FIRST ANNUAL TOURO COLLEGE FACULTY LEARNING STRATEGIES EXCHANGE CONFERENCE
February 12, 2017

PRESENTATION ABSTRACTS

ID #	LAST NAME/ FIRST NAME	SCHOOL/COLLEGE	TITLE	ABSTRACT
1	Abramson, Henry	Lander College of Arts and Sciences abramson@touro.edu	Celebrating the Death of PowerPoint	PowerPoint, as our students say, is just so twentieth century. This presentation will outline three reasons why Prezi is a vastly superior presentation technology: 1) it uses a canvas metaphor rather than slides, 2) it takes full advantage of the Internet, and 3) it encourages collaborative research and learning.
2	Miller, Meredith	Jacob D. Fuchsberg Law Center mmiller@tourolaw.edu	The Use of "Clickers" in the Classroom	I propose to demonstrate the use of "clickers" in the classroom. I believe "clickers" are an effective tool to keep students engaged and provide immediate and ongoing feedback.
3	Rubin, Shulamit	Judiac Studies, Lander College for Women Shulamit.rubin@touro.edu	Using the Whiteboard to "Mark-Up" Projected Text	Projecting onto a Whiteboard enables the instructor to highlight, underline, compare and contrast, color-code or mark-up text in other ways. Instructor will project examples of different texts and mark them up together with the "students" (faculty) to demonstrate this technique.
4	Rubin, Shulamit	Judiac Studies, Lander College for Women Shulamit.rubin@touro.edu	Collaborative Close Reading of Text	This technique is a strategy to help students closely read a text with an open and inquisitive mind. I use it to help students formulate questions about the Biblical text, and at the same time prove to them that they are capable of anticipating the very questions (and sometimes the answers!) of the great Bible commentaries. For purposes of this proposal "students" are fellow professors.
5	Henshaw, Mariluz	College of Osteopathic Medicine mariluz.henshaw@touro.edu	Clinical Vignettes as a Teaching Tool in Medical Biochemistry	We would like to demonstrate the use of clinical vignettes as an integrated instructional tool to illustrate how biochemical principles are applied in the diagnosis and management of diseases. An interactive discussion session using a clinical vignette and the five suggested questions as guide will be presented. We would like to demonstrate the use of clinical vignettes as an integrated instructional tool to illustrate how biochemical principles are applied in the diagnosis and management of diseases. An interactive discussion session using a clinical vignette and the five suggested questions as guide will be presented.

6	Lin, Ching Ching	Graduate School of Education ching-ching.lin4@touro.edu	Equity and Inclusion of Questioning in Classroom Community Inquiry	How teachers use convergent and divergent questions have implications for equity and inclusion in the classroom. Using convergent questions alone fosters a monologic undertaking in classroom community inquiry by reinforcing teacher authority at the expense of student voice and participation in decision-making. By inviting students to ask their own questions and build off their peer's questions, teachers incorporate diverse literacy practices and sociocultural considerations into the classroom and allow students to be co-decision-makers. This presentation will share ways of formulating divergent questions in classroom community inquiry.
7	Press, Marlyn Haber, Roslyn	Graduate School of Education Roslyn.Haber@touro.edu marlyn.press2@touro.edu	Comics in the College Classroom	One way of keeping students engaged in class is by incorporating comic strips. Carefully chosen comics help students understand content, visualize material, and recognize the nuances of course vocabulary.
8	Chen-Worley, Shu Jen	Graduate School of Education shu.worley@touro.edu	Understanding the Concept of Disability	The purpose of my demonstration is to help the audience examine their own perceptions of "disability" and understand the concept of "disability" by using a hands-on activity with the approach of inquiry learning. Critical thinking and problem-solving skills are promoted through the process.
9	Wolf, Birgit	Touro College Berlin birgit.wolf@touroberlin.de	Introduction of Student Learning Portfolios	The tool I would introduce is a grading component in form of a student learning portfolio. I would provide a short introduction regarding training of reflection skills in higher education and would run one small exercise for fellow professors. Then I would provide an evaluation of student learning portfolios and their suitability to enhance students' reflection skills in management programs.
10	Cope, Rebecca	College of Pharmacy Rebecca.cope@touro.edu	Utilizing Google Forms to identify Muddiest Points	Google Forms is a web-based program which allows you to create and analyze survey responses. Utilizing this program in the classroom setting allows anonymous submission of responses in a free-text format which the instructor may quickly scan to identify common student misconceptions regarding the material.
11	Basu, Paramita Esquire, Anthony Warwick, Shelly Gardere, Jeffrey	College of Pharmacy paramita.basu@touro.edu esquire.anthony@touro.edu	Interprofessional Education (IPE) Program teaches Importance of Collaborative Care	We will be demonstrating a case based active team-learning experience, between participants from different disciplines, who bring different points of view and learn with, from and about each other's areas of expertise, while promoting peer-to-peer learning. This strategy/technique facilitates a learning exchange between students of two or more disciplines and strengthens their understanding of the subject matter through interdisciplinary/interprofessional collaboration.

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	Tabag, Kari Callaghan, Suzannah	Jeffrey.Gardere@touro.edu kari.tabag@touro.edu Suzannah.Callaghan@touro.edu		
12	Schindelheim, Franklin	Graduate School of Education franklin.schindelheim@touro.edu	*Ok! Cell Phones Away*: The Dilemma of 21st Century Classroom Management	In this workshop, the presenter offers research based strategies and interventions that have proven effective in dealing with classroom disruptions. Through his own research and the research of others, participants are offered classroom and behavioral management skills that are necessary to create safe and nurturing school environments. Research has shown that positive classroom management strategies foster positive learning outcomes. Dr. Franklin Schindelheim offers strategies and interventions to today's educator. The workshop begins with the causes of disruptions in classrooms. Several factors have contributed to the challenge of maintaining classroom control and focus, most notably technological advances that are contributing to diminishing attention span of students. In this hands-on and interactive workshop, the presenter offers strategies and interventions to today's educators to help them deal with motivating their students.
13	Bullmaster-Day, Marcella	Graduate School of Education marcella.bullmaster-day@touro.edu	Let the Learner do the Learning: The Role of Attention and Memory in Learning	In this interactive one-hour session we will explore the fascinating and fragile role of attention in relation to memory and academic learning, and we'll examine several research-based learning strategies that make academic course material stick.
14	Bellavia, Timothy	Graduate School of Education timothy.bellavia@touro.edu	Sage Doll Test	This is an interactive, project based presentation and case study—a doll -making project that helps students focus on self -perceptions in relation to race, gender, religion, creed, orientations, socio-economic status, etc.
15	Kwong, Kam	Graduate School of Social Work	Advancing Competency-Based Practice	This interactive session will engage fellow professors and instructors to be familiar with a range of class and field activities including case studies, storytelling, field surveys and interviews, and critical reflection activities, as part

		kam.kwong@touro.edu	Research: An Innovative, Experiential Pedagogical Approach	of two-semester social work research courses, designed to increase graduate level social work students' competencies of practice research. Specifically, these activities include: (1) formulating a practice-based research topic – a case study; (2) using assessment templates for critical evaluation of published research; (3) single subject research – a tool for evaluation of clinical practice; (4) agency research capacity field assessment; (5) design and implementation of a practice-focused class study project; and (6) class activity on presentation and dissemination of research findings.
16	Norton, Tracy Graves, Jack	Jacob D. Fuchsberg Law Center tnorton@tourolaw.edu jgraves@tourolaw.edu	Technology-Leveraged Learning for Problem-Solving Classes	We will present two techniques to prepare students for problem-solving or concept application classes, which aid students far better than lectures in understanding course concepts. The first technique is the use of short lecture videos student view to prepare for class so that class sessions are used for applying concepts. The second technique is the use of the Socrative app for formative assessment to reinforce concepts in video lectures immediately prior to problem solving in class.
17	Weill, France	School of Health Sciences france.weill@touro.edu	Developing Observational Skills	The following exercise is used with students in the Autism class throughout the semester for developing observation skills, categorizing them in increasingly complex categories and developing relevant therapeutic goals. It will be demonstrated in a similar fashion with faculty participants. The students observe video-taped interaction between a child and a parent, at least 3 times during the semester. They categorize the observations, and discuss them in an open forum during class. The categories become more complex as they acquire more theoretical knowledge. The students suggest strengths and weaknesses and potential therapeutic goals.
18	Casimano, Tara Orentlicher, Meira	School of Health Sciences tara.casimano@touro.edu meira.orentlicher@touro.edu	Engaging Students in Faculty Research Agenda	In this session we will demonstrate the strategies used in the occupational therapy department to expose to and engage students in clinical research. Specifically, we will demonstrate the process and the step-by-step program in which faculty members develop their own research agendas, select learning activities, exercises, and research strategies that engage students in clinical research, teach them required research and scholarship skills, and enhance their motivation to conduct and consume research as future practitioners.
19	Susso, Sankung Papa	Graduate School of Education Sankung.Susso@touro.edu	Cloze Reading: Assessment and Vocabulary Development	Cloze reading is an assessment strategy often employed by teachers to identify student vocabulary development. With cloze readings, students are forced to interact with text closely, paying attention to details that may offer clues as to how to complete sentences. In this exercise, I would like to offer an example of how to engage 9 and 10 grade students in an English Language Arts (ELA) class. In my

				classes, I often offer my candidates specific strategies that they can employ in their classroom practice so as to make their graduate coursework relevant to their teaching practice. This pre-unit assessment is one such example and I would like to share it with my colleagues with the hope of obtaining feedback on how to make the lesson better.
20	Otuyelu, Folusho	Graduate School of Social Work folusho.otuyelu@touro.edu	Using a Resource Deficit Activity to teach Values and Ethics in Social Work Practice	The purpose of this interactive workshop is to provide the audience with an innovative way of utilizing group activities to deliver curriculum content. The audience will be broken into groups of 6-8 members and provided with a list consisting of 10 social work clients in need of housing. There is significant information about each client on the list that makes each "deserving" and "questionable" regarding obtaining the limited housing unit. Each group has to come to a consensus on who is "deserving" of the limited housing units. The groups will be instructed to base their reasoning and decision making process on social work values and ethics. The end purpose of the activity and the workshop is to allow the audience to see how personal values and ethics sometimes unconsciously influence our decision making in social work practice. A second lesson for the audience is the importance of working collaboratively and understanding multiple competing agendas that often arises when there are resource deficits. Finally, the audience will be able to apply this activity when appropriate in their curriculum and courses so students can experience in vivo decision-making process in social work practice, ethics and social justice.
21	Kennedy, Shakira	Graduate School of Social Work shakira.kennedy@touro.edu	This is Jeopardy: Where Teaching Innovation meets Learning	This workshop with demonstrate how the nationally recognized game Jeopardy can be used as a tool for engaging students, closing the culture gap, building self-confidence, enhancing problem solving, and increasing communication and cooperation. Incorporating games as a part of any teaching pedagogy can be effective for student problem solving and demonstrating key concepts. According to Fuscard (2001), games can be used to build student confidence and reduce the gap between quicker and slower learners.
22	Addo-Atuah, Joyce	College of Pharmacy joyce.addo-atuah@touro.edu	Liven Up your Classroom with Team-based Learning	This session will demonstrate a Team-based Learning (TBL) class session, a proven teaching technique which promotes peer-peer engagement, critical thinking and analytical skills, and an overall enjoyable learning experience for students.