

ACHE MidAtlantic Conference Program & Abstracts

The Bavarian Inn, Shepherdstown, WV

March 24-26, 2011

Thursday – March 24

3:30 – 5:30 pm Conference Registration The Bavarian Inn

6 – 8 pm Opening Reception, Hunt Room

Sponsored by Holy Family University includes “welcome” words from ACHE President Tish Szymurski and entertainment by MidAtlantic’s own Jerry Hickerson

Dinner on your own

Friday – March 25

8 – 9 am Breakfast

9 am Keynote Address, Honour Moore, Associate Vice President for Extended Learning, Holy Family University, “Who is Killing Innovation in Higher Education?”

10:00 am General Session, Susan McGowan, Assistant Professor of Education

College of Education & Human Services, Longwood University and Anthony Koyzis, Dean College of Graduate & Professional Studies and professor of Educational Leadership, Longwood University, “Optimizing Learning with Digital Readers.”

This presentation will unveil the results of a recent study involving the use of digital readers in a college freshman class at a mid-sized, mid-Atlantic public comprehensive university. An administrative dean and a faculty member joined efforts to design a rigorous study which attempts to answer the question: Is there a difference in learning when students use a digital reader than a traditional textbook?

10:45 am General Session, Amy Scatliff, Doctoral Candidate, Educational Leadership and Change (ELC), Fielding Graduate University, “Positive Psychology and New Media: Innovative Resources for Adult Learners.”

In this session I will present the results of a doctoral study where I interviewed specialists in the fields of new media, education and positive psychology about recent transformations and resources that potentially support and enhance the educational experience of the 21st century adult learner. I will address concepts explored by positive psychologists, such as passive entertainment, flow, as well as current online skill and strength assessments, and their link to the adult learner who is so heavily affected by continual transformations in digital culture.

11:30 Break

11: 45 General Session, Emily Lewis, Associate Director, Center for Continuing & Professional Studies, Morgan State University, “Job Satisfaction of Faculty using Technology to Facilitate Distance Online Education Courses.”

Enrollment figures of students taking online courses will increase considerably more than overall enrollments for higher education institutions. Higher education institutions are facing the issue of an aging faculty population that opposes taking on the new roles and responsibilities required in a distance online education environment. New roles and responsibilities associated with 1) Learning new teaching and learning processes; 2) The time demands associated with course design, development, and facilitation; 3) Working conditions related to training to adopt new instructional methods required for a changing student population in a distance online education environment; 4) The ongoing professional development required as technology continues to evolve. This study sought to examine faculty members’ opinions about their level of job satisfaction as it related to using technology to facilitate online courses.

12:30 Lunch

1: 30 General Session, Timothy R. Sanford, Associate Director for Credit Programs, Friday Center for Continuing Education, Adjunct Associate Professor, School of Information and Library Science, University of North Carolina at Chapel Hill, “Faculty Perspectives Regarding Nontraditional Students.”

The paper comes from informal research done last summer with the instructors of our evening and online courses. Based on some discussions going on among various administrators on campus, we asked our instructors:

1. We’d be interested in your experience teaching courses that have had a mix of nontraditional and full-time students. Has this created any positive teaching opportunities or any particular challenges?
2. Have you felt that the nontraditional students who have not been admitted into a degree program at the University were generally prepared to undertake college-level work through your courses?

The paper summarizes the responses of the instructors along with many of their insightful comments.

2: 15 General Session, Sabrina Marschall, Assistant Dean, Center for Student Success, University of Maryland University College, “Managing the Early Transition Process to Increase Student Success.”

Starting college is a transition. Mastering the transition is particularly important for adults, non-traditional or first-generation college students. Certainly, new students need an academic foundation and study skills/strategies for success. However, the non-academic events of the transition to college are often the reason students are unable to complete college. Data suggests that adult, non-traditional, and first-generation college students do not complete college because “life happens.” Immediately upon entrance into college, students need to learn how to utilize personal resources to become resilient and flexible to cope with life’s challenges. This session will present a model that will assist new students in developing an action plan. The action plan will:

- Assess the student’s approach to change through defining their roles, routines, relationships and assumptions.
- Assess the student’s resources for managing the transition by reflecting on the overall situation, self, supports, and strategies for coping.

3:00 Break

3:15 General Session, Judith Stang, Assistant Dean/Campus Director of the School of Human Services, Springfield College, “All I need to know I am not learning in College: Writing our way to Decrease the Critical Thinking Crisis is our best practice!”

How do we connect students who communicate electronically in an informal format to develop a communication process through writing that includes critical thinking? This workshop will engage you to look at connections students and faculty must make through the students writing experience in the course work. We will explore what others are doing to answer questions concerning the Critical Thinking Crisis and how the Liberal Studies Curriculum is the answer!

4:15 Business Meeting, Tim Sanford, MidAtlantic Chair, “Not your Typical Business Meeting.”

After a full day of engaging and informative presentations, we invite our ACHE members to attend the regional business meeting. Tim Sanford will provide updates on the MidAtlantic agenda, news, and events, and we will install the new MidAtlantic officers. ACHE President Tish Szymurski also will provide updates including this years national conference in Orlando. If this is not enough to entice you, adult refreshments (wine and cheese) will assist everyone to begin the relaxation process.

Dinner on your own

Saturday, March 26

8 – 9 am Breakfast

9:00 General Session, Maura McConney, Student Support Coordinator for Extended Learning, Holy Family University, Honour H. Moore, Associate Vice President for Extended Learning, Holy Family University, “Beyond the Classroom: An Opportunity for the Adult Student to Study Abroad.”

At Holy Family University we have developed a unique three-credit accelerated course, which combines undergraduate and graduate adult students, in an immersion program overseas. Typically offered in London, this one-week experience exposes students to corporate visits, history and culture, and the vagaries of international travel that most have never experienced. In this workshop we will discuss the impetus behind the program, the expected learning outcomes and the assessment of those outcomes, the specific program design, and lessons learned from offering this type of educational experience.

10:15 General Session, Reneé Cook, Program Manager, Appalachian State University Office of Distance Education, Martha Kreszock, Coordinator of Distance Learning Library Services, Appalachian State University Library, “Innovative Orientations: From the 3 R’s to the 3 E’s.”

New student orientations are mandated and valuable, yet can trigger the “glaze-over” factor with too much information, too soon. HE institutions must devise support that is efficient, effective, and empowers students early and throughout their program. Using innovative technology, making information available on a need-to-know basis, providing access to helpful humans, and instilling an expectation of students to take advantage of those resources will improve the utilization of limited time, energy, and funds of both students and university systems. We will discuss two of Appalachian’s evolving orientation processes provided to distance education programs and will encourage attendees to share ideas, techniques, and success stories from their orientation experiences.

11:00 General Session, Philip Moore, Assistant Vice President for Extended Learning, Holy Family University, Chris Quinn, Director of Academic Services for Extended Learning, Holy Family University, “From Presentation to Practice: Connecting the General Sessions and Personally Applying It to Your Professional World.”

This interactive session will engage the group to identify and analyze the material from all eight sessions. Even more, it will ask you to reflect on how it may influence what you do at your institution and how it may improve your program.

Adjourn