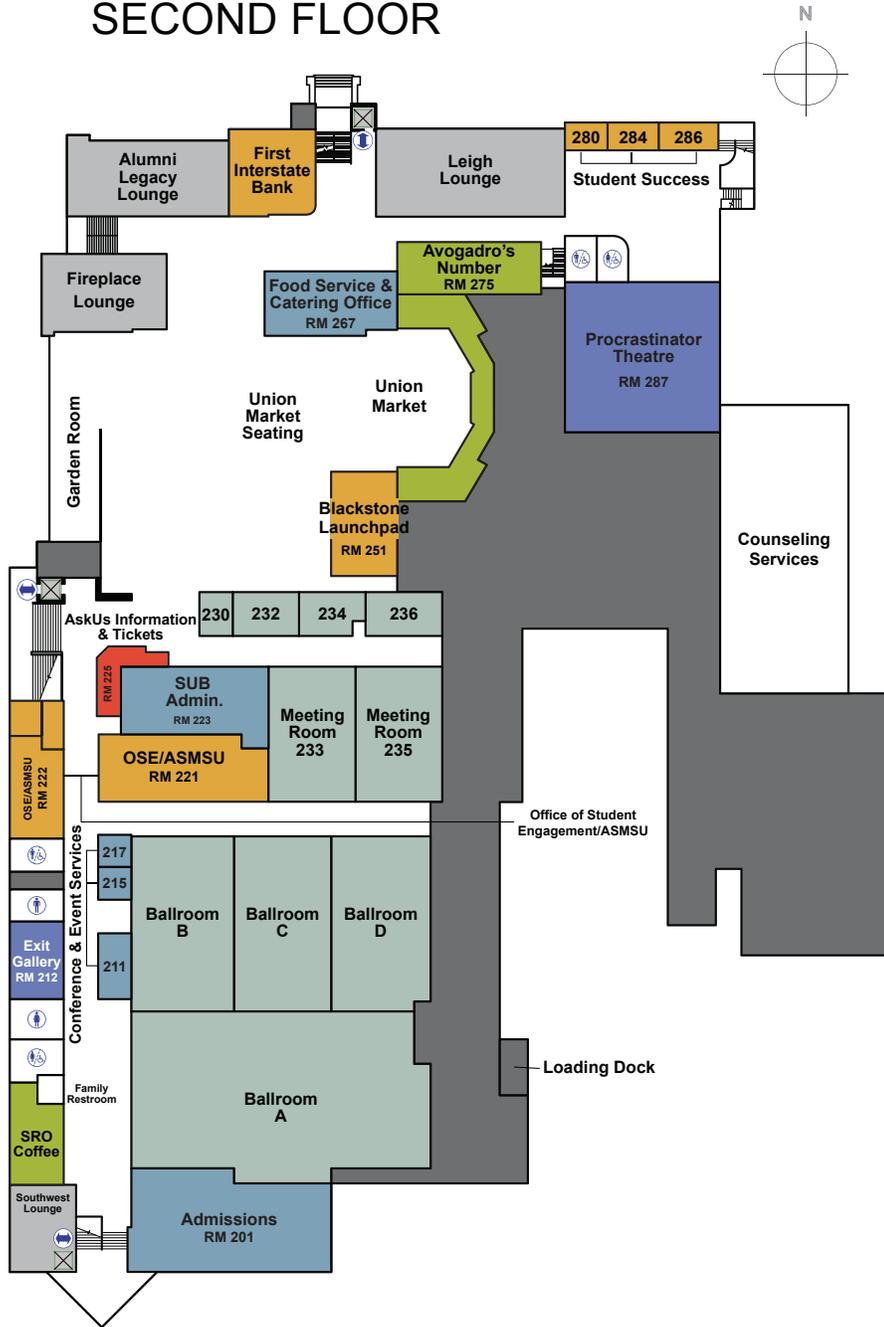
MEETING ROOMS

Meeting Room	168	-
Family Care Room	124	-

STUDENT SERVICES

AYCSS - Return to Learn	102	(406) 994-4353
Cat Card	134	(406) 994-2273
Dean of Students	174	(406) 994-2826
Disability, Re-Entry and Veteran Services	180	(406) 994-2824
Leadership Institute	187	(406) 994-7275
Leadership Institute	187	(406) 994-7275
Office of Financial Aid	183	(406) 994-2845
Allen Yarnell Center for Student Success	177	
Career Internship & Student Employment Office of Student Success	177	(406) 994-4353
Financial Education	152	(406) 994-7627
Office of Sustainability	175	(406) 994-6873
Veteran Support Center	185	(406) 994-3661
VP Student Success	174	(406) 994-2828

SECOND FLOOR



SECOND FLOOR DIRECTORY

ADMINISTRATIVE

Admissions	201	(406) 994-2452
Conference & Event Services	211	(406) 994-3081
Food Services	267	(406) 994-3663
Student Success	280	-
Student Success	284	-
Student Success	286	-
SUB Admin.	223	(406) 994-3082
University Catering	267	(406) 994-3336

FOOD

Avogadro's Number	275	(406) 994-6023
SRO Coffee South Entrance		(406) 994-6946
Union Market	-	(406) 994-5811

ENTERTAINMENT/RETAIL

Exit Gallery	212	(406) 994-1828
Procrastinator Theatre	287	(406) 994-5827

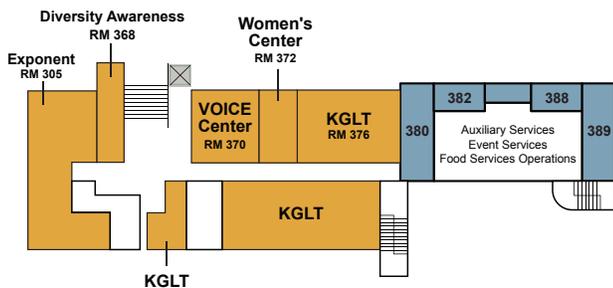
MEETING ROOMS

Ballroom A	-	-
Ballroom B	-	-
Ballroom C	-	-
Ballroom D	-	-
Meeting Room	230	-
Meeting Room	232	-
Meeting Room	233	-
Meeting Room	234	-
Meeting Room	235	-
Meeting Room	236	-

STUDENT SERVICES

AskUs Information/Tickets	225	(406) 994-4636
ASMSU	221	(406) 994-2933
Blackstone LaunchPad	251	(406) 994-4383
First Interstate Bank	268	(406) 586-0757
Student Engagement/OSE	222	(406) 994-2933
Student Engagement/OSE	221	(406) 994-2933

THIRD FLOOR



Updated 9/15/2016

THIRD FLOOR DIRECTORY

ADMINISTRATIVE

Auxiliary Services	388	-
Event Services	389	-
Food Service Operations	382	(406) 994-3640
Food Service Operations	380	(406) 994-7138

STUDENT SERVICES

Exponent	305	(406) 994-2253
KGLT	376	(406) 994-3001
Diversity Awareness	368	(406) 994-5801
VOICE Center	370	(406) 994-7142
Women's Center	372	(406) 994-3836

SCHEDULE AT-A-GLANCE

THURSDAY, NOVEMBER 3, 2016

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- 8:00 – 6:00 Registration Desk open across from Ask Us Desk
- 9:00 – 9:15 Opening Remarks in Procrastinator Theater
- 9:15 – 10:15 Keynote Address by Dr. Judy Willis in Procrastinator Theater
How Emotion Impacts the Brain's Successful Learning and What to Do About It
- 10:15 – 10:45 AM Coffee Break in Room 235
- 10:15 – 1:10 Poster Session in Room 235
- 10:45 – 12:10 AM Concurrent Breakout Session (Rooms 233, 235, 168)
- 12:15 – 1:10 Lunch in Room 233 & 235
- 1:15 – 2:45 PM Concurrent Workshops (Rooms 233, 235)
Dialogical Feedback: A Two Way Street to Improve Teaching and Learning
Understanding and Advancing Student Success and Well-Being
- 3:00 – 4:25 PM Concurrent Breakout Session (Rooms 233, 235, 168)
- 4:25 – 4:55 PM Coffee Break in Room 235
- 5:00 – 6:00 Panel Discussion in Procrastinator Theater
Barriers, Roadblocks, and Obstacles: Native Future Educators Share Their Stories
- 6:00 – 7:30 Wine & Cheese Reception in Leigh Lounge

KEYNOTE SPEAKER



Judy Willis, M.D. M.Ed.

Graduate School of Education
University of California Santa Barbara

Thursday, November 3, 2016 | 9:15 – 10:15 | Procrastinator Theater

How Emotion Impacts the Brain's Successful Learning and What to Do About It

Stressors in the classroom can block successful input from reaching the prefrontal cortex to become memory and block the output from the PFC needed for emotional self-management. Neuroscience research has spotlighted the stresses that cause students to “act out” or “zone out”. The most frequent stressors directly linked to classroom experiences are boredom (already mastered the information being taught to the class) or frustration from repeated goal failure in a topic or subject (with the goal ranging from not getting the desired A+ to not achieving satisfactory mastery).

You will have the keys that unlock the stress blockade that limits access to and output from the highest thinking brain – and ultimately results in a “fixed mindset”. You will learn how the “video game model” applies to teaching for motivation and perseverance through achievable challenge and helping students recognize incremental progress. You will leave with strategies to reduce the boredom and frustration that prevent the brain from working in its best thinking centers.

When you connect your own experience and insights with the neuroscience research correlations, students are the beneficiaries. As you guide them in building emotional self-control, persevering through challenge, understanding that mistakes as integral to learning, and recognizing their incremental progress, their growth mindset grows along with their behavioral and cognitive success.

PROFILE:

Dr. Judy Willis, a board-certified neurologist combined her 15 years as a practicing neurologist with ten subsequent years as a classroom teacher to become a leading authority in the neuroscience of learning. With her unique background as both in neuroscience and education, she has written seven books and more than 100 articles about applying neuroscience research to classroom teaching strategies.

After graduating Phi Beta Kappa as the first woman graduate from Williams College, Willis attended UCLA School of Medicine where she was awarded her medical degree. She remained at UCLA and completed a medical residency and neurology residency, including chief residency. She practiced neurology for 15 years before returning to university to obtain her teaching credential and Master's of Education degree from the University of California, Santa Barbara. She then taught in elementary and middle school for 10 years.

Dr. Willis is on the adjunct faculty of the University of California Santa Barbara Graduate School of Education and travels nationally and internationally giving presentations, workshops, and consulting about learning and the brain. She has been interviewed by USA Today, Euronews, The Wall Street Journal, NBC News Education Nation, ABC Australia Radio, Lateline Australia, Popular Mechanics, Neurology Today, USA Today, Education Week, Medscope Neurology, Parenting Magazine among others, and writes staff expert blogs for NBC News Education Nation, Edutopia, Psychology Today, and The Guardian. In 2011, she was selected by Edutopia as one of their “Big Thinkers on Education.”

POSTER PRESENTATIONS

Thursday, November 3, 2016 | 10:15 – 1:10

Room 235



Effects of Course Prerequisites on Student Success and Subject Interest

This presentation will examine how course prerequisites serve to provide more than prior domain knowledge, and if chosen appropriately can bolster student perceptions of success and interest in content material.

PRESENTER: Dr. Jim Becker, [Montana State University](#) (USA)

Strategies to Promote Student Success in Undergraduate Mathematics and Statistics Courses

This poster presents a Student Success Coordinator program in undergraduate mathematics and statistics courses. The goals of the program is to improve student performance and retention. The poster will describe specific efforts in four areas: course coordination; instructor mentoring and preparation; curriculum development; and support for at-risk students.

PRESENTER: Professor Elizabeth Burroughs, [Montana State University](#) (USA)

Undergraduate Research Experiences: Who, What, Where, When, and How?

This poster will focus on a form of active learning that research has shown to support student success: undergraduate research experiences. The purpose of this poster is to provide information about how to successfully partner with undergraduate research assistants including recruitment, training, and collaboration at each stage of research.

PRESENTERS: Dr. Kalli Decker, Mrs. Amanda Belleville, Ms. Phoebe Leverett, [Montana State University](#) (USA)

Student Success: K-8 Teacher Candidates' Linguistic Skills and Career-Readiness

Elementary education majors have identified a need for training in linguistics and English language basics. They believe the present structure of ELA coursework that is part of their teacher preparation is insufficient to help them meet the professional demands, especially in the era of Common Core and state standards.

PRESENTER: Ms. Michelle Knickerbocker, [Montana State University](#) (USA)

Building Community in Large Freshman Classes: Engagement

The transition to college is a complex transition. Attending and participating in large Freshman classes is challenging for some students. In class activities and syllabi planning for large classes assists toward building a learning community and engagement resulting in the wellbeing of the students and success in the university environment.

PRESENTER: Dr. Sandy Osborne, [Montana State University](#) (USA)

Student Growth in a Mathematical Tutoring Center

We present evidence that tutoring mathematics or statistics in a drop-in center can be used to improve student success in surprising ways. General study skills and learning strategies are modeled by tutors and learned by students. We present the methods used to create such an environment.

PRESENTER: Dr. Damien Pitman, Ms. Sabrina Stites, [Montana State University](#) (USA)

Factors Influencing International Student Academic Success

The effects of English proficiency, country of origin, and gender on international student academic success, persistence to a second year of study, and persistence to degree completion will be the focus of this poster session.

PRESENTER: Mrs. Maxine Pond, [Montana State University](#) (USA)

K-12 Outreach Through Practical Software R&D in the Software Factory Environment

The applications of software development are critical to a number of fields that fall outside the traditional scope. This research tracks the results of a summer project of two undergraduate Computer Science majors and their work to expose high school students to mobile application research and development.

PRESENTER: Ms. Xuying Wang, Mr. Ryan Darnell, [Montana State University](#) (USA)

THURSDAY, NOVEMBER 3, 2016

ORAL PRESENTATION SCHEDULE | AM CONCURRENT BREAKOUT SESSION

TIME	ROOM 233	ROOM 235	ROOM 168
10:45 – 11:10	<p>Improving Critical Thinking Skills Mr. Ben Paris (ansrsource)</p>	<p>Creating Career Readiness Through Leadership: Transforming Student Learners to Committed Professional Learners Ms. D. Coleen Kaiser (Montana State University)</p>	<p>Implementation and Evaluation of Different Types of Peer Learning Instruction Dr. Shanon Reckinger (Montana State University)</p>
11:15 – 11:40	<p>Methods for Developing and Assessing the Generic Problem-Solving Skills of Students Dr. Andis Klegeris (University of British Columbia, Okanagan Campus)</p>	<p>Building Sense of Belonging: Helping Students Take Notice, Take Charge, and Graduate Dr. Teshia Roby (California State Polytechnic University Pomona)</p>	<p>Closing the Loop: Leveraging Technology to Provide Feedback to Guide Student Learning Mr. Kenneth Silvestri (Montana State University)</p>
11:45 – 12:10	<p>Understanding Writing and Communication in Engineering Courses Ms. Brianna Bos (Montana State University)</p>	<p>Enhancing Student Success with a One-Stop Model Ms. Kathleen Tarkalson, Ms. Sandi Nelson (University of Montana)</p>	<p>Learning and Teaching With or Without PowerPoint Dr. John Olotewo (Girne American University)</p>



ROOM 233

Thursday, November 3 | 10:45 – 12:10

10:45 – 11:10
PRESENTATION

Improving Critical Thinking Skills

There is broad agreement about the importance of critical thinking skills, but little agreement on what critical thinking skills are. This session addresses this problem and will help participants add value to their programs by providing a framework for building critical thinking skills and advice for measuring that improvement.

PRESENTER: Mr. Ben Paris, [ansrsource](#) (USA)

11:15 – 11:40
PRESENTATION

Methods for Developing and Assessing the Generic Problem-Solving Skills of Students

Generic problem-solving skills (PSS) is a desirable outcome of university education. This presentation will outline a tutor-less problem-based learning technique used in large classrooms, which led to improvement in PSS of students. An assessment tool available to all instructors will be described, and data obtained through a campus-wide study presented.

PRESENTER: Dr. Andis Klegeris, University of British Columbia,
[Okanagan Campus](#) (Canada)

11:45 – 12:10
PRESENTATION

Understanding Writing and Communication in Engineering Courses

While industry continues to call for engineers with better communication skills, students and faculty often discount the importance of developing these skills in an engineering curriculum. This research sought to better understand how writing is developed in MSU engineers through observation and analysis of student writing across a single curriculum.

PRESENTER: Ms. Brianna Bos, [Montana State University](#) (USA)

ROOM 235

Thursday, November 3 | 10:45 – 12:10

10:45 – 11:10
PRESENTATION

Creating Career Readiness Through Leadership: Transforming Student Learners to Committed Professional Learners

Through three weeks of professional development a dietetic internship program aims to set emerging nutritionists on the path of leadership and commitment to the profession. The use of empowering experiential activities and projects demonstrates the influence of leadership to build commitment to an educational process and ultimately intern success.

PRESENTER: Ms. D. Coleen Kaiser, [Montana State University](#) (USA)

11:15 – 11:40
PRESENTATION

Building Sense of Belonging: Helping Students Take Notice, Take Charge, and Graduate

Lessons learned from years of outreach to students for the purpose of improving retention, persistence, and completion and closing the graduation gap among under-represented students will be shared. Presentation topics will include results of student feedback, technology tips, and a discussion of Sense of Belonging conceptual models for student retention.

PRESENTER: Dr. Teshia Roby, [California State Polytechnic University Pomona](#) (USA)

11:45 – 12:10
PRESENTATION

Enhancing Student Success with a One-Stop Model

With tightening budgets across public institutions coupled with a changing student body, it is important to stay in front of shifting needs and expectations. The University of Montana's School of Business Administration shares its experience in consolidation and centralization of student services in an effort to enhance student success.

PRESENTERS: Ms. Kathleen Tarkalson, Ms. Sandi Nelson, [University of Montana](#) (USA)

ROOM 168

Thursday, November 3 | 10:45 – 12:10

10:45 – 11:10
PRESENTATION

Implementation and Evaluation of Different Types of Peer Learning Instruction

This presentation will provide examples of how to incorporate peer learning into and out of the classroom, both formally and informally. Results on how effective these methods have been on an undergraduate programming class will also be presented.

PRESENTER: Dr. Shanon Reckinger, [Montana State University](#) (USA)

11:15 – 11:40
PRESENTATION

Closing the Loop: Leveraging Technology to Provide Feedback to Guide Student Learning

Learn how to leverage technology to provide students with feedback needed to guide their learning while minimizing teaching workload. From features and tools found in most learning management systems to lecture capture technologies to offer audio and video feedback, come find out how to deliver constructive feedback efficiently and effectively.

PRESENTER: Mr. Kenneth Silvestri, [Montana State University](#) (USA)

11:45 – 12:10
PRESENTATION

Learning and Teaching With or Without PowerPoint

The essence of this presentation is to help teachers learn more about the usage of power points or the challenges of power points and to investigate if really today's teachers can do without power point in their classes.

PRESENTER: Dr. John Olotewo, [Girne American University](#) (Cyprus)

INTERACTIVE WORKSHOPS

Thursday, November 3 | 1:15 – 2:45

ROOM 233

Dialogical Feedback: A Two Way Street to Improve Teaching and Learning

The purpose of this workshop is to introduce and develop participants use of feedback by both students and instructors for improved learning and teaching outcomes.

FACILITATORS: Dr. Tena Versland, [Montana State University](#);
Dr. Kathryn Will-Dubyak, [University of Maine Farmington](#) (USA)

ROOM 235

Understanding and Advancing Student Success and Well-Being

This workshop is designed to be a conversation inviting scholars from across disciplines to engage questions and research surrounding the issues of how college students define “success” including the wholeness and health implied by “well-being.”

FACILITATORS: Dr. Tricia Seifert, Dr. Bryce Hughes, Dr. Matthew Vess,
Dr. Mitch Vaterlaus, Dr. Deborah C. Haynes, Dr. David Henderson,
Dr. Chris Kearns, Dr. Carina Beck, [Montana State University](#) (USA)



THURSDAY, NOVEMBER 3, 2016

ORAL PRESENTATION SCHEDULE | PM CONCURRENT BREAKOUT SESSION

TIME	ROOM 233	ROOM 235	ROOM 168
3:00 – 3:25	<p><i>Flexible Teaching Spaces: Libraries Leading the Way</i> Professor Sheila Bonnard, Professor Mary Anne Hansen (Montana State University)</p>	<p><i>“I Really Like Your Necklace” Using Indigenous Storywork to Teach Cultural Humility</i> Dr. Sweeney Windchief (Montana State University)</p>	<p><i>Accelerating Pathways to Higher Education</i> Mrs. Samina Rozani (Versatile Academy)</p>
3:30 – 3:55	<p><i>The Value of Academic Libraries With Student Retention and Persistence: A Review</i> Professor Barry Brown (University of Montana)</p>	<p><i>Promising Practices for Faculty and Institutions to Promote Indigenous Participation in STEM</i> Ms. Catherine Johnson (Montana State University)</p>	<p><i>Redesigning Higher Education Marketing: Frameworks to Improve Candidate Engagement and Acquisition</i> Mr. Soumik Gangul (QS Quacquarelli Symonds Ltd.)</p>
4:00 – 4:25	<p><i>From Practice to Pedagogy: Building a Student-Centered Social Media Community</i> Professor Scott Young, Professor Doralyn Rossman (Montana State University)</p>	<p><i>Creating A Safe Learning Environment Through Community Building Fosters Student Success</i> Ms. Sally White (Montana State University)</p>	<p><i>The Impact of Service Quality on Student Loyalty and Satisfaction in Pakistan</i> Mr. Nauman Aslam (Superior University)</p>



ROOM 233

Thursday, November 3 | 3:00 – 4:25

3:00 – 3:25
PRESENTATION

Flexible Teaching Spaces: Libraries Leading the Way

Join librarians from Montana State University as they share best practices for designing active learning spaces and providing opportunities for faculty on campus to explore innovative teaching practices.

PRESENTERS: Professor Sheila Bonnand, Professor Mary Anne Hansen,
Montana State University (USA)

3:00 – 3:55
PRESENTATION

The Value of Academic Libraries With Student Retention and Persistence: A Review

A variety of research studies demonstrate positive relationships between academic library use and student retention. Academic libraries might prove to be beneficial partners with advisors and student support units to develop strategies or interventions for positively affecting student retention.

PRESENTER: Professor Barry Brown, University of Montana (USA)

4:00 – 4:25
PRESENTATION

From Practice to Pedagogy: Building a Student-Centered Social Media

In this session, librarians from Montana State University present innovative methods for integrating social media practice and social media pedagogy. Attendees will learn practical strategies for generating engagement through social media, with a dual focus on in-practice and in-classroom approaches that enhance student success through a community-focused social media program.

PRESENTER: Professor Scott Young, Professor Doralyn Rossman,
Montana State University (USA)

ROOM 235

Thursday, November 3 | 3:00 – 4:25

3:00 – 3:25
PRESENTATION

"I Really Like Your Necklace" Using Indigenous Storywork to Teach Cultural Humility

Join us for an in depth look at the intricacies of cultural competence as it is compared to cultural humility in higher education within an Indigenous context. Research will be shared and deliberated to engage attendees for the purpose of contributing to historically underrepresented students' success in higher education.

PRESENTER: Dr. Sweeney Windchief, [Montana State University](#) (USA)

3:00 – 3:55
PRESENTATION

Promising Practices for Faculty and Institutions to Promote Indigenous Participation in STEM

The faculty and institutional promising practices framework promotes tangible changes that institutions can adapt to better address the unique needs of Indigenous STEM graduate students. It describes the myriad of ways faculty and institutions can sustain students as they interact, develop, and successfully navigate their culture and their academic culture.

PRESENTER: Ms. Catherine Johnson, [Montana State University](#) (USA)

4:00 – 4:25
PRESENTATION

Creating A Safe Learning Environment Through Community Building Fosters Student Success

Student success depends on your classroom environment. Research in education, neuroscience and the science of productivity supports the claim that creating a safe learning environment fosters student success. The presenter will highlight research findings, introduce community building activities that build a safe learning environment, and provide participants with relevant resources.

PRESENTER: Ms. Sally White, [Montana State University](#) (USA)

ROOM 168

Thursday, November 3 | 3:00 – 4:25

3:00 – 3:25
PRESENTATION

Accelerating Pathways to Higher Education

It will provide a pathway to pursue higher education to students based on their talent, competence, passion, initiative and innovation it will help students to gain confidence to choose their apt career.

PRESENTER: Mrs. Samina Rozani, *Versatile Academy* (India)

3:00 – 3:55
PRESENTATION

Redesigning Higher Education Marketing: Frameworks to Improve Candidate Engagement and Acquisition

This paper attempts to provide scientifically derived methods on practicing higher education marketing by studying current marketing methods, advertising classifications, integrated marketing attributes, multi-channel attribution, and by using Bayes Theorem to show the probability of different marketing channels' contribution towards Results or ROI.

PRESENTER: Mr. Soumik Ganguly, *QS Quacquarelli Symonds Ltd.* (United Kingdom)

4:00 – 4:25
PRESENTATION

The Impact of Service Quality on Student Loyalty and Satisfaction in Pakistan

This study highlights the students major concern about the education learning that how quality of the studies impact on the loyalty and satisfaction level of the students.

PRESENTER: Mr. Nauman Aslam, *Superior University* (Pakistan)

PANEL DISCUSSION

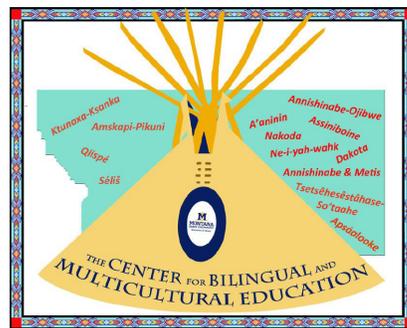
Thursday, November 3 | 5:00 – 6:00

ROOM 233

Barriers, Roadblocks, and Obstacles: Native Future Educators Share Their Stories

In this panel presentation, Montana State University students who are in the Teacher Preparation Program and are Wanji Oyate Education Cohort members, will share how their educational and personal experiences have motivated their professional pursuits. These Native future educators at various stages in their college careers and personal lives, will discuss how family, academic, and community relationships hold them back, keep them going, and push them forward.

PANEL MEMBERS: Scott Flatlip, Alisha Fisher, Donelle Williams, and Terry Bradley.
The panel will be joined by their faculty advisor, Dr. Jioanna Carjuzaa.



SCHEDULE AT-A-GLANCE

FRIDAY, NOVEMBER 4, 2016

- 
- 8:00 – 6:00 Registration Desk open across from Ask Us Desk
- 9:00 – 9:15 Opening Remarks in Procrastinator Theater
- 9:15 – 10:15 Keynote Address by Dr. Terry Doyle in Procrastinator Theater
A New Paradigm for Student Learners
- 10:15 – 10:45 AM Coffee Break in Room 235
- 10:45 – 12:10 AM Concurrent Breakout Session (Rooms 233, 235, 168)
- 12:15 – 1:10 Lunch in Room 233 & 235
- 1:15 – 2:45 PM Concurrent Workshops (Rooms 233, 235, 168)
Strategies to Enhance Metacognition, Grit, and Growth Mindset for Student
The Power of Collaboration: Creating a Community Discussion Around College Readiness
Design Thinking: Tools for Student Empowerment, Transformation to Make Positive Difference
- 3:00 – 4:00 TEAL Presentation (Gaines 143)
- 3:00 – 4:25 PM Concurrent Breakout Session (Rooms 233, 235, 168)
- 4:25 – 4:55 PM Coffee Break in Room 235
- 5:00 – 6:00 Panel Discussion in Procrastinator Theater
What Matters is the Learning: Creating Student-Centered Environments to Spark Discovery and Engagement
- 6:15 – 8:00 Reception in Jabs Hall

KEYNOTE SPEAKER



Terry Doyle, Ph.D.

Professor Emeritus
Ferris State University

Friday, November 4, 2016 | 9:15 – 10:15 | Procrastinator Theater

A New Paradigm for Student Learners

The challenges facing American Higher Education cannot be solved by faculty and administrators alone. If educational outcomes are going to improve in the United States, it is essential that our students, both those who struggle and those who do well, learn how to be better learners. This session will discuss how the findings from neuroscience, cognitive science and biology research, over the past fifteen years; demands a new paradigm for student learners. This new paradigm requires students first, to prepare themselves for learning and second, to apply the findings from brain research on how the human brain learns best to their learning and studying practices. The specific actions students need to take to adopt this new paradigm will be shared in this session.

PROFILE:

Terry Doyle is an author, nationally recognized educational consultant and Professor Emeritus from Ferris State University where he worked for 38 years. From 1998 to 2009 he served as the Senior Instructor for Faculty Development and Coordinator of the New to Ferris Faculty Transition Program for the Faculty Center for Teaching and Learning at Ferris State.

Terry has presented 80 workshops on teaching and learning topics at regional, national and international conferences since 2000. During the past five years he has worked with faculty in Taiwan, Saudi Arabia, Pakistan, South Korea, Canada and faculty on one hundred and sixty different colleges and universities across the United States on ways to develop a learner centered approach to teaching.

He is the author of the book *Learner Centered Teaching: Putting the Research on Learning into Practice* which was featured in the *Chronicle of Higher Education's* Selected New Books in Higher Education in 2012 and the book *Helping Students Learn in a Learner Center Environment: A Guide to Teaching in Higher Education* which was just translated into Mandarin and was originally published by Stylus in 2008. He is the co-author of the book *New Faculty Transition -An Ideal Program* published in 2004.

His latest book published in August 2013, co-authored with Dr. Todd Zakrajsek is titled *The New Science of Learning: How to Learn in Harmony with your Brain* and is written for college and high school students. It has been described as breaking new ground in helping students understand how learning happens and suggests a new paradigm for how students should prepare themselves for learning. The book was a finalist for the 2013 USA Best Book Award in the category of Education/Academics.

Terry is the CEO of Learner Centered Teaching Consultants and is currently working on a new book with Todd Zakrajsek titled *How Students Learn-- Teaching in Harmony with the Brain* scheduled to be published fall of 2017 by Stylus.

FRIDAY, NOVEMBER 4, 2016

ORAL PRESENTATION SCHEDULE | AM CONCURRENT BREAKOUT SESSION

TIME	ROOM 233	ROOM 235	ROOM 168
10:45 – 11:10	<p>Challenges and Successes: Early Field Experiences with Technology in Informal Learning Contexts Dr. Nicholas Lux, Ms. Amanda Obery (Montana State University)</p>	<p>Bozeman School District: College and Career Readiness Framework Dr. Rob Watson, Mrs. Rachel Marker, Ms. Perri Sherrill (Bozeman School District)</p>	<p>Beyond English Language Skills: Effects of IEP on International Student' Success Mrs. Maxine Pond (Montana State University)</p>
11:15 – 11:40	<p>The Collective Learning Paradigm in Post-Secondary Education Robert Campbell (University of British Columbia)</p>	<p>Collaborative Approach to Supporting Students with Disability at the University of Sydney Ms. Dagmar Kminiak (The University of Sydney)</p>	<p>Teaching and Learning to Use Technology in ELT: Action Research Mr. Ahmed Zohur (East West University)</p>
11:45 – 12:10	<p>Reconstructing Understanding: Technology, Information Literacy, and Curriculum Transformation Dr. Joseph Todd (MSU-Northern)</p>	<p>Transcending Thresholds in B.Ed Students: A South African Perspective Dr. Carolina Botha, Dr. Julialet Rens (North West University, Potchefstroom Campus)</p>	<p>Online Access for Students in Remote Areas Dr. Nazir Ahmed Sangi (Allama Iqbal Open University)</p>



ROOM 233

Friday, November 4 | 10:45 – 20:10

10:45 – 11:10
PRESENTATION

Challenges and Successes: Early Field Experiences with Technology in Informal Learning Contexts

Structured clinical experiences that occur in informal science learning contexts support pre-service teachers' success by affording them with and authentic opportunities to practice technology integration. These engaging field experiences allow learners to apply theory to practice, and provide opportunities to wrestle with the messiness of technology integration in informal learning.

PRESENTERS: Dr. Nicholas Lux, Ms. Amanda Obery, [Montana State University \(USA\)](#)

11:15 – 10:40
PRESENTATION

The Collective Learning Paradigm in Post-Secondary Education

Agarwal's Collective Learning Paradigm, an innovative instructional strategy that strongly supports collaborative learning, was used to design an Information Technology course for teacher candidates. This presentation reports on the challenges and successes of this implementation, and provides guidance for educators wishing to design and implement collaborative instruction in their teaching.

PRESENTER: Dr. Robert Campbell, [University of British Columbia \(Canada\)](#)

10:45 – 12:10
PRESENTATION

Reconstructing Understanding: Technology, Information Literacy, and Curriculum Transformation

This presentation will offer a model to teachers about how to engage students' use of technology in the process of curriculum transformation by developing strategies of critical analysis and media literacy. Through an example classroom discussion surrounding the history of rock 'n' roll this process will be described.

PRESENTER: Dr. Joseph Todd, [Montana State University-Northern \(USA\)](#)

ROOM 235

Friday, November 4 | 10:45 – 20:10

10:45 – 11:10
PRESENTATION

Bozeman School District: College and Career Readiness Framework

The Bozeman School District, with community collaboration, has developed a framework that defines the academic and non-academic skills necessary for college and career readiness. The purpose of the oral presentation is to display the framework, discuss the process used to create it and gain feedback for potential future revisions.

PRESENTERS: Dr. Rob Watson, Mrs. Rachel Marker, Ms. Perri Sherrill,
Bozeman School District (USA)

11:15 – 10:40
PRESENTATION

Collaborative Approach to Supporting Students with Disability at the University of Sydney

Overview of initiatives which have been implemented at the University of Sydney to support the success of students with disability, including an insight into how the objectives of the University 2013-18 Disability Action Plan have been a catalyst to ensure a collaborative approach in the support of students with disability.

PRESENTER: Ms. Dagmar Kminiak, The University of Sydney (Australia)

10:45 – 12:10
PRESENTATION

Transcending Thresholds in B.Ed Students: A South African Perspective

A South African perspective on the various transitions that students in teacher training programmes face during their journey to become qualified teachers. This study used focus groups to explore the perceptions and experiences of first and final year B.Ed students as well as novice teachers.

PRESENTERS: Dr. Carolina Botha, Dr. Julialet Rens,
North West University, Potchefstroom Campus (South Africa)

ROOM 168

Friday, November 4 | 10:45 – 20:10

10:45 – 11:10
PRESENTATION

Beyond English Language Skills: Effects of IEP on International Student' Success

Critical to the internationalization of the university campus is the retention of international students. This paper presents the positive effects of intensive English programs on student success and retention. It recommends IEPs collaborate with other departments in the university to improve understanding and support for international students.

PRESENTER: Mrs. Maxine Pond, [Montana State University](#) (USA)

11:15 – 10:40
PRESENTATION

Teaching and Learning to Use Technology in ELT: Action Research

The presentation informs audience how trainee teachers in Bangladesh perceived and responded to an MA TESOL course which involved learning and using ICT for English language teaching. It identifies several intriguing social and cultural issues that demand an engaging discussion.

PRESENTER: Mr. Ahmed Zohur, [East West University](#) (Bangladesh)

10:45 – 12:10
PRESENTATION

Online Access for Students in Remote Areas

Online access in remote areas is always an issue in e-learning design. This paper presents a feedback of students online public access design which was used in a blended learning program comprising of ten IT/CS courses. The economy, learning and access were achieved by the students across the country.

PRESENTER: Dr. Nazir Ahmed Sangi, [Allama Iqbal Open University](#) (Pakistan)

INTERACTIVE WORKSHOPS

Friday, November 4 | 1:15 – 2:45

ROOM 233

Strategies to Enhance Metacognition, Grit, and Growth Mindset for Student Success

Research studies indicate a positive relationship between a student's metacognition, grit, mindset and academic success. These traits can all be taught and through experience enhanced. This session focuses on evidence-based strategies instructors may embed in their learning environments. Participants will evaluate multiple ways to integrate these strategies into one's teaching.

FACILITATOR: Dr. Peter Arthur, [University of British Columbia](#) (Canada)

ROOM 235

The Power of Collaboration: Creating a Community Discussion Around College Readiness

Preparing students for success is an important role for the K-12 system, however schools cannot do it alone. The collective impact process is a way to establish a dialogue about college and career readiness. Participants will explore the process learn how to create a similar discussion in their own communities.

FACILITATORS: Dr. Robert Watson, Mrs. Rachel Marker, Ms. Perri Sherrill,
[Bozeman School District](#) (USA)

ROOM 168

Design Thinking: Tools for Student Empowerment, Transformation to Make Positive Difference

Everyone has a different Move-In Day college experience. Using what participants hear from fellow workshop participants, teams will distill, build prototypes, test user responses on what they have learned into a potential opportunity and design a better way to meet the needs on Move-In Day.

FACILITATORS: Professor Peter Hackbert, [Berea College](#) (USA)

FRIDAY, NOVEMBER 4, 2016

ORAL PRESENTATION SCHEDULE | PM CONCURRENT BREAKOUT SESSION

TIME	ROOM 233	ROOM 235	ROOM 168
3:00 – 3:25	<p><i>MSU Debut: Creating a Campus-Wide Week of Welcome</i> Ms. Chelsey Wilson, Mr. Brett Runnion (Montana State University)</p>	<p><i>Investigating Relationships Between Statistical Self Efficacy, Motivational Variables and Statistical Learning</i> Mrs. Heidi Lindsey (Montana State University)</p>	<p><i>Progression? The Utility of 'Level' in Art and Design Education (UK)</i> Ms. Sam Thomson, Ms. Alex Franklin (University of the West of England, Bristol)</p>
3:30 – 3:55	<p><i>Prepare for the Worst and Plan for the Best</i> Ms. Gennifre Hartman, Ms. Susan Welker (Montana State University)</p>	<p><i>K-12 Outreach Through Practical Software R&D in the Software Factory Environment</i> Ms. Xuying Wang, Mr. Ryan Darnell (Montana State University)</p>	<p><i>Creating Blueprints For Student Success In Postsecondary Education</i> Ms. Jacqueline Beaulieu, (Ontario Institute for Studies in Education of the University of Toronto)</p>
4:00 – 4:25	<p><i>IEFA-Styled Annotated Bibliographies: Research for Educators in Multicultural Classrooms</i> Dr. Frederick Smiley (Montana State University-Northern)</p>	<p><i>Lessons Learned in Developing an Online Master's Program in Environmental Science</i> Dr. Scott Powell (Montana State University)</p>	<p><i>Bridging High School and College Writing with a Writing-Intensive Summer Stretch</i> Mr. Jacob Henan, Mrs. Ashley Rives (Montana State University)</p>



FEATURED PRESENTATION

Friday, November 4

Gaines 143

Presentation and Tour of MSU's Technology Enhanced Active Learning (TEAL) Classroom

Visit one of MSU's award winning Technology Enhanced Active Learning (TEAL) classrooms and learn how to increase student engagement through the use of innovative educational technology and active teaching and learning techniques. Faculty teaching in the classroom and individuals who train TEAL faculty will facilitate this interactive session

PRESENTER: Dr. Marilyn Lockhart
Director, Center for Faculty Excellence
Professor, Adult & Higher Education
Montana State University (USA)

NOTE: Attendance limited to a maximum of 45 people. Those interested in participating in this featured presentation are asked to meet at the Ask Us desk at 2:45. The presentation will take place in Gaines Hall (Room 143) from 3:00 – 4:00.



ROOM 233

Friday, November 4 | 3:00 – 4:25

3:00 – 3:25
PRESENTATION

MSU Debut: Creating a Campus-Wide Week of Welcome

As students transition to college, they experience feelings of excitement, nervousness, and the unknown. We created an institutional-wide opening weeks program that helped our incoming students navigate this process and connect with other incoming students, returning students, faculty, and staff. Learn how we successfully implemented a campus-wide opening weeks program.

PRESENTER: Ms. Chelsey Wilson, Mr. Brett Runnion, [Montana State University \(USA\)](#)

3:00 – 3:55
PRESENTATION

Prepare for the Worst and Plan for the Best

In May 2013, Betsy Palmer, an associate professor at MSU, died while leading 16 students in Nepal. To understand the complex responsibility of leading international programming, this session provides risk-management guidance with industry-standard best-practices, and the tools to offer an appropriate level of care for participants.

PRESENTERS: Ms. Gennifre Hartman, Ms. Susan Welker,
[Montana State University \(United States\)](#)

4:00 – 4:25
PRESENTATION

IEFA-Styled Annotated Bibliographies: Research for Educators in Multicultural Classrooms

This presentation demonstrates the development of a series of annotated bibliographies students have constructed for Montana teachers to complement the “Indian Education for All Act.” Attendees will also receive examples of the articles, books, web sites, and movies from this scholarship effort.

PRESENTER: Dr. Frederick Smiley, [Montana State University-Northern \(USA\)](#)

ROOM 235

Friday, November 4 | 3:00 – 4:25

3:00 – 3:25
PRESENTATION

Investigating Relationships Between Statistical Self Efficacy, Motivational Variables and Statistical Learning

This presentation will summarize research related to analyzing the relationships between statistical self efficacy, motivational factors and understanding of statistical concepts for 122 community college students enrolled in an introductory statistics course.

PRESENTER: Mrs. Heidi Lindsey, [Montana State University](#) (USA)

3:00 – 3:55
PRESENTATION

K-12 Outreach Through Practical Software R&D in the Software Factory Environment

The applications of software development are critical to a number of fields that fall outside the traditional scope. This research tracks the results of a summer project of two undergraduate Computer Science majors and their work to expose high school students to mobile application research and development.

PRESENTERS: Ms. Xuying Wang, Mr. Ryan Darnell, [Montana State University](#) (USA)

4:00 – 4:25
PRESENTATION

Lessons Learned in Developing an Online Master's Program in Environmental Science

This presentation will provide a brief background on a unique online master's program in environmental science, and discuss some of the key challenges, opportunities, and lessons learned, focusing in particular on the capstone professional paper experience and outcomes

PRESENTER: Dr. Scott Powell, [Montana State University](#) (USA)

ROOM 168

Friday, November 4 | 3:00 – 4:25

3:00 – 3:25
PRESENTATION

Progression? The Utility of 'Level' in Art and Design Education (UK)

What can the experiences of staff teaching art & design from EYPS to PG levels in UK education tell us about the ways in which assessment practices might be reconsidered to support retention, progression and the success of a more diverse student body & increased diversity in the creative industries?

PRESENTERS: Ms. Sam Thompson, Ms. Alex Franklin,
University of the West of England (United Kingdom)

3:00 – 3:55
PRESENTATION

Creating Blueprints For Student Success In Postsecondary Education

This session will explore findings from the Supporting Student Success study regarding students' knowledge of support services at postsecondary institutions. The findings inspired the creation of a Blueprints for Student Success website and preparatory workshops for high school students. An overview of these initiatives and discussion will be provided.

PRESENTERS: Ms. Jacqueline Beaulieu,
Ontario Institute for Studies in Education of the University of Toronto (Canada)

4:00 – 4:25
PRESENTATION

Bridging High School and College Writing with a Writing-Intensive Summer Stretch

Summer Success Academy, a new student persistence-and-retention initiative at Montana State University, is aimed at students who are at statistically high risk of stopping or dropping out during their first year of college. The program integrates math, writing, and student-success coursework and co-curricular activities in an intensive 4-week pre-semester residential experience. This panel reports on the writing curriculum custom-designed for this experience and its impacts on transitions from high school to college, engagement, and persistence and retention.

PRESENTERS: Mr. Jacob Henan, Mrs. Ashley Rives, Montana State University (USA)

PANEL DISCUSSION

Friday, November 4 | 5:00 – 6:00

PROCRASTINATOR THEATER

What Matters is the Learning: Creating Student-Centered Environments to Spark Discovery and Engagement

In 1995, Robert Barr and John Tagg published what has become a learning manifesto. Cited over 3,700 times, "From Teaching to Learning: A New Paradigm for Undergraduate Education" called on college instructors to stop delivering instruction and transferring knowledge to students and instead focus their energy and effort on producing learning and eliciting among students a sense of discovery and construction of knowledge. The panel will share their insights in co-creating classrooms and learning experiences where students are at the center.

PANEL MEMBERS:

Tamera O'Neill is an English teacher in the Bridger Alternative program at Bozeman High School. She is a teacher who holds a shared vision with students that "in the Bridger community and in life, Bridger students empower themselves through strong character, genuine learning, and hard work."

Cathy Ziebarth has used student-centered teaching across the learning continuum from K-12 public school classrooms to MSU Department of Education's course on Technology & Society.

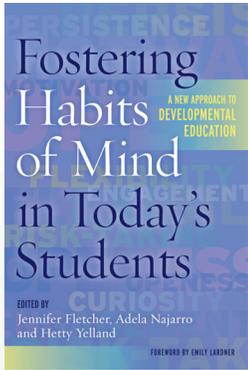
John Paxton is a Professor of Computer Science and Founding Director of the Gianforte School of Computing at Montana State University. He is known for his work teaching complex computer science concepts to students of all ages and developing cutting edge dual enrollment partnerships with our local schools.

SmartyCats Tutoring is a program offered through the Allen Yarnell Center for Student Success. SmartyCats embodies the best of peer-to-peer learning.

Tricia Seifert (moderator)



NEW LEARNING TECHNIQUES FOR YOUR CLASSROOM



Fostering Habits of Mind in Today's Students

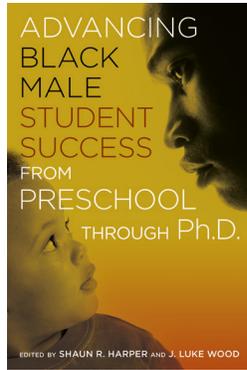
A New Approach to Developmental Education

Edited by Jennifer Fletcher, Adela Najarro, and Hetty Yelland

Foreword by Emily Lardner

Co-published in association with 

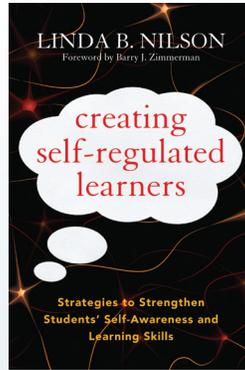
Paper, \$28.95 | eBook, \$23.99



Advancing Black Male Student Success From Preschool Through Ph.D.

Edited by Shaun R. Harper and J. Luke Wood

Paper, \$25.95 | eBook, \$20.99

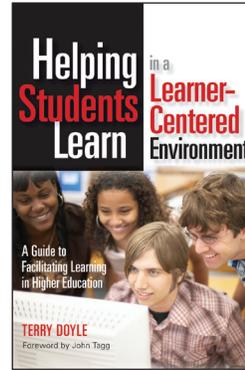


Creating Self-Regulated Learners

Strategies to Strengthen Students' Self-Awareness and Learning Skills

Linda Nilson
Foreword by Barry J. Zimmerman

Paper, \$28.95 | E-Book, \$22.99

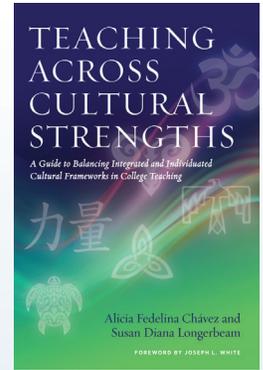


Helping Students Learn in a Learner-Centered Environment

A Guide to Facilitating Learning in Higher Education

Terry Doyle
Foreword by John Tagg

Paper, \$27.50



Teaching Across Cultural Strengths

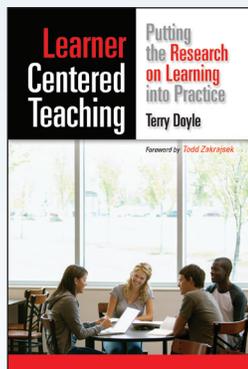
A Guide to Balancing Integrated and Individuated Cultural Frameworks in College Teaching

Alicia Fedelina Chávez and Susan Diana Longerbeam

Foreword by Joseph L. White

Co-published in association with 

Paper, \$29.95 | eBook, \$23.99

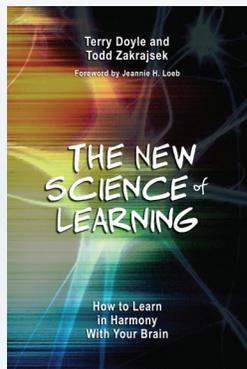


Learner-Centered Teaching

Putting the Research on Learning into Practice

Terry Doyle
Foreword by Todd Zakrajsek

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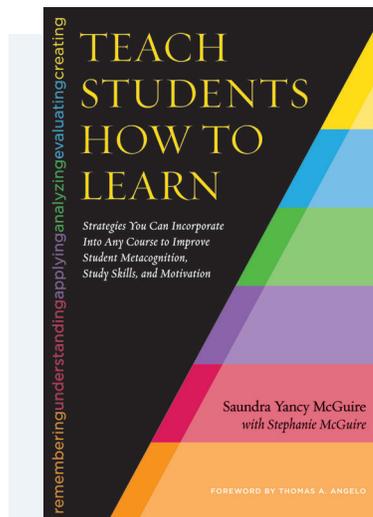


THE NEW SCIENCE OF LEARNING

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Terry Doyle and Todd Zakrajsek
Foreword by Jeannie H. Loeb

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SCHEDULE AT-A-GLANCE

SATURDAY, NOVEMBER 5, 2016

- 8:00 – 6:00 Registration Desk open across from Ask Us Desk
- 9:00 – 9:15 Opening Remarks in Procrastinator Theater
- 9:15 – 10:15 Keynote Address by David Laude in Procrastinator Theater
Creating a Campus Culture Where Every Student Graduates
- 10:15 – 10:45 AM Coffee Break in Room 235
- 10:45 – 12:15 AM Concurrent Workshops (Rooms 233, 235)
Optimal Learning: The Art of Questioning and the Development of Critical Thinking
School Leadership in a Racialized Democracy
- 12:15 – 1:10 Lunch in Room 233 & 235
- 1:15 – 1:30 Reflective Remarks in Procrastinator Theater
- 1:30 – 2:30 Keynote Address by Terrell Stayhorn in Procrastinator Theater
Buoyant Believers: A Framework for Ensuring Student Success
- 2:45 – 3:45 Panel Discussion in Procrastinator Theater
Targeting Expressed and Latent Needs to Create a Sense of Belonging and Purpose
- 3:45 – 4:15 PM Coffee Break in Room 235
- 4:15 – 5:45 PM Concurrent Workshops (Rooms 233 & 235)
Drafting Blueprints for Student Success: High School Student's Questions and College
Bridging the Gap Between High School, College, and the American Workforce

KEYNOTE SPEAKER



David A. Laude, Ph.D.

Senior Vice Provost and Professor of Chemistry
The University of Texas at Austin

Saturday, November 5, 2016 | 9:15 – 10:15 | Procrastinator Theater

Creating a Campus Culture Where Every Student Graduates

An argument is presented that the collaborative partnership between administrators, faculty and students to improve student success on a college campus should have as its starting point the expectation that every student will graduate. Efforts to create this environment at The University of Texas at Austin have employed predictive analytics, freshman-year success programs and incentive-based scholarship programs to foster a thriving student-centered campus environment. Nowhere is this effort more important than in the teaching of large gateway courses where significant numbers of students often do not succeed. An initiative to employ pedagogical advances through technology and community building has resulted in a reduction in non-passing rates in chemistry, biology and statistics courses to below 10%. In turn, persistence and four-year-graduation rates are at historic highs for the university and are especially pronounced for Pell-grant-eligible students.

PROFILE:

Professor Laude has been a member of the faculty in the College of Natural Sciences at The University of Texas at Austin since 1987. During the first ten years of his tenure at UT Austin, he ran a large research program in mass spectrometry. From 1996 to 2012, he held various administrative positions in the Dean's Office of the College of Natural Sciences and served as interim dean. Professor Laude has an established reputation for teaching excellence and curriculum innovation at The University of Texas at Austin and has received many awards for

his teaching, including membership in the Academy of Distinguished Teachers. For the past 17 years, Professor Laude has taught general chemistry in what has become one of the most popular courses on campus, and has the largest enrollment of any course taught in the College of Natural Sciences.

Professor Laude has been a leader in program reform at the undergraduate level at UT Austin for the past 27 years. In 1996, he chaired the original committee that proposed the teacher preparation program known today as UTeach. In 1999, he created the Texas Interdisciplinary Plan as a way to provide a small college-learning environment for students with adversity indicators. Professor Laude was also instrumental in the creation of the Freshman Research Initiative that today enrolls 900 incoming freshman students in the research programs of science faculty.

In 2012 Professor Laude joined the Provost's Office to champion four-year graduation rates. He developed the 360 Communities program that places all 7200 incoming freshmen in small communities to assist with acclimation to the university, and coordinates assignment of 1500 incoming freshmen from under-resourced backgrounds to freshman success programs. He has redefined the role of Financial Services to support new programs like Summer Bridge and University Leadership Network that further integrate students into the UT Austin community. All of these efforts have contributed to what are now the highest first and second year persistence rates in the university's history.

INTERACTIVE WORKSHOPS

Saturday, November 5 | 10:45 – 12:15

ROOM 233

Optimal Learning: The Art of Questioning and the Development of Critical Thinking

This workshop will explore the essential role of the art of questioning, based on comprehension of types of questions and standards of critical thinking, in optimal learning.

FACILITATOR: Dr. Thill Raghunath, [College of Southern Nevada](#) (Canada)

ROOM 235

School Leadership in a Racialized Democracy

Both presenters grew up in the Deep South of the United States; both have experienced successful careers as school leaders and professors of Educational Leadership. Dr. Saunders is African American and Dr. Henderson is white. They invite you to hear their stories and how cultural humility is so critical.

FACILITATORS: Dr. Godfrey Saunders, Dr. David Henderson, [Montana State University](#) (USA)



KEYNOTE SPEAKER



Terrell L. Strayhorn, Ph.D.

Professor, Department of Educational Studies
Center for Higher Education Enterprise
The Ohio State University

Saturday, November 5, 2016 | 1:30 – 2:30 | Procrastinator Theater

Buoyant Believers: A Framework for Ensuring Student Success

In this engaging keynote, Dr. Terrell Strayhorn will share his “Buoyant Believers” framework with ICLTSS conference attendees as a means for ensuring student success. Research, to date, has demonstrated that college student success is a function of many factors, including academic readiness, financial support, and noncognitive traits such as resilience, confidence, and sense of belonging. Using a blend of research, statistics, figures, and stories, Strayhorn will demonstrate how higher education is a culture that students need help navigating, unpack the buoyant believers framework and its core elements, offer examples of how it can be applied to practice, and provide recommendations about how we can all “come together” as a community to better support students, especially pronounced for Pell-grant-eligible students.

PROFILE:

Dr. Terrell Strayhorn is Professor and Director of the Center for Higher Education Enterprise (CHEE) at The Ohio State University. A renowned student success scholar, highly acclaimed public speaker, and award-winning writer, Strayhorn is author of 10 books, over 60 book chapters, and more than 150 journal articles and conference papers, and many other scholarly publications. He has presented over 300 keynotes and invited lectures across the globe. Dr. Strayhorn maintains an active and highly visible research agenda focusing on major policy issues in education: student access and achievement; issues of race, equity and diversity; impact of college on students, and student learning and development.

His book, *College Students’ Sense of Belonging: A Key to Educational Success*, has won a book award and sold record copies nationally. Strayhorn received a bachelor’s degree (BA) from the University of Virginia (UVA), a masters degree (MEd) in educational policy from the Curry School of Education at UVA, and doctorate (PhD) in higher education from Virginia Tech. He is a member of Alpha Phi Alpha Fraternity, Incorporated and a native of Virginia Beach, Virginia. Known for using the hashtag #DoGoodWork on social media, Strayhorn was named one of the country’s top diversity scholars by *Diverse: Issues in Higher Education* in 2011, one of *Business First’s* “Top 40 under 40,” one of the “Top 20 to Know in Education,” and became the youngest full professor in Ohio State’s history in 2014. Prior to Ohio State, Strayhorn was Special Assistant to the Provost at the University of Tennessee-Knoxville and Research Associate at the Council of Graduate Schools (CGS) in Washington, DC.

PANEL DISCUSSION

Saturday, November 4 | 2:45 – 3:45

PROCRASTINATOR THEATER

Targeting Expressed and Latent Needs to Create a Sense of Belonging and Purpose

The broadly held institutional strategy of, “meeting students where they are and bringing them forward” requires that we not only support what is described as expressed needs - what a student tells us they want. But to also anticipate, encourage, and build important pathways for supporting students latent needs – or those needs a student does not understand or is unaware of the importance of fulfilling. Members of this panel, representing diverse roles and experiences within the education community, will describe their best practices for meeting expressed and latent needs of students to better create a sense of belonging and purpose to enhance the educational experience both inside and outside of the classroom. Ideas for fashioning a growth mindset with these practices will also be discussed.

PANEL MEMBERS:

Mr. Jeff Bondy, Director of MSU Residence Life

Dr. Betsy Asserson, Interim Director, MSU Counseling and Psychological Services

Ms. Mariah Althaus, Student Mentor, Hilleman Scholars Program

Dr. Christine Forman, Associate Dean, College of Engineering (and faculty)

Ms. Dagmar Kminiak, Manager, Disability Services, University of Sydney

Dr. Omid Fotuhi, Research Specialist, Stanford University

Dr. Carina Beck, Moderator, Allen Yarnell Center for Student Success



INTERACTIVE WORKSHOPS

Saturday, November 5 | 4:45 – 5:45

ROOM 233

Drafting Blueprints for Student Success: High School Student's Questions and College Transitions

What questions and worries do Montana high school students have about making the transition to college? Conference participants will hear about current research from the Blueprints for Student Success-MT Project, play the jeopardy-style game used during our visits to high schools around the state, and discuss implications for practice.

FACILITATORS: Ms. Christy Oliveri, Ms. Jennifer Clark, Ms. Karen Funke,
Montana State University (USA)

ROOM 235

Bridging the Gap Between High School, College, and the American Workforce

The workshop facilitator shares the results of a study that investigated the lack of alignment between high school standards and the skills necessary for success in college and the 21st century workforce. The presenter will discuss the implications that the study has on current teaching practices, education policy, and future research.

FACILITATORS: Mr. Matthew Hauptert, Loyola Marymount University (USA)



ABSENTEE PRESENTATIONS

Unfortunately, we had one presenter who were unable to join us in person here at ICLTSS'16. However, they are participating in the conference through a narrated presentation, which you will find on our website, Facebook page, and YouTube Channel. To view the videos, go to www.21caf.org and click on the Facebook or YouTube icon in the top right corner. Please take an opportunity to view our Absentee Presenter's presentations and leave some nice comments.

THE IMPACT OF THE COLLECTIVIST SELF-IDENTITY ON CREATIVE SELF-IDENTITY AND CREATIVE SELF-EFFICACY.



MARCELLUS NEALY JUNTENDO UNIVERSITY, TOKYO JAPAN 2016

Become a Virtual Mentor: Academic Success and Engagement through Online Instructor Presence

In this virtual presentation, participants will gain insights and strategies to build community in online courses and develop management methods to prioritize grading and interaction time, leading to successful student outcomes, positive student-instructor relationships, and deeper levels of academic discourse thought online classes.

PRESENTERS: Dr. Bethanie Hansen, [American Public University Systems \(USA\)](#)

PRESENTER'S ABSTRACTS

First Author: Aslam, Nauman

Co-Author: Chaudhry, Abdul Khaliq

Title: The Impact of Service Quality on Student Loyalty and Satisfaction in Pakistan

ABSTRACT: The purpose of this research is to investigate and measure the impact of quality of student services provided by educational institutes on the satisfaction of students with the institute. The study proposes that student loyalty explains the relationship between student satisfaction and service quality. The research is quantitative in nature and makes use of questionnaire measuring variables of service quality, student satisfaction and student loyalty. The unit of analysis for this research is individual and the sample comprises of 250 students of various institutes of Lahore, Pakistan. Being a causal study, the study makes use of Amos software for structured equation modeling (SEM) in order to examine the impact of service quality on student satisfaction. The study found that there is significant relationship between the quality of service provided to students and their satisfaction towards their institutes. It was also found that the students tend to feel loyal towards their institutes for having provided them with good services as a reason why they tend to be satisfied with their institute. The research promises to make valuable addition in the form of managerial propositions for institutes to ensure that their students are satisfied with the facilities that they expect delivered from their institutes. The study tries to explain the incidence of student satisfaction as an outcome of student loyalty that gives a new dimension in the understanding of student retention.

First Author: Beaulieu, Jacqueline

Co-Authors: Arnold, Christine; Seifert, Tricia

Title: Creating Blueprints for Student Success in Postsecondary Education

ABSTRACT: Throughout our Supporting Student Success research project investigating how colleges and universities organize to support student success, we heard faculty, staff, and students discuss students' knowledge and use of student support programs and services on campus. Students indicated that they often learn about programs and services through random discovery, from fellow students, and through referrals from faculty during moments of personal crisis. Findings suggested that students want to know what opportunities exist and how to access them earlier in their studies and prior to moments of need. High school students enter postsecondary with the intention of building their knowledge base and resumé but often lack the blueprint of how to do so.

To assist with navigating change from high school to postsecondary, we developed a youth outreach website that provides students with descriptions of i) support service areas in place across campuses to support student success, ii) an FAQ guide that addresses questions commonly held by new students, and iii) a sampling of current programs and initiatives to get involved in and student experience videos. In addition, we developed and delivered workshops to students from low-income communities participating in local Pathways to Education programs in the Greater Toronto area.

In this session, we will provide an overview of our study's findings (4 mins), the youth outreach website (3 mins), and the interactive workshops (3 mins). We will then engage attendees in a discussion (5 mins) of what has been learned and implications for supporting students' transitions to postsecondary education.

First Author: Becker, Jim

Title: Effects of Course Prerequisites on Student Success and Subject Interest

ABSTRACT: This study quantified the effect of a physics prerequisite on student performance, student perceptions of success, and content interest in undergraduate biomechanics. 345 kinesiology majors enrolled in undergraduate biomechanics completed a survey indicating their option area within the kinesiology major, whether or not they had taken physics prior to biomechanics, and using a 5 point Likert scale, ranked their interest in the course content at the beginning and end of the semester, and their perceptions of course difficulty. When controlled for option area, their final course grades were not different between students who had and had not taken physics ($F_{5,339}=0.15$, $p=.689$). Students who had taken physics were more likely to rate the course "easier than expected" while students who had not taken physics were more likely to rate the course "more difficult than expected" ($\chi^2=23.8$, $p<.001$). There was no difference in average rankings of student interest at the beginning of the course between students who had taken physics (3.52 ± 1.00) and those who had not taken physics (3.40 ± 1.14), $p=.554$. However, at the end of the course students who had taken physics were more interested in the material (4.30 ± 0.94) than those who had not taken physics (3.54 ± 1.16), $p<.001$. This study highlights that prerequisite courses provide more than prior domain knowledge. The presence or absence of prerequisites in a curriculum influences student perceptions of success, even if those perceptions do not match actual course performance. Additionally, appropriate prerequisites can enhance student interest in content material.

First Author: Bonnard, Sheila

Co-Author: Hansen, Mary Anne

Title: Flexible Teaching Spaces: Libraries Leading the Way

ABSTRACT: The Montana State University Library launched a new teaching and learning space in 2014. Two librarians who led the development of this space will discuss best practices for designing active learning spaces and providing opportunities for faculty on campus to explore innovative teaching practices. The Library's Innovative Learning Studio (ILS) is a wireless, flexible, bright and colorful, technology-enriched teaching space designed to support faculty as they integrate new technologies into their courses. The ILS is bringing faculty, who have increasingly been using library services online, back in to the physical library. This program will describe how this space was developed, implemented and how faculty are enhancing their teaching as they are freed from the limits of a traditional classroom. Preliminary research results about how the space impacts teaching and learning will also be presented. Attendees will walk away from this program with new ideas for redesigning spaces to meet the evolving technology needs of their users, learn about new technologies being used in teaching and learning, and learn how faculty are using flexible, technology-enhanced teaching spaces.

First Author: Bos, Brianna

Co-Author: Schell, William

Title: Understanding Writing and Communication in Engineering Courses

ABSTRACT: Writing and communication are important aspects of all professions, including engineering. Despite this importance, previous research indicates that MSU does not have a strong focus on writing in engineering, while other engineering institutions have implemented specific classes to address writing and communication for engineering students. This research sought to better understand how writing is emphasized within a single MSU engineering major by observing and analyzing the approaches to writing and communication education in Industrial and Management Systems Engineering (IMSE) courses. Observing courses, reviewing student writing assignments and scoring them on a standard rubric created through this research provided information on how engineering courses are addressing writing and communication. The project strives to understand how well prepared MSU engineering students, in IMSE courses, are for the professional world of engineering, where writing and communication is a crucial skill. This project focused directly on what MSU offers for writing in engineering courses and looked for progress in students and the

writing/communication abilities they gain while in the curriculum. The purpose was to understand how writing and communication was addressed in MSU courses, so that information can be drawn on MSU's engagement in writing and communication education in engineering courses. Throughout the course of the project, possible areas for improvement were analyzed with recommendations for how MSU could develop its approach to writing in engineering.

First Author: Botha, Carolina

Co-Author: Rens, Julialet

Title: Transcending Thresholds in B.Ed Students: A South African Perspective

ABSTRACT: Students in South African teaching training programmes face several transitions during their preparation to become qualified teachers, namely from school learners to student teachers, from student teachers to students completing Work Integrated Learning sessions and finally to full-time novice teachers. All these transitions are characterised by cycles of preparation, orientation and induction. Individuals transcend into these new contexts with existing experience, expectations and often some doubt about their own and other stakeholders' educational ideas and practices within the South African educational landscape.

In a qualitative study with participants in the first and final year of B.Ed as well as novice teachers the experiences of the mentioned transitions were explored through focus groups. Research questions were aimed at exploring the narratives and responsibilities of both the individual students, novice teachers and the tertiary institutions to manage the transcending of thresholds. The results recommended ongoing self-reflection and continuous awareness and evaluation of these transitions and a critical discourse at tertiary institutions on the process and the lessons learned.

Further exploration of the results from this study promises to deepen and enrich knowledge about the impact of the full cycle of teacher education on South African students and novice teachers.

First Author: Brown, Barry

Title: The Value of Academic Libraries With Student Retention and Persistence: A Review

ABSTRACT: Academic libraries are expensive and increasingly must prove their value in order to retain funding. Library directors and deans have, until recently, received little guidance in how to connect library resources, services, and places to institutional priorities of student outcomes including enrollment and retention. What usage data or metrics would provide evidence that academic libraries benefit institutional retention of college and university students? These measures might include circulation, interlibrary loan, gate counts, reference transactions, instructional sessions, onsite studying, onsite computer use, onsite use of group study rooms, use of online resources or use of onsite writing centers or other partner services located within the library. A variety of research studies demonstrate that there are positive relationships between academic library use and student retention. Given the knowledge that use of the library, or lack thereof, affects student outcome and specifically retention - academic libraries might prove to be beneficial partners with advisors and student support units to develop strategies or interventions for positively affecting student retention.

First Author: Burroughs, Elizabeth

Title: Strategies to Promote Student Success in Undergraduate Mathematics and Statistics Courses

ABSTRACT: The Student Success Coordinator program in the Department of Mathematical Sciences at Montana State University has two primary goals: 1. Improve student performance in targeted courses; 2. Assist in student retention. These goals are accomplished through specific attention to four areas: course coordination; instructor and teaching assistant mentoring and preparation; curriculum development; and extra support for identified at-risk students. The program has been used in college algebra, precalculus, introductory statistics, contemporary mathematics, and across the calculus sequence.

Having just concluded its third year, the program has shown resounding success in meeting its initial goals of increasing student success. For example, before the program was implemented close to 40% of students were unsuccessful in a calculus course; that rate has dropped and success rates are near 80%. The program's efforts to promote engaged learning environments are ongoing, including faculty development in engaging teaching strategies and through the development of online video libraries.

First Author: Campbell, Robert

Title: The Collective Learning Paradigm in Post-Secondary Education

ABSTRACT: This presentation examines Agarwal's Collective Learning Paradigm (2011, 2013) as it was used as a foundational model in the design and delivery of an Information Technology (IT) course in a teacher education program. This IT course is a program requirement that allows teacher candidates to learn how to implement and integrate technology appropriately, effectively, and ethically in classrooms and other instructional settings. Agarwal's paradigm is an innovative teaching methodology, which is founded upon a strong motivation among learners to work collaboratively, exploring, developing, discussing, and self-perfecting content to achieve course objectives. The paradigm also requires a learning environment where mutual trust among all collaborators (instructor and learners) is of prime importance. In accordance with the paradigm every activity and assignment undertaken in the course implemented collective or team-based learning. As the course proceeded, the instructor participated as a course collaborator in all activities and group work. Field notes from this experience as well as student feedback after the course was completed comprised the data used to analyze the effectiveness of teaching and learning with this model. The discussion of this analysis details the rationale and particulars of Agarwal's paradigm; the instructional design, objectives, strategies, and assessments used to develop a collaborative learning environment built around the paradigm; a examination of the instructional successes and challenges that occurred during the delivery of the course; and, additionally, guidance and direction for other educators who wish to implement collaborative and collective learning models in their instruction.

First Author: Decker, Kalli

Co-Authors: Vaterlaus, J. Mitchell; Belleville, Amanda; Leverett, Phoebe

Title: Undergraduate Research Experiences: Who, What, Where, When, and How?

ABSTRACT: One way to promote student success is to provide opportunities for students to be actively engaged in meaningful experiences that compliment, expand upon, or directly apply classroom learning. A form of active learning that is shown to support student success is the involvement of undergraduate students in research through formalized campus research programs or more generally under the direction of a faculty mentor (Kinhead, 2003). Undergraduates who participate in research are shown to experience a variety of benefits, including greater critical thinking skills, deeper understanding of the research process, and stronger interpersonal skills such as supportive relationships with faculty members (Bauer & Bennett, 2003; Falconer & Holcomb, 2008; Hathaway, Nagda, & Gregerman, 2002; Ishiyama, 2002). The purpose of this poster presentation is to provide information about how undergraduate research experiences may benefit students in all fields, including in the social sciences and humanities since less is known about undergraduate research in these fields (Ishiyama, 2002), and how we have recruited, trained, and collaborated with undergraduate

students in our own research at multiple universities and through multiple programs. Audience members will learn about successful strategies used with undergraduate research assistants that may be beneficial in their own work, such as with their research teams or in research labs. We will also discuss future directions including studying undergraduates who participate in research experiences regarding what they have learned, how it influenced their experiences as a student, and their preparation for graduate school or careers.

First Author: Ganguly, Soumik

Title: Redesigning Higher Education Marketing: Frameworks to Improve Candidate Engagement and Acquisition

ABSTRACT: This paper attempts to provide scientifically derived methods on practicing higher education marketing by studying current marketing methods, advertising classifications, integrated marketing attributes, multi-channel attribution, and by using Bayes Theorem to show the probability of different marketing channels' contribution towards Results or ROI. The model suggested here, after analysing marketing design and the attribution of different factors in marketing-returns, provides important cues to measure and build marketing campaigns that yield significantly better user acquisition results as compared to current practices. The User Acquisition formula deduced in this paper, for super-linear marketing returns and branding, is based on the way Buyer2.0 (or the new generation buyer) engages with brands and the way such engagement is factored into acquisition of the buyer by an Institution. The paper provides insights into all components of Higher education marketing, and provides answers to problems in return-on-marketing-expenditure that exists across all institutions and their marketing teams.

First Author: Hansen, Bethanie

Title: Become a Virtual Mentor: Academic Success and Engagement through Online Instructor Presence

ABSTRACT: Research indicates that Teaching Presence and Social Presence in Online Education give students confidence that someone is there to guide them through a class as well as insight into who that person really is. Both are necessary in order for Cognitive Presence to develop--the deeper academic discourse both students and their instructor seek. In this presentation, best practices in online teaching will be presented, with examples of effective implementation, supported by research on the COI Framework (Community of Inquiry). Participants will come away with fresh insights and strategies to build community in online courses and develop management strategies to prioritize grading and interaction time for successful student outcomes. Specific topics include weekly teaching routines, questioning strategies, and grading efficiency tools that allow instructors to provide more personalized attention to students, increase their sense of being mentored by a subject-matter expert, and lead students to explore academic topics and content in more meaningful ways.

First Author: Hartman, Gennifre

Co-Author: Welker, Susan

Title: Prepare for the Worst and Plan for the Best

ABSTRACT: In May 2013, Betsy Palmer, an associate professor of education, was in Nepal leading a group of 16 students on a course offered through the University Honors Program at MSU. She died from massive injuries sustained during a landslide outside of a remote village in the Himalayas. None of the students were injured.

The vast popularity of international programming has led to a rapid growth in the field of global adventure. Taking notes from the developed industries of outdoor education, outdoor recreation, hands-on conservation work, and service learning; the expectations around international programming has been accompanied by increased sophistication around safety practices. To help international program leaders understand this complex responsibility, this session provides risk-management guidance with industry-standard best-practices, and provides leaders with the tools to offer an appropriate level of care for participants.

MSU recognizes and supports international programming, and the importance of providing global and multicultural understanding. The University strives to balance international educational value with the potential risks to students, faculty, and staff. To help international program leaders understand this complex responsibility, Ms. Hartman will provide risk-management guidance with industry-standard best-practices, and provide leaders with the tools to offer an appropriate level of care for participants.

Using the Study Abroad Handbook for Faculty Led Programs as the base text, Ms. Hartman will pose questions to help leaders identify areas of development within international risk-management, including: destination research and planning; itinerary development; travel health and immunizations; student preparation; leadership development; and destination-specific policies and guidelines for overseas programming.

First Author: Henan, Jacob

Co-Author: Rives, Ashley

Title: Bridging High School and College Writing with a Writing-Intensive Summer Stretch

ABSTRACT: In summer 2016, Montana State University instituted a new student persistence-and-retention initiative aimed at students who are at statistically high risk, due to financial, family, and social disadvantages, of stopping or dropping out during their first year of college. Similar to high-school/college transition “bridge” programs at UT-Austin and Cal State-San Bernardino, a central feature of our Hilleman Scholars Program, along with significant financial assistance for four years, is a Summer Success Academy integrating math, writing, and student-success coursework and co-curricular activities in an intensive 4-week pre-semester residential experience. This panel reports on the writing curriculum custom-designed for this experience and its impacts on transitions from high school to college, engagement, and persistence and retention. Based on “stretch” co-curricular models of developmental writing used nationally (Blakesley et al. 2003; Adams 2008; Glau 2007, 2010; Peele 2014), our WRIT 100 “Composing Mindfully” course is a “forward stretch” of our standard WRIT 101 College Writing I core writing requirement. By adding four intensive weeks of writing instruction before the standard 101 course, we are able to pre-socialize students of all writing abilities to the rigors of 101. The two panelists, in 15-minute papers, address how WRIT 100 facilitates the initial transition from high school and then articulates with 101, and the effects we’re seeing so far of the 100/101 stretch on student engagement, persistence, and retention.

First Author: Johnson, Catherine

Co-Authors: Myers, Carrie B.; Ward, Kelly; Hollist, Dusten

Title: Promising Practices for Faculty and Institutions to Promote Indigenous Participation in STEM

ABSTRACT: This presentation will identify and describe some of the essential factors associated with the academic persistence and socialization of Native American graduate students in science, technology, engineering and mathematics (STEM) fields in a framework of promising practices. The framework of practices presented in this work emerged from the existing literature on American Indian participation in higher education, graduate student socialization, and institutional reports from universities in the western region of the United States with existing policies that intentionally support AI/AN students. These institutions are located in states where the largest minoritized population is American Indian/Alaska Native. The framework includes the following constructs: family involvement, role models and mentors, financial support and communications, building social and academic capital, and cultural community and social activities. The framework includes an overview of each construct and a matrix of related promising practices that promote student sustenance. Seminal concepts from the literature, such as, graduate student socialization theory and Indigenous epistemology gird the promising practices framework for faculty and institutions to improve recruitment and retention of Indigenous graduate students. Our goal is to share effective faculty and institutional practices that foster and facilitate transculturation socialization in STEM graduate students.

First Author: Kaiser, D. Coleen

Co-Authors: Harmon, Alison; Diffenderfer, Anna

Title: Creating Career Readiness Through Leadership: Transforming Student Learners to Committed Professional Learners

ABSTRACT: The Montana State University (MSU) Montana Dietetic Internship (MDI) program utilizes a three-week professional development period with the goal of preparing dietetic interns to transition from traditional student learners to a professional learner role prior to their supervised practice experience in preparation to become Registered Dietitians. The MDI program uses self-reflection, professional exploration, personal development and confidence building to guide interns in developing leadership skills and commitment to the profession through a series of empowering workshops, hand-on projects and experiential tours. This presentation will describe and explore the results of transforming leadership building activities that are being used to support the change of post-graduate dietetic students from the student-learner mindset to a professional-learner who is confident and ready to benefit from the various work environments engaged during a 41-week dietetic internship program. Data collected over five years, from face-to-face group feedback forums and an electronic survey given at the end of the program, show interns consistently value the interactions with professionals in the field specifically when they are integrating applied skills into workshops and presentations. Overwhelmingly, interns find experiential tours and projects associated with farms, ranches, school systems, and the state prison most interesting, along with hospital-based workshops. Also noted as memorable and valuable is the full day of team building activities which include problem solving exercises and a cook-off challenge using outdoor culinary techniques. The MDI professional development training model demonstrates the use of transforming leadership to build commitment to the educational process and the dietetic career track.

First Author: Klegeris, Andis

Co-Author: Hurren, Heather

Title: Methods for Developing and Assessing the Generic Problem-Solving Skills of Students

ABSTRACT: Generic problem-solving skills (PSS) of university graduates are becoming an increasingly more desirable outcome because the modern workplace no longer relies solely on knowledge of existing routines, but requires adaptability and competent problem solving. The ability to problem solve is a highly valued competency expected of university graduates, independent of their area of study. PSS training is hindered by a shortage of available tools for monitoring student progress, and by lack of defined instructional strategies for development of these skills. Our research is aimed at addressing these issues. We have developed an evaluation tool, which we applied to study the dynamics of undergraduate student PSS. We tested first- and upper-year students from 26 different courses (2,229 enrolled students). Overall improvement of PSS was detected for the first-year students over their first term of study with two different groups of students showing statistically significant increase in the test scores. Even though no significant overall PSS improvement was detected in upper-year students, introducing tutor-less problem-based learning in a large third-year biochemistry class resulted in statistically significant improvement in PSS of students taking this course. Our data indicate that most of the standard lecture approaches do not develop undergraduate student PSS, and that universities and individual instructors must take active steps to advance this critical skill set in their students. In addition to discussing our research data, this presentation will outline the problem-based learning technique used and will describe the PSS evaluation tool we use, which is available to all interested instructors.

First Author: Kminiak, Dagmar

Title: Collaborative Approach to Supporting Students with Disability at the University of Sydney

ABSTRACT: The University of Sydney 2013-2018 Disability Action Plan (DAP) seeks to position the University as a leader in providing inclusive, accessible and innovative learning environments to ensure the success of all students, including those with a disability.

This presentation will highlight how the current DAP has been a catalyst in implementing University wide accountability in supporting the success of students with disability.

This presentation will provide an overview of the innovative strategies, which have been implemented as part of the DAP to achieve this, including the development and implementation of localized faculty and professional service action plans and an overview of how these plans were created and implemented.

This presentation will explore two key strategies, which have been implemented to achieve an innovative learning environment that maximizes access, participation, and success for students with disability. This includes an overview of the newly implemented Academic Plan model, which aims to ensure consistency in the support of students with disability at the University and the establishment of a Faculty Disability Liaison Officer network within each faculty to further support students with disability.

The presentation will also provide a brief overview of the strategies utilized in eliminating discrimination and transforming the culture of the University through the implementation of compulsory disability awareness training, annual disability awareness events and the development of a disability awareness training manual for staff.

First Author: Knickerbocker, Michelle

Co-Author: Ellsworth, Ann

Title: Student Success: K-8 Teacher Candidates' Linguistic Skills and Career-Readiness

ABSTRACT: Of note is that none of the teacher candidate-participants considered themselves writers; many expressed difficulty with spelling; and half indicated that they do not like to read. The majority of the respondents asserted that would "learn these skills during their first year of teaching." All study participants agreed that K-8 teachers serve an important role in teaching young children the basics of reading and writing. They also agreed that teachers need to have content mastery in the subjects they teach. What is in conflict, however, is that the study participants noted their skill level is not commensurate with what the profession expects of its members. While study participants were able to identify simple language elements (such as similes and imagery) in a multiple-choice format assessment, they were unable to identify these textural features in a sixth-grade passage. Further research would spotlight next steps for programs of education that train the next generation of teachers--specifically in the area of English Language Arts.

First Author: Lindsey, Heidi

Co-Author: Bangert, Arthur

Title: Investigating Relationships Between Statistical Self Efficacy, Motivational Variables and Statistical Learning

ABSTRACT: This study is concerned with affective factors that research has shown may influence the development of important statistics conceptual understandings of community college students who take required, non-mathematical introductory statistics course at the community college level. Student's self-efficacy toward statistics, attitude toward statistics, and choice of learning strategies employed are thought to influence their conceptual understandings of important statistical ideas upon course completion. It is of interest to understand the relationship among these characteristics so the learning needs of these students can be addressed with the hope of decreasing the number of students who withdraw from and or fail the introductory course and are thereby inhibited in their progress toward

earning their degree and fulfilling their educational goals. Structural equational modeling was used to examine the relationships between student learning of statistical concepts and their self-efficacy toward statistics, behavioral engagement, cognitive engagement and motivational engagement. It is hypothesized that the effect of statistical self-efficacy on statistical learning will be mediated by behavioral, cognitive and motivational engagement.

First Author: Lockhart, Marilyn

Co-Authors: Downs, Lindsey; Thomson, Jennifer; Farmer, Marta

Title: Innovative Design to Increase Student Success: Technology Enhanced Active Learning (TEAL) Classrooms

ABSTRACT: With the goal of increasing student engagement and success, Montana State University (MSU) launched three Technology Enhanced Active Learning (TEAL) classrooms beginning in 2013. This session will be held in one of MSU's TEAL award winning classrooms. Increased collaboration and community building among students and instructors are a hallmark of this design. These classrooms have moveable chairs, round tables for discussion, and no designated front of the room. Instructors circulate throughout the room to facilitate discussions and problem solving activities. Technology is a key tool and groups can display their work to their team or the entire class on one of the many flat panel screens near the student tables. To showcase how the TEAL rooms are successfully used at MSU, the presentation will be conducted using active learning techniques and small group activities. The session will be facilitated by faculty who teach in the classroom and individuals involved in the design of the room and training of faculty. Participants who attend this session will learn about the outcomes of this innovation in classroom design that increases student engagement and take away active teaching techniques that can be used in their own classrooms to increase student success.

First Author: Lux, Nicholas

Co-Authors: Obery, Amandad; Hartshorn, Tony; Cornish, Jamie

Title: Challenges and Successes: Early Field Experiences with Technology in Informal Learning Contexts

ABSTRACT: Early field experiences, or those clinical experiences that come early in a new teacher's preparation, provide valuable opportunities to engage pre-service teachers in authentic and relevant practice, supporting their success as classroom teachers. Teacher educators are often turning to informal learning spaces as a context to provide pre-service teachers these needed opportunities to practice technology-specific instructional decision-making and reflective practice. However, a gap in the research exists on the potential roles of field experiences in teacher education. More specifically, little to no research exists on early field experiences in informal science learning contexts, as well as in early field experiences focused on technologies for assessment. To address this gap, this mixed-methods inquiry was conducted to better understand teachers' early field work experiences in informal science contexts and the use of technologies. Results suggest that technology-focused early field experiences can support pre-service teachers' success by enabling connections between theory and practice and by fostering the development of reflective practices to further their understanding of teaching, learning, and assessment. Results also suggest that the early field experiences in informal science contexts provide them opportunities to wrestle with issues related to technology integration, instructional planning, classroom management, and even student attendance.

First Author: Nkemamin, Terence Afuangui

Title: The Role of Using Motivation in Teaching English as a Foreign Language

ABSTRACT: Motivation is an important tool and an essential element in promoting student learning and ensuring student success. Teachers in Cameroon are trained to use various motivational methods and materials in search of ways to motivate their students. One currently used direction involves the use of technology. This study looked at using student-built virtual worlds as a vehicle for providing academic motivation and for enhancing constructivist learning in English as a foreign language classroom environment. The study used a mixed methods research methodology to investigate the specific case and utilized both qualitative and quantitative methods. Qualitative data included surveys

related to second language learning and computer motivation as well as a survey regarding the constructivist learning environment of the technologically oriented course. Qualitative data included in-depth student interviews and teacher observation journal information. The pre-test to post- test survey comparison did not show an increase in motivation towards English or in computer attitude over the timeframe of the course; How Motivation Affects Learning. Generally, motivation has several effects on students' learning and behavior in school. Firstly, motivation directs behavior toward particular goals. It determines the specific goals toward which people strive; thus, it affects the choices students make in learning. Finally, motivation determines whether a student will pursue a task with enthusiasm or a lackluster attitude. Therefore using motivational strategies to enhance learning actually has a positive impact in the entire teaching / learning process.

First Author: Olotewo, John

Title: Learning and Teaching With or Without PowerPoint

ABSTRACT: The role of technology in the advancement of teaching in our classrooms is highly beneficial .especially the usage of power points in teaching, but critics in the academia argue that not all courses can be taught using power point while others disagree. Raising the question. Is there a difference between power point for teaching or presentation? The presentation will help shed lights on the above question through the the application of round table discussants, highlighting several benefits or challenges of PowerPoint and other very significant subtopics within the topic .

Emphasis will be placed on the different experience of fellow academicians on their usage of power point in class .points will be scribbled down on each table and a peer review process will take place for 10 minutes to stimulate the participants. Important points will be noted and discussed in detail by the moderator, answering questions and sharing ideas and taking feed backs from the participants.

First Author: Osborne, Sandy

Title: Building Community in Large Freshman Classes: Engagement

ABSTRACT: The transition to college is a complex event. Some students may be challenged with the scope, number, and type of adjustments. Transitions may include residence life, student activities, meeting health and well-being needs, and more. Such needs often have university staff and activities available to assist with the transition. In regard to academics, freshman classes are often large or very large based in part by the perception of the student. For example, many students from Montana may have had a High School graduating class of 8-20 students while other students may have had 500 in their graduating class. For each student the transition is complex and unique pertaining to their perception and needs. Patterns of classroom activity, engagement with fellow students and feeling a part of a college or university may change as they now find themselves in a classroom with 100 or more students. Some may feel lost and overwhelmed. Instructors of freshman classes with large enrollments face unique challenges in being aware and assisting in the transition to college. Examples of in class activities as well as syllabi planning to build community and engagement within large freshman classes will be shared.

First Author: Paris, Ben

Title: Improving Critical Thinking Skills

ABSTRACT: The acceleration of change is putting new levels of pressure on organizations and academic institutions to adapt. While there is robust debate on importance and priority of different higher-order thinking skills, there is widespread agreement that critical thinking is one of the essential skills required for post-graduation success. This should not be a surprise, because value of the ability to make sound decisions only increases as the world changes. Critical thinkers can help organizations avoid disaster, but they can also spot opportunities that other people miss and find alternative solutions when others see only one way. Critical thinking is not the only essential skill, but it deserves a place on the list of the skills we would most like our students and employees to have.

Unfortunately, there's also general consensus that recent grads do not have the critical thinking skills that employers expect. At ansrsource, we're more optimistic. In contexts ranging from higher education to corporate training to test preparation, through a variety of delivery methods, we've helped thousands of learners improve their critical thinking skills. Doing so is never easy, and aptitude for critical thinking is clearly not distributed equally in the population, but no one is an expert critical thinker from birth. Even the best of us had to learn it somewhere.

This presentation outlines the nature of the challenge, the reasons why traditional approaches have failed, proposals for improvement, our research and data collected on this interdisciplinary topic, and the results of our work in this area.

First Author: Pitman, Damien

Co-Author: Stites, Sabrina

Title: Student Growth in a Mathematical Tutoring Center

ABSTRACT: The Math Learning Center (MLC) at Montana State University is a drop-in tutoring center for students in most lower division mathematics and statistics courses. Our ultimate goal is to help all students improve their ability to communicate effectively and learn independently. We present methods used to achieve this goal and evidence of their effectiveness.

The methods we use begin with the layout and organization of the center. Students are encouraged to work together to promote peer communication and active learning. The core of our methods involves continued tutor development. With our ultimate goal centered around overall student success instead of course content, our tutors are taught to model learning behaviors that promote success in college and beyond. Tutors encourage students to effectively communicate their understanding of the problem at hand and successfully use relevant course materials. The student develops the ability to work with minimal guidance and learns the value of clear communication and good study skills, empowering them with the skills and values of successful independent learners.

The positive feedback we receive and increased student usage demonstrates students' appreciation of our services. Additionally, as students return to the MLC semester after semester, we are able to see them grow as individuals. Taken together, our methods have improved the learning environment within the MLC. Through improved tutor-tutee interactions, we are seeing greater student success.

First Author: Pond, Maxine

Title: Beyond English Language Skills: Effects of IEP on International Student' Success

ABSTRACT: Beyond English language training, what is the value added of intensive English language programs (IEPs) to international student success? This study compared the academic success of first year university students who had graduated from an intensive English program (IEP) to international students who had not. The comparison was based on first semester and second semester GPA, persistence to a third semester, and degree completion. Results showed that IEP students demonstrated a statistically significant higher average GPA in the first semester and a higher rate of enrollment in a third semester. Second semester GPA was not statistically significantly higher. Students who graduate from the local IEP are two times more likely to be persist to a second year. Non-IEP students, largely dual degree Turkish students, persisted to degree completion at a higher rate. Median GPA and the distribution of GPA scores suggested that there were positive effects of IEP graduation in first semester GPA and persistence to a second semester. Key aspects of student preparation found in the local IEP are effective and need to be shared with those throughout the university who work with international students.

First Author: Pond, Maxine

Co-Author: Bangert, Art

Title: Factors Influencing International Student Academic Success

ABSTRACT: The purpose of this causal-comparative study was to examine the effects of English language preparation, country of origin, and gender on international student academic success at a land-grant university in northwest United States. The independent variables were type of English language preparation for university study, country of origin, and gender. The four dependent variables used to measure the construct of "academic success" were grade point average (GPA) for the first and second semesters, persistence to a third semester, and persistence to graduation. Overall results found average GPAs were significantly higher for international students who graduated from the local intensive English language program (IEP) as compared to international students who did not (Non-IEP). Further results found that international students differed by country of origin on first and second semester GPA. Brazilian students had the highest GPAs in first semester and Chinese students in second semester. Turkish students had the lowest GPA both semesters. Other results indicated that Korean students have significantly higher GPAs in first semester than Kuwaiti and Turkish students. When country of origin and English preparation were considered together by individual countries, average GPAs for IEP Saudi students were found to be statistically higher than for Non-IEP Saudi students. Results also indicated that international students differed by gender on first and second semester GPA. GPAs were statistically higher for females both semesters.

First Author: Powell, Scott

Title: Lessons Learned in Developing an Online Master's Program in Environmental Science

ABSTRACT: In 2012, Montana State University and the Department of Land Resources and Environmental Sciences launched an innovative online master's program in environmental science. Since then, the program has grown to nearly 60 active students, with over 20 graduates to date. One of the emerging challenges for this program is ensuring high-quality instruction and effective mentoring for the professional paper, a 3-credit capstone course taken at the end of the program. To address this critical issue, each student is teamed-up with an academic advisor, a professional paper instructor, and a 3-person graduate committee. Students work with their team to identify a suitable project, and then collaborate over the course of two semesters on study design, methodological approaches, data analysis, writing, and presentation. At the end of the final semester, students are required to present their professional papers in a public forum, either in-person or remotely. The professional papers have generally taken one of three forms: primary data collection and analysis; secondary data analysis; or literature-based review and synthesis. Although primary or secondary analyses are not strictly required for the professional paper, the majority of students thus far have opted for a data-driven professional paper project. This presentation will provide a brief background on this unique program, and discuss some of the key challenges, opportunities, and lessons learned, focusing in particular on the professional paper experience and outcomes.

First Author: Reckinger, Shanon

Title: Implementation and Evaluation of Different Types of Peer Learning Instruction

ABSTRACT: Three forms of research-based peer learning were implemented in the design of a MATLAB programming course for mechanical engineering undergraduate students. First, a peer learning program was initiated. These undergraduate peer learning leaders played two roles in the course, (I) they were in the classroom helping students' with their work, and, (II) they led optional two hour helps sessions outside of the class time. The second form of peer learning was implemented through the inclusion of a peer discussion period following in class clicker quizzes. The third form of peer learning had the students creating video project assignments and posting them on YouTube to explain course topics to their peers. Several other more informal techniques were used to encourage peer learning, which will also be discussed. This presentation will explain some of the details of how these peer learning techniques were implemented. Examples and sample student work will be provided. Student feedback in the form of both instructor-designed survey

responses and formal course evaluations (quantitative and narrative) will be presented. Finally, effectiveness will be measured by formal assessment, direct and indirect to these peer learning methods. This will include both academic data/grades and pre/post test scores.

First Author: Roby, Teshia

Title: Building Sense of Belonging: Helping Students Take Notice, Take Charge, and Graduate

ABSTRACT: Decreasing time to graduation for all a students and eliminating the degree completion disparity for under-represented students were the directives for the graduation initiative at a large university in southern California. The director for the graduation initiative used several data collection techniques in order to understand the student needs and provide appropriate campus resources. Data sources included student focus groups, online surveys, institutional research and targeted outreach. The data collected informed programming for the initiative, enhanced early alert advising, and improved the administration's cultural awareness for some student groups. Sense of Belonging student retention conceptual models were also researched and considered for programmatic development.

The presenter will share lessons learned from years of outreach to students for the purpose of improving retention, persistence, and completion and closing the graduation gap among under-represented students. Presentation topics will include degree completion and graduation gap rates following the implementation of the graduation initiative; student feedback that informed early alert practices for advising; and programming that resulted from Sense of Belonging conceptual models and the administration's improved understanding of students' home culture. Technology, researcher, and practitioner tips for maximizing student participation in focus groups, online surveys, and intrusive advising will also be provided.

First Author: Rozani, Samina

Title: Accelerating Pathways to Higher Education

ABSTRACT: New developments in science and technology, media revaluation and internationalization of education and the ever expanding competitive environment are revolutionizing the education scene. A paradigm shift has been noticed in higher education recently, from national education to global education. These changes make new demands, pose fresh challenges to the established education systems and practices in our country. Opting Higher education as per interest, academic skills is a key challenge for the major proportions of students in India. The inevitable issue is the very limited measures taken by the education system for pre- preparation required by the students for higher education. It is very important to communicate to students and to educators the true range of what students must do to choose their right career.

This research will discuss the strategies for readiness to be set within an educational chain extending from early childhood to post- graduate education to career advancement. It will outline framework and guidance to enter into higher education with a focused rationale. Students will have ample scope to formulate their own queries, critically analysing to assess themselves on the basis of their strength, expertise, context, and dimensions of diversification and specific career. The most prominent readiness will be reflection skills. It will not only guide students to be goal specific but also help them to be visualised with a holistic perspective. Students will gain confidence to choose their apt career.

First Author: Sangi, Nazir Ahmed

Title: Online Access for Students in Remote Areas

ABSTRACT: Accessibility in online education is an important component for success. A blended online Post Graduate Diploma (PGD) in CS was launched. This paper will present issues, design and analyses of this program with focus on accessibility of the students; many of them lived in rural and remote areas of the country. The program was comprised of 10 courses.

Firstly, the original design of the online program is described. The access of the students, which matters most in online education especially at student end, is discussed. Secondly, we present feedback analyses of 500+ students is presented with focus on accessibility issues and problems in their localities at different periods. It would be interesting that access in remote and metropolitan areas had been continuously maintained by students in order to learn. The analysis results will be useful to institutions and faculty members planning to start/improve e-learning at their institutions. Thirdly, an improved access model is proposed.

First Author: Silvestri, Kenneth

Title: Closing the Loop: Leveraging Technology to Provide Feedback to Guide Student Learning

ABSTRACT: Providing students with feedback is a critical part of the learning process. Informing students of what they know and don't know can help guide their learning and effort in the proper direction. Chickering and Gamson (1987) in their research-based seminal work *The Seven Principles for Good Practice in Undergraduate Education* recognized the important role feedback played in student success and learning by including it as practice number 4: Good [Teaching] Practice Gives Prompt Feedback.

However, delivering timely, frequent, and personalized feedback following best practices to scores of students in multiple courses can be overwhelming and time consuming when tasked with covering a set amount of content. In this presentation, I will propose technologies and strategies that can help instructors deliver feedback efficiently and effectively to students while minimizing workload and increasing the likelihood students will engage with and act on the feedback.

These technologies include:

- Features and applications readily available to instructors within most learning management systems to deliver personalized individual feedback and whole class feedback
- TurnItIn Feedback Studio
- Lecture Capture and Screencasting software to provide audio and video feedback
- Options for creating a teaching tool box to recycle comments and feedback

The presentation will first instill the importance of providing feedback to students, followed by a brief discussion of the common challenges associated with giving feedback, and then offer some technological solutions to address those challenges.

First Author: Smiley, Frederick

Title: IEFA-Styled Annotated Bibliographies: Research for Educators in Multicultural Classrooms

ABSTRACT: Montana's Indian Education for All Act (funded in 2005) mandates state teachers must include references in each K-12 lesson plan to preserve the cultural integrity of each of the state's 12 tribes. Though many teachers, curriculum directors, and administrators have provided resources to help implement this initiative, I have constructed an effective one via the work of a number of my (undergraduate) students. My name is (Dr.) Fred Smiley, and I teach

EDU 315, "IEFA," for Montana State University-Northern. The critical assessment in this class is a series of annotated bibliographies. The candidates research and construct a series of articles, books, web sites, and motion pictures with specific references to Native Americans. They then write annotations that begin with a paragraph of a description of each resource, and a second one to show how they will implement what they have learned for their intended grade level(s). In my proposed "ICLTSS'16" presentation, I will demonstrate not only examples of the various candidates' work, with their permission, but also provide a list of our resources and methods. This scholarship is being used by local-area Montana teachers, and is intended for use in any/all schools that serve Native American students. However, this scholarship could prove useful for educators other states or countries that serve many and varied ethnicities.

First Author: Tarkalson, Kathleen

Co-Author: Nelson, Sandi

Title: Enhancing Student Success with a One-Stop Model

ABSTRACT: As previous studies have shown, the millennial generation has forced departments to change the way they communicate with and educate their students. College students today are rarely far from their phones and use them as internet-capable devices to manage their lives. Additionally, this generation looks for clearly structured guidelines. This combination leads them to view education from a consumer's standpoint as it relates to customer service expectations. This presentation outlines a programmatic approach, developed by the University of Montana School of Business Administration (SoBA), to address meeting the needs of millennial students within the budget constraints of a typical state liberal arts university. SoBA combined its academic support services together in a newly-created student success center. This center houses the school's career development, graduate, internship and scholarship programs, as well as academic advising. This cohesive, multi-tiered approach will enable SoBA to engage students at the freshman through graduate levels. Through the use of coursework and programs, SoBA will address students' transitions into college and mentor them throughout the process, leading to productive careers and meaningful alumni relationships. While one-stop shops are not uncommon at the university level, they are less prevalent at the departmental level.

First Author: Thomson, Sam

Co-Author: Franklin, Alex

Title: Progression? The Utility of 'Level' in Art and Design Education (UK)

ABSTRACT: Assessment in Art and Design is frequently subject to a tension between conceptions of quality stemming from governmental education policy and those of discipline experts. This presentation will outline key findings from a study of educators working in art and design in the UK, whose practices spanned early years through to postgraduate study in formal education institutions in the UK and which focused on their understanding of educational 'levels'.

Findings suggest that far from increasing transparency and accessibility for students, the policy emphasis on progression, assessment criteria, written descriptors and quality management – accountability tools developed from other disciplinary fields – in fact disadvantages the very students that HEI widening participation programmes seek to include.

The reasons for this are complex but notably include a lack of access to informal and/or familial networks which could help them to interrogate the institutional language that could be said to obfuscate some of the crucial information about Art & Design Higher Education; plus a lack of access to careers advisors with specialist knowledge of Art & Design professions and educational routes into them.

This clearly has significant implications for attempts to widen participation and increase diversity in HE in art and design, and consequently for the sector as a whole, as it limits students' ability to make informed choices about their progression from Secondary and Further Education.

First Author: Todd, Joseph

Title: Reconstructing Understanding: Technology, Information Literacy, and Curriculum Transformation

ABSTRACT: We often hear about difficulties high school students face in reading and writing as they transition to the college environment. However, there also exists an opportunity to examine, enhance, and resituate a student's literacy through media and images, an affinity space they are already immersed in. This presentation aims to show strategies to broaden student media literacy while teaching them beneficial skills of critical analysis and knowledge transformation.

First, this presentation will discuss ways to teach, how information, Knowledge, is always subject to cultural bias and dominant-culture ideology (Loewen, 2008). Second, how such bias can be exposed and how critical analysis and new forms of literacy such as visual literacy and critical media literacy (Kellner & Share, 2005) can be used to deepen, enhance, or complicate a student's understanding. Lastly, we can teach students how to use technology for this process in a real-time classroom environment where devices take center stage and information is researched, collected, shared, and analyzed both individually and collectively.

During the course of the presentation I will share an experience of a classroom discussion where we used the topic of the history of rock 'n' roll as a way to develop the stages of curriculum transformation, by including minority voices, questioning their absence, and recognizing the patterns and structures of knowledge creation which kept these voices separate to begin with. The history of rock 'n' roll exercise can be used as a way to illustrate how information literacy and curriculum transformation work hand-in-hand across disciplinary content area.

First Author: Wang, Xuying

Co-Authors: Darnell, Ryan; Izurieta, Clemente

Title: K-12 Outreach Through Practical Software R&D in the Software Factory Environment

ABSTRACT: Teaching software development in environments that mimic industry practices is essential for teaching applicable real-world development skills. In addition, these kinds of delivery based projects engage students in meaningful design work that encourages clear, sustainable code. The Software Factory has provided such an environment to students at MSU since 2015. This creates a common platform for software businesses, entrepreneurship, and applied software development research. This concept was first operationalized at the University of Helsinki in 2010.

This project aimed to explore the effectiveness of such a setting for high school students with limited programming experience. Five students from Bozeman High School were selected to work in a team with two undergraduates. The project's goal was to expose the students to mobile application research and development. In order to accomplish this goal, the students were additionally taught the tools and languages necessary to build an application. These students were exposed to Java, XML, Git, various sorting algorithms, and software development practices inside an industry setting. Beyond the research and development of their working prototype, the group implemented current software engineering practices while focusing on the understanding and implementation of modern principles.

First Author: Watson, Rob

Co-Authors: Marker, Rachel; Sherrill, Perri

Title: Bozeman School District: College and Career Readiness Framework

ABSTRACT: What does it take for students to be successful in life after high school? For a parent or community member, how do we know that our public schools are preparing our children for the next steps in life? What is the importance of academic skills versus non-academic skills? How do we engage all community stakeholders in this important discussion?

The Bozeman School District, with community input, has developed a framework that defines the academic and non-academic skills necessary for college and career readiness. To develop this framework, the district used a collective impact process. This process provides an opportunity for discussion around complex social issues. The framework has gone through several revisions based on feedback gained from focus groups of community stakeholders.

The purpose of the framework is to create shared understanding for parents, community and school staff around the skills needed for success in life. The local school board will also use this framework to develop accountability processes and define resource allocation. Community partners and non-profit organizations can use the framework to determine how their work aligns with school district goals and define ways to support students and families.

The purpose of the oral presentation will be to present the framework, discuss the process used to create the framework and gain feedback regarding the various components of the framework for potential future revisions.

First Author: White, Sally

Title: Creating A Safe Learning Environment Through Community Building Fosters Student Success

ABSTRACT: By bringing together the findings of research in education, neuroscience and the science of productivity, this presentation illustrates the importance of creating a safe learning environment to foster student success. Both Judy Willis (The Neuroscience of Joyful Education, 2007) and David A. Sousa (Mind, Brain and Education, 2010) report that students learn more effectively in positive emotional learning environments. Charles Duhigg (Smarter Faster Better, 2016) identifies “psychological safety” as the key to productive teams, teams whose members know that their ideas and contributions will be welcomed and respected. Students need to feel safe contributing to discussions, engaging in dialogue with classmates, and sharing knowledge and experiences to further learning. As educators, we can create a safe learning environment, one that encourages positive emotions and provides psychological safety, fosters respect and the development of trust, by facilitating community building in our classrooms. One way to do this is through a progression of activities that start with low risk activities, such as a name game, to higher risk activities, such as sharing beliefs or engaging in team problem-solving initiatives. Participants will have the opportunity to participate in at least one activity, and will walk away with a progression of community building activities and a list of additional relevant resources.

First Author: Wilson, Chelsey

Co-Author: Runnion, Brett

Title: MSU Debut: Creating a Campus-Wide Week of Welcome

ABSTRACT: The first year is pivotal in the academic, social, and emotional development of students entering their undergraduate career. In particular, experiences encountered in the first six weeks significantly influence a student's academic commitment and engagement with the university community. MSU Debut was built with the intention of advancing student engagement opportunities, better integrating the myriad of university programs and services to optimize the undergraduate experience, and guiding students to craft their identity as a college student.

We believe when students feel connected outside of the classroom, they are more likely to succeed inside of the classroom. Students often face struggles during the transition from high school to college. MSU Debut was built to help students navigate that process.

MSU Debut hosted thirteen signature events that were hand-selected and ordered in such a way that integrated students into the campus community very intentionally. The program progressed from small-group to larger events in addition to offering programs to attract a variety of student personality types and backgrounds. Our institutional approach to MSU Debut created an avenue for a variety of campus stakeholders to play a role in welcoming incoming students to our university.

Our entire institution worked collectively to roll out MSU Debut and welcome our incoming students to our campus. Seeing our entire university work together is proof that we genuinely care about our students and their success. We want to share our strategy and model with other institutions so they can host a successful week of welcome too.

First Author: Windchief, Sweeney

Title: "I Really Like Your Necklace" Using Indigenous Storywork to Teach Cultural Humility

ABSTRACT: Given the benefits of diversity in post-secondary education, colleges and universities are seeking to improve success for students from groups who have been historically underrepresented. The hypothesis of this presentation is that if indeed higher education is seeking "diversity", it is best accomplished through providing epistemological access to higher education for historically underrepresented groups. In alignment with a current project supported by the National Science Foundation, an Indigenous mentoring program will be presented that through the use of Indigenous Storywork, particularly surrounding the unconscious comments that non-Indigenous mentors and instructors make that have distinctive meaning in an Indigenous context. Storied examples will be provided such as complimenting someone else's possessions like, "I really like your necklace". Storywork has the capacity to bridge ontological and pedagogical gaps between Indigenous students and their, often non-Indigenous, mentors. This presentation provides the results from a qualitative study that show a need for a yearly training on the concepts of cultural competence and cultural humility. These concepts will be examined, examples of pedagogical tools will be shared, and a blended (online/in person) seminar implemented in 2016 will be described. The overall goal of this presentation is to improve attendees' ability to define and differentiate between these two concepts and to eventually engage in implementing concepts of cultural humility by reframing mentor/instructor roles in order to contribute students' success. This presentation will focus on mentors/instructors self-reflection and lifelong learning in the context of higher education.

First Author: Young, Scott

Co-Author: Rossmann, Doralyn

Title: From Practice to Pedagogy: Building a Student-Centered Social Media Community

ABSTRACT: Academic success is a fundamental component of student success, and library usage has been shown to be an influential factor for academic success. With an eye towards bringing students into the world of the library, librarians at Montana State University (MSU) have developed a robust social media program for building a student-centered community. The program includes practical guidelines and strategic infrastructure for facilitating community interaction through library-led social media accounts. The program then extends into the classroom and the curriculum, with a 3-credit course designed to engage students in active citizenship through the practice of community building using social media. The goals of the MSU social media program are threefold: increased awareness and usage of library resources, enhanced community connection and engagement for students, and ultimately increased student success for the community of MSU undergraduates.

In this session, attendees will learn how to get started with a student-centered community building program using social media:

- Best practices for generating engagement with students through social media
- Sustainable and scalable strategies for maintaining a social media program, applicable for universities, colleges, and other academic units
- Ideas and resources for bringing practical social media into the college curriculum

These integrative social media methods can be readily adapted and applied by practitioners and teachers to enhance the success of students.

First Author: Zohur, Ahmed

Title: Teaching and Learning to Use Technology in ELT: Action Research

ABSTRACT: In recent years, a considerable amount of research interests has been paid to the investigation and discussion of the effects of technology on education in general and language education in particular. Scholarly engagements in this area have prompted publication of special issues dealing with technology use in language education journals as well as exclusive journals entirely dedicated to the subject such as CALICO, CALL, LLT. These developments have consequently led many teacher training graduate courses such as MA (TESOL), MA (ELT), MA (TEFL) across the world to include in their curriculum at least one paper on the use of technology in language teaching both as optional and compulsory subject of study.

Literature in ICT application in language teaching and learning frequently makes several claims including increased learner motivation, learning opportunities, improved performance, cooperative learning and greater autonomy. When many of these claims are warranted by empirical evidences from particular contexts, their significance in other contexts and learning cultures calls for re-investigation. This paper examines if and to what extent these claims are true for a teacher training course offered at a university in Bangladesh that attempted to teach use of technology in ELT using an array of ICT tools to a group of in-service and trainee language teachers. In this action research the teacher researcher uses both qualitative and quantitative data from questionnaire, classroom notes, participants' blog entries, comments and postings from a facebook group created for the course.

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“In a gentle way, you can
shake the world.”

– Mahatma Gandhi

