


Festival of Scholarship Conference Program April 10-12, 2008 - Western Washington University (WWU)		
To reduce the ecological footprint of this conference, only a limited number of programs with abstracts were printed. Please share this copy of the program with others.		
All sessions take place in the Viking Union Building unless otherwise noted (*).		
Thursday April 10, 2008		
MPR	9:00-10:30am – Welcome/Opening Plenary Session (with Affinity Groups)	
Speakers: Karen W. Morse (President, Western Washington University), Karen Spear (CIEL Executive Director), Carmen Werder (Coordinator, CASTL Student Voices Institutional Leadership Group), Luke Ware (WWU), Tawnya Bissell (New College of Florida), Whitney Dunbar (WWU); Activity facilitated by Megan Otis (WWU)		
11:00am-12:30pm – Concurrent Presentations		
464	Business Consulting: Student Developed Curriculum for Integrative Learning	
Amy Pemberton, Daniel Purdy, John Sands		WWU – College of Business and Economics
A unique and compelling course curriculum is currently being developed by a second year MBA student at Western Washington University with the purpose of breaking down the walls between the “real world” and the classroom. The intention is to have MBA students engage in two, four week consulting projects focusing on existing issues within local companies. Students will also be responsible for weekly “employee meetings” with team leaders to ensure agendas are met and focus is maintained. An introduction to the consulting process will be in the form of lectures from local business consultants on how to properly engage the client and accurately assess their situation. The goal of this curriculum is to apply the various functional modules taught in the program MBA into a course that puts it all together. Through collaborative learning and community outreach, this course provides students hands-on opportunities as well as a chance to network within the local community. It also provides the community a chance to engage WWU’s student resources and bridge the gap between the college and the business world.		
462A	Blurring Boundaries: Multiple Perspectives on Scholarly Collaboration	
Stanford T. Goto, Shannon Gaule, Paul Marshall		WWU – Woodring College of Education, Everett Community College
This roundtable session will explore the dynamics of scholarly inquiry within an inter-institutional learning community. Project members include faculty and staff at Everett Community College, as well as graduate students and a faculty member from Western Washington University. Currently, EvCC members are designing and conducting research projects to study teaching-related issues. Meanwhile, WWU members are providing support for these projects, particularly in the area of research methodology. Typically, SoTL projects seek to "make teaching public" for an audience of one’s immediate peers. The EvCC program differs in that the processes and products of scholarly inquiry are visible to a variety of parties (i.e., faculty, administrators, students, and outside educators). This creates complicated social dynamics that influence how individuals conduct their investigations. A graduate student, a community college faculty member, and a university educator will discuss their perspectives on this project.		
462B	Spontaneous Design: Development of an Improvisational Framework for the Visual in Performance	
Christian Brandjes, Kyla Kegler		Daemen College
This presentation/workshop will document and show examples, both live and recorded, of an experimental theater project undertaken by Christian Brandjes of Daemen College and Puppetry/Community -Based Performance major Kyla Kegler. The project, a Soundpainting Opera, involves the Buffalo Soundpainting Ensembles improvised version of "The Tell-Tale Heart" by E.A. Poe. The source text will be Poe's "The Tell-Tale Heart", and will continue the performative experiments of the French Surrealist Antonin Artaud. The purpose is to explore and expand the role of the visual in an improvised piece of performance, beyond the traditional design role of pre-determined mise-en-scene.		
565A	Creativity, Inventiveness, and Innovation	
Peter Hackbert, Candis Cantrell, John Kossack, Kevin Cavins		Berea College
This presentation summarizes the learning activities and outcome from the GST 186: Creativity, Inventiveness, and Innovation collaborative student-faculty inquiry to identify and address new opportunities. The creative tourism project cited		

includes a field-based approach to designing a new experiment within the Berea Working Artist Studio trail. This collaborative inquiry included the student voice through reflective journals and observational techniques in identifying and ranking some 35 retail shops, galleries, restaurants, working studios, and other services leading to the prototyping of a creative tourism map for expanding economic development in the Berea community. Additional projects included the students, voice in the designing of “carriers” and “bags” for hauling college student books, study materials and laptops, as well as a pilot project of IdeaBounce, a contest for innovative ideas on campus.

565B Talking Like the Teaching-Learning Academy: Building Sustainable Dialogue

Luke Ware, Cora Thomas, Megan Otis | WWU – Teaching-Learning Academy

Western students Luke Ware, Cora Thomas, and Megan Otis have focused their collaboration on examining the Teaching-Learning Academy (TLA). The TLA is a dialogue forum inclusive of students, faculty, staff and administration involved in collaborative inquiry on teaching and learning. As members of the TLA, Luke, Cora, and Megan will be presenting the TLA communication model, outlining the benefits of participating, and discussing the actions and outcomes of the dialogue group as a whole. Participants will walk away with a strong foundation for creating a sustainable dialogue community of their own.

565C Visual Sociology: A Study of Privilege, Identity and the Social Constructs of Race, Class and Gender in Kalimpong, India

Brittany Davila, Dipa Basu | Pitzer College

Last summer Professor Dipa Basu and seven first year students, including Claudia Sandoval and myself spent a month studying in Kalimpong, India on Pitzer College’s Global-Local program. We were there to study visual sociology. For Claudia and I, it was our first time ever traveling internationally. During our time spent in India, the three of us faced many obstacles in relation to our identity, our privilege and our gender. Each of us experienced these situations different for they were laid upon us for different reason, whether it was our phenotype, our accent or our socio-economic status. We were, however, able to come together as a collective group and talk about what our experiences were and the reasons why we encountered these situations. Our research examines all of the issues we faced while studying in Kalimpong. Privilege, identity and the ability to connect the global to the local were all very prevalent in our month long journey. Our paper will touch on all of these issues in relation to the social constructs of race, class and gender and how we, as women of color, encountered and dealt with those issues.

LPR* Doing Work That Matters

Natalie Miller, Kim Retherford, Kate Clark, Rita Pougiales | The Evergreen State College

The students in this collaborative project have worked closely to support one another’s creative work as well as to provide encouragement to explore new mediums. They meet weekly to discuss readings, hold critique sessions for one another along with workshops to introduce new artistic forms. Students will display their work (2-D and 3-D), and discuss the experience of collaboration on both the quality and content of their work.

Pair Creative Forces of Winter

Tanis S’eiltin, Emilia Zuber, Carrie Gunnensen, Sophiz Yackshaw, Evan Williamson, Jeff Emtman, Allison Vincler, Emily Paul, Eric Schmitz, Casey Clark, Tyler Lungren | WWU – Fairhaven College

Creative Forces of Winter, an exhibition of students’ art and collaborative projects from the Visual Art Workshop class of winter quarter 2008, will consist of a wide variety of media and themes. Paintings, installations, photography and mixed media portraiture will be represented in the exhibition, as well as student presentations of collaborative web site development projects and the documentation of workshops and field trips.

2:00-2:45pm – Concurrent Presentations

464 Dialogue as Assessment: A Case Study on Disruptions in the Classroom

Michael Murphy, Carmen Werder | WWU – Teaching-Learning Academy

From cell phones to monopolizing individuals, disruptions are a common frustration for faculty and students alike. While we recognize that disruptions are problematic, we rarely consider whether we agree on which ones most disturb teaching and learning. Furthermore, we rarely talk with students about what they find most disruptive, or tap into their perceptions of the causes of disruptions and best practices for resolving them. Does everyone agree on what counts as disruptive to teaching and learning? On what causes these disturbances? On how best to resolve them? A team led by WWU students & faculty will facilitate this session, beginning with an opening survey. Participants will compare their responses to results of the same survey administered earlier at WWU’s Teaching-Learning Academy (TLA) as well as at the 2007 PNW Higher

Education Conference. Using TLA's dialogue model, participants will explore survey results in roundtable dialogue groups. They will then apply insights gained from the dialogue to provided scenarios of typical disruptions. The session will close with an effort to determine a shared sense of a disruption hierarchy, a synthesis of perceived disruptive causes, & a summary of best practices for minimizing and resolving disruptions to teaching & learning.

462A Globalization: Outsourcing Cause for Debate of Cost-Benefit Analysis

MacKenzie McDowell, Megan Marquett, Allison Rock, Lauren Ross, Sara Woldmichael

WWU - College of Humanities and Social Sciences

The pressures to ensure high production and low cost have led to a change in the organizational process of many businesses; this trend has evolved as a motivator for global expansion. Outsourcing of services to India has helped maintain high production and low cost. This relocation has impacted organizations, as well as socioeconomic stratification. The impact of this trend on organizational communication can be analyzed using the following communication theories: critical, classical, human relations, human resources, and globalization. This area of study is worth further analysis due to its prevalent nature in the United States and abroad.

462B The Collaborative Examination of Three Television Commercials

Guy Smith, Michael Trowbridge, Sara Elshafei, Amy Romanas, Tyler Dezeeuw, Jahan Djalali, Paul Eun-Chong Lee

Whatcom Community College Communication Club

This is an unconventional yet academic presentation of three collaboratively researched and written papers by students of Whatcom Community College's Communication Club. Utilizing such varied theories as Agenda Setting Theory, Social Exchange Theory, Standpoint Theory, and Conforming Theory (to name just a few), the presenters will critically and rhetorically analyze television commercials for De Beers, GoDaddy and Anheuser Busch. In the process you too will discover the birth date on which diamonds became inextricably linked to America's courting symbolism, how a forceful CEO molded not only a company but an advertising campaign in his own misogynistic image, and the extensive lengths through which a beer company will manipulate audience perceptions of itself. Along the way, Whatcom's Communication Club will also guide you through the process they undertook in forming a club from a class, of raising funds to further pursue their academic interests, and the collaborative process that included not just the authors but large segments of their school as well. See the occasionally heartfelt, often funny and sometimes serious commercials; hear the analytic results of Whatcom's students and school; and taste the experience of putting it all together. Digest it, offer your opinions and continue the collaboration.

565A Writing Beyond the Assignment

G. E. Washington, Thea Kegler

Daemen College - Art Education

This presentation will be a performance that critiques the project, Writing beyond the Assignment. The research partnership supporting this work includes a student searching for intrinsic motivations to write and a professor who is seeking a sustainable role for "student voice" in his curriculum planning. The presentation will examine a research project that evaluates the effect of integrating passion into the classroom via the affective judgment core curricular component at Daemen College. This research team will ask: Does the curriculum of their college have the capacity to facilitate the development of a student's affective judgment? What role does communication and art play in the development of affective judgment? How can a college promote in its students the ability to listen deeply and to reflect what is heard back to the community in a way that advances real dialogue? The presenters believe most schools do a poor job of provoking explorations of student voice. Too often our curricular objectives are aimed at teaching the rules of grammar without serious consideration for the cultivation of passion, creativity and a "why" in our writing. Many students learn quickly: in schools, especially in classrooms, there is no place for passion or a sense of presence. This presentation is not a call for better writers, well-behaved listeners or even more responsive students and teachers. This is a call for active participation in conversation, especially in the classroom.

565B An Evolving Methodology of Collaboration: A Case Study in International Research

Sara Farooqi

Pitzer College

In the Western media, Muslim women are all too often portrayed as faceless beings lacking agency and voice. Studying abroad in Morocco, my aim was to directly challenge such perceptions through a qualitative research project focusing on the highly personal topic of young women's spirituality. I wanted to learn the views and opinions of my peers abroad, female university students. Originally, the project was an individualized academic quest, but soon evolved into a collaborative narrative. My final report not only reflected my personal questions and beliefs, but the perspectives and analysis of fourteen young women living in urban Morocco. Their voices, support and advice guided me through this project. This work reflects our mutual exchanges and multiple viewpoints. Through my presentation, I wish to not only share my experiences and research findings, but also emphasize the importance and value of collaborative work, whether it be informal or formal.

Aside from providing supportive networks, collaboration with students and faculty who are from the country where you are studying is essential in developing and utilizing various and complex perspectives. Furthermore, collaboration abroad provides an opportunity to engage in an open dialogue and cultural exchange.

565C Finding Agency and Telling Stories: Collaborative Research on Human-Animal Interactions at the Bronx Zoo

Patrick Tyrrell, Carol Hendrickson | Marlboro College

Senior-level work at Marlboro College includes completing a Plan of Concentration - a highly focused project that represents a student's final year of academic work. A major part of Patrick Tyrrell's Plan includes anthropological field research at the Bronx Zoo. The project ties together his interests in anthropology, philosophy, and history to approach the zoo as a place that culturally constructs the stories of animals and their relationship to humans through architecture and spatial layout. To develop this project, he is working with anthropology faculty member Carol Hendrickson in tutorials. Seniors at Marlboro work within the context of one-on-one tutorials almost exclusively during their senior year, which promotes a close academic exchange of expertise between a student and faculty. At the conference, Patrick will discuss his experiences working within the tutorial system and how it has fostered his development as a researcher. He will speak about his project, from its earliest stages in a fieldwork design class, to the creation of his research proposal for review at both the College and Zoo, to his subsequent field observations on-site in New York City and his writing. Carol will address questions of working in tutorials with a wide range of students, each with a research "dream." Central to her consideration as a faculty is the question: how to work closely with students and provide expert advise when, in fact, the topic a student has chosen is not one of your specialties? The result is often an incredible learning experience for both student and faculty.

567 Community Building through Peer Mentorship

Amirah Said, Jackie McClure, Dara Wells-Hajjar, Ariel Roy, Anna Boenish, Devin Majkut | WWU – Fairhaven College

Student mentors and staff from Fairhaven College at Western Washington University will present a round table presentation/discussion about a special new student orientation retreat and a peer mentoring program. These were implemented in order bring students, faculty and staff together to collaborate in building and maintaining a nurturing learning community in which students feel inspired, safe, supported and challenged to identify their purpose, and work towards their goals together.

3:00-3:45pm – Concurrent Presentations

464 Transsexuals in the Work Organization

Jake Lunden, Annie Runnels, Olivia de Leon, Briana Riccio | WWU - College of Humanities and Social Sciences

Transsexuals have not gained the same rights afforded to other minority groups in many work organizations. They often lack the legal status, sympathy, and awareness from fellow employees that other minority groups have already gained. For transsexual people, communication plays an integral role when making an effective gender transition while remaining employed. It is critical for all parties of an organization to recognize the challenges of communication that transsexual employees have to confront. In depth research will emphasize communication and cultural challenges they face today, what effective communication strategies are currently being used, and a proposal of effective communication and cultural strategies that organizations should implement. This paper will inform readers on these issues so that transsexual individuals can gain a stronger voice and equal recognition within their work organizations.

462A Building an Island Consortium to Support the Scholarship of Teaching and Learning

John Belshaw, Teresa Dawson, Doug Hamilton, Nancy Randall, Tami Saj, Nancy Sly, Valia Spiliotopoulos | Camosun College, Malaspina University-College, North Island Community College, Royal Roads University, University of Victoria

Vancouver Island is home to five very diverse institutions that have come together to form a consortium to celebrate and support the scholarship of teaching and learning in a regional context. Our inaugural project has been the development of a collaborative conference to help colleagues get started in learning about student learning. From this joint work it has quickly become apparent that working with a diversity of institutions, representing as they do an equally broad range of student needs, has strengthened our collective work enormously and brought many positive (and often unexpected) outcomes. This roundtable will enable participants to explore such outcomes and think about how they might apply to their own regional contexts.

462B Science Outreach for Students: Connecting Local Schools to Ecology

Charissa Jones | New College of Florida, Tree Foundation

Science Outreach for Students (hereafter referred to as SOS) is a regional program providing an informal mentoring program of science education to K-12 students using local undergraduate ecology students. This program aims to enhance K-12 education by using ecology as a teaching tool and increasing the public's awareness and understanding of environmental science and ecology by linking communities and schools to local undergraduates enthusiastic about sharing their knowledge of science. One of the important characteristics of the program is that it allows for people—young and old—to have experiences in local ecosystems so that they can be informed about their own regions and make informed decisions about the world. SOS not only provides creative curricula to the K-12 community, it also helps reshape the view of the nature that the public may have, as well as introduces undergraduate students to the world of teaching.

565A | Can My Teacher "Help" Learning

G. E. Washington, Richard Lahr | Daemen College

This presentation will include an examination of a collaborative research project between a professor of education and his student in a course called Learning Theory. Learning Theory introduces teachers to the applications of educational psychology. For this collaborative inquiry, the student research partner developed methods to critique his professor's efforts to "help" students that were struggling with the requirements of the course. During the presentation the research partners will discuss why the instructional techniques that the professor thought were helpful often were inconsequential and at times detractors for learning. The presenters will also discuss the role cooperative learning and proactive positive advisement might have played in this classroom. Proactive positive advisement consists of targeting struggling students, providing strategies to help them, and discussing options for each student to succeed. The focus of this research emphasizes the idea that teaching is more than an exploration of the certainty, authority, and stability of knowledge. Teaching, like other forms of communication, is an exploration not of knowledge but what will be known.

565B | Constructing Narratives for Global Understanding: Policy, Economics, and Travel

Michaela Rollins, Kathryn Anderson, Devin Malone | WWU – Fairhaven College

Devin, Kathryn and Michaela will discuss how collaboration has opened up new insights about interviewing as a tool for global understanding. Michaela and Devin each received a Fairhaven College Adventure Learning Grant and pursued interviewing projects in Tajikistan and South America, respectively. With the help of interpreters, Devin interviewed political leaders on energy policy as well as "persons on the street" about life in Bolivia. He also interviewed community leaders in a reserve located in the Brazilian Amazon. Michaela interviewed women of all ages to investigate how economic transition has altered their opportunities and livelihoods. Throughout the process and in the months preceding, they were able to draw on Kathryn's support and experience to enhance their own endeavors. Michaela and Devin will share some findings revealed by the interviews and discuss the unexpected challenges that arose conducting interviews in the field.

565C | The Flight of Campus Icarus

Bradley Lewis, Ann W. Robinson, Liz Brackbill | Gallatin School of Individualized Study at New York University

College mental health centers are rapidly converting to medical model diagnoses and treatments. This trend reflects and furthers the increasing numbers of students diagnosed and treated for depression, bipolar disorder, anxiety, attention deficit disorder, and psychosis. Over the past two years, Gallatin students and one of their professors have been collaborating with the creative mental health community known as the Icarus Project to understand and address these issues. The Icarus Project is a voluntary association of people who reframe mental illness as a "dangerous gift." For Icarus members, mental difference is not simply a negative phenomena - it often gives valued insights and sensitivities outside the normal zone. While these can truly be seen as gifts, they also can lead to difficulties and alienation if not carefully tended. By keeping these two sides of mental difference together, Icarus members avoid previous anti-psychiatry critiques that romanticize mental difference. Yet, at the same time, Icarus opens the door to a range of creative alternatives for recovery and mutual support communities.

4:00-5:30pm – Concurrent Presentations

464 | Ecological Restoration: On-Campus Opportunities for Environmental Education

John Tuxill, Casey Hons | WWU – Fairhaven College

The ecological restoration of native habitats on university campuses represents a key opportunity for students to gain experience with applying concepts of ecology and the hands-on challenges of environmental conservation. At Western Washington University, the Outback Experiential Learning Facility has been the site of a student-led effort to restore a native wetland habitat. Over the past fifteen years, an overgrown pasture and channelized ditch have been gradually transformed into a wooded, seasonally flowing stream that provides important ecosystem functions for downstream water quality. At various stages, the Outback restoration work has involved watercourse modification, nursery propagation and replanting of seedlings of native woody and herbaceous plants, and removal and management of invasive plant

populations. Student accomplishments at the Outback have not only helped improved the ecology of the WWU campus, they have also served an important environmental education role by giving students hands-on exposure to ecological processes and how to work with the local biota and landscape of a site to improve ecological functioning. One important lesson from the Outback experience is that ecological restoration efforts work best when they integrate opportunities for environmental education for all restoration participants, both students and the wider community.

Pair Participatory Ecological Monitoring in Costa Rica

Troy Abel, Derek Schruhl WWU – Huxley College

This participatory ecological monitoring program described today is the result of a September 2007 request from Costa Rican officials in Carara National Park. This conservation area provides habitat for one of two remaining populations of Scarlet Macaws (*Ara Macao*) in Costa Rica. Last December, Derek Schruhl and I received a grant from the WWU Foundation’s Program in Support of Undergraduate Research and Scholarship Excellence. We deployed two cameras during a ten day stay in Carara and Derek conducted three days of visual observations on two nests in two different habitats. This collaborative faculty and student research project contributes to our understanding of Scarlet Macaw ecology by utilizing infrared video camera traps for the first time to observe nests in Carara National Park. This collaboration is structured around the field of participatory ecological monitoring. Also known as “civic ecology,” this growing body of work combines the development of scientific indicators of ecosystem integrity and volunteer participation in natural resources monitoring.

462A Collaborative Experiences of Community & Campus Human Rights Education

Shirley Osterhaus, Katie Moore WWU – Fairhaven College

The Bellingham Human Rights Film Festival is a collaborative venture of community members and businesses and campus faculty and students in creating an educational human rights program that serves multiple purposes: 1) to provide academically sound education on human rights issues 2) to give space for intergenerational discussions on human rights 3) to develop organizational and networking skills 4) to engage participants in action. How does this collaborative experience of organizing a 10- night film festival come together with all volunteers? What is the value of having students work with the larger local community and community members work with students and faculty? How can such partnering build solidarity between the campus and community in working for justice? What are some of the skills students develop in the process? This collaborative experience, which has evolved over several years, provides an academically sound means to explore questions about human rights around the world. It engages the community in Whatcom County and the wider university community in intergenerational discussions about the human rights issues these films raise. It offers information and opportunities for local and international action. It provides an opportunity for students to develop organizational skills such as: identifying and selecting films, negotiating with film distributors, arranging venues, fundraising, developing promotional materials and press releases, networking with non-profit organizations, coordinating volunteers. This workshop celebrates this collaborative effort of the Bellingham and university community and welcomes from the participants new questions and ideas in pursuing the goals of this educational endeavor.

Pair Many Hands and Talents: The Whatcom County Food Assessment

Drew Betz, Colleen Barrows, Kelly Alleen, Kathleen Saunders, Azad Mallak, Lucas Reichley Washington State University- Whatcom County Extension, Whatcom Coalition for Healthy Communities, WWU - College of Humanities and Social Sciences, Blaine High School

The Whatcom County Food Assessment is an eighteen month project designed to define and describe the food system. Spearheaded by the Washington State University Whatcom County Extension Service, it includes community partners including representatives from social services agencies, nutritional educators, food producers, food banks, food retailers, farm labor, and the like. Indicators of the operation of the food system have been set; some of the indicators require compilation of existing data but many require original research. Students at Western Washington University are involved in that data collection as experiential learning various methodologies and in understanding the workings of community infrastructure. This presentation describes the project from the point of view of several collaborators: the community partners, the course instructor, the university students, and an involved high school student.

462B Enhancing Instruction in the Development of College/University Teaching Professionals

Tina Matuchniak, Jennifer Smith, Jann Harris, Christy Krumm, Vincent Gutierrez California State University, Long Beach

College and university faculty usually enter the profession as experts in their own fields of study, but, typically, they have little to no training in the art and profession of teaching. It is assumed that all that is required to teach at the college/university level is subject matter competence and currency, and as a result, many newly-minted lecturers and professors find themselves ill-equipped to navigate the complexities of designing and delivering a course. Our project aims

to bring together college students interested in the teaching profession and faculty who have some expertise in this area in order to firstly assess areas of need in the pre-service instruction and professional development of future college/university teachers, followed by the collaborative design of such (appropriate) instruction and development. For the purposes of this project we will be looking at two pre-existing courses in the major - English 497 and English 380 (both of which already contain some course content related to the teaching profession)~with a view to enhancing teaching-specific curricula and instruction therein.

Pair Scholarship of Teaching and Learning in Collaborative Inquiry: Involving Students in Research and Professional Conferences

Gordon E. Taub University of Central Florida

This paper will provide attendees with the knowledge and skills to actively involve students in research and to conduct presentations at professional conferences as part of an ongoing course. This paper will provide attendees with the opportunity to learn how to integrate the components of the student presentations into a previously developed course, including curricular integration, methods of group formation, group member roles, reporting to the faculty member and methods of mentoring students as they develop research-based presentations to submit for acceptance at professional state conferences. Faculty attendees will also learn about efficient methods of mentoring students after the course ends as students continue to work together to improve, practice, and prepare for the presentation at the selected professional state conference. Attendees will also learn about ways to obtain financial support for students to attend and present at state conferences. This paper will provide an overview of our experiences of providing our students with the opportunity to present at a state conference for the last five years. For the last five years all of our students have presented during their second-year of study in our graduate-level Ed.S. (non-doctoral-level) school psychology program. Your students can too! At the end of the session the presenter will provide an opportunity for attendees to brainstorm cross-disciplinary opportunities for student presentations, topics for student presentations, and identify courses where faculty and students can work together to develop quality research-based presentations as a component of a previously developed course.

565A Using Video-Clip Technology for Learning and Teaching in Communication Disorders

Eva Baharav, Vicki Kammerer, Tim Kraft WWU - College of Humanities and Social Sciences

Recent advances in video technology enable students and instructors in programs of communication disorders to use video-clipping for powerful learning and teaching. This presentation presents a project developed in the Department of Communication Sciences and Disorders at Western Washington University, of using video-clip technology in the classroom: Graduate students generate video clips demonstrating the nature of communication disorders and clinical processes for weekly clinical forums. Subsequently, these clips are uploaded onto a server for a web-based library for instruction and research. This project will be presented from the perspectives of a graduate student, an instructor, and a media specialist.

Pair Collaborative Learning Through Virtual Mentoring

Sandra Mottner, Kristi Tyran, Joseph Garcia WWU – College of Business and Economics

Dr. Garcia will discuss the initiation and development of the program as a vehicle for student enrichment, faculty development and accessing and developing relationship with professionals. He will describe the role of the Center for Excellence Advisory Board in launching the initiative and the role of the Center in the ongoing facilitation of virtual mentor relationships, and promoting the program both among the faculty and to external audiences. Dr. Tyran will present and describe her experience implementing a virtual mentor program into two different courses: a Leadership and Managerial Skills course required for MBA students, and a Leadership Practicum capstone course for all Management students in CBE. Details of how the program has been implemented, including mentor recruitment, specific assignments and alternative assessment methods will be provided to participants to take to their own Management programs. Implications for University relationships and Alumni relationship development will also discussed. Dr. Mottner will present a synopsis of recent research on how the program was adapted for a Retail Management and Marketing class. The research shows how students and the business professionals perceived the experience. In particular, the perceived learning on the part of both students and business professionals will be demonstrated as well as the role of the student as inquirer. The project demonstrates collaborative inquiry on the part of the student and the instructor who helps the student with direction as to inquiry possibilities. A student who has been involved with Virtual Mentoring and a Virtual Mentor will be on hand to answer questions and give their observations as well.

565B Collaborative Writing Project

Chavella T. Pittman, Rachel Marine, Jacob Starks New College of Florida

This presentation will focus on the process and outcomes of a collaborative writing project completed by New College of Florida students. The collaborative writing project required the group of students to develop a comprehensive definition of social behavior. The presentation will illustrate the process of collaborative writing as applied to this task. Additionally, it will

show how students used different forums of collaboration inside and outside of the classroom to achieve a final product. The successful final product demonstrates that collaborative writing projects can be a useful tool for teaching subject matter, group process, and knowledge creation. As such, the presentation will also represent the efficacy of this collaborative inquiry teaching method--through students' eyes--to meet faculty-defined learning objectives.

Pair | **Wiki Project: Collaborative Tool**

Ying Li, Lorrie Brilla, Arla Mae Freeman | WWU - College of Humanities and Social Sciences

The main idea of Wikipedia, a web-based and free content encyclopedia, is that people can write and edit collaboratively as long as they have internet access. This function serves a great medium for students to research and write together. The authors used wikis to teach health topics. The students were grouped based on their research interest. Each group worked collaboratively to develop a web site on the Blackboard platform. Adopting the idea of wiki, the paper was open to edit by all group members. To help students in the process, evaluation rubrics were provided for scientific articles and web sites. The open-to-edit format allowed: each member of the team revision of the drafts; more content was added as the students continued their research and received feedback from the instructor and fellow classmates; the students completed a rubric on each of their collaborators and on the other groups, wikis. Through this assignment, the students gained health knowledge, improved their technique writing skills, and enhanced their critique capability.

565C | **Whatcom Civil Rights Project: A Community/Student/Faculty Partnership**

Julie A. Helling, Shevell Thibou, Raeanne Schurter, Willow Rudiger | WWU – Fairhaven College, Whatcom Human Rights Task Force

This is an exploration of the Whatcom Civil Rights Project, a dynamic collaboration of students, attorneys and community members to promote civil rights. Taught as a service learning class, the project seeks to identify discrimination cases worthy of legal representation and/or non-legal advocacy. Students work along side community and faculty members as they conduct interviews, write legal memoranda, and present cases orally to an Attorney Review Panel. The collaborative inquiry is a repeated examination of the questions "what are civil rights?" and "how might they be enforced?" in the weekly practicum meeting. Students will reflect on what this model of inquiry means for their education.

Pair | **Berea College's Academic Connections, Engagement, and Success (ACES) Initiative**

Dave Porter, Kaleigh McCoy, Megan Rodgers | Berea College

An instructor and two teaching assistants worked together to create opportunities for first year students enrolled in two classes to learn important collegiate skills and also develop positive attitudes toward themselves, their classmates, and their college experience. Two sections of GSTR 110: Writing Seminar I: Critical Thinking in the Liberal Arts shared the theme of Questioning Authority: Skepticism as an Antidote for Oppression throughout the semester. In the final month of the course, students were divided into six, five-person teams to accomplish separate service learning projects related to the course theme. These "100 student-hour projects" included: a student bill of rights; programs on bullying for 4th grade and middle school students, teen suicide awareness and prevention for middle school students, consultation on Berea College's own Suicide Prevention Program, and marketing for a non-profit, sustainable, economic development organization. Both quantitative and qualitative data was used to assess the impact of this course in general, and the service learning capstone projects in particular, on students' knowledge, skills, and attitudes.

567 | **Promising Practices in Social Studies Education**

Mitchell Jancic, Bethany Stead, Erica Rasmussen | WWU – Woodring College of Education

Currently, there is a growing emphasis in education literature to develop teachers, capacity to situate learning in a local or "place-based" context. Student-student collaborative inquiry is the emphasis of this presentation which describes the utilization of two promising technologies, Wikis and Blackboard Discussion Board that enabled students to meet some of these place-based goals. Forty-two Elementary Education students used a Wiki Space to co-create resources for teachers of social studies. Students involved in this scholarly activity developed a web resource guide devoted to place-based education themes, constructed annotated bibliographies that provided overviews and ratings of articles devoted to social studies, and created detailed lesson plans highlighting place-based themes, that were then made available to the Wiki community. Student-student collaboration is also demonstrated through the use of Blackboard's Discussion Board feature. Through electronic dialoguing students were able to co-construct the meaning of a series of assigned readings permitting their professional voices to be heard in a fashion not always visible in classroom discussions. This undergraduate-led effort reveals that Wikis and Blackboard's Discussion Board can be promising tools to facilitate future teachers, scholarship of teaching and learning. This project provided authentic and collegial opportunities for Western teacher education students to collaborate to develop a better understanding of social studies education and ways to integrate place-based themes into social studies instruction. Attendees of this presentation will see how Wikispaces and Blackboard's Discussion Board have facilitated student-student collaboration and hear from students involved in this pilot project.

Pair	People, Places and Ideas: A Year-long Conversation with Rural Alaskan Students	
Lauren G. McClanahan, Andrea Gabler	WWU – Woodring College of Education	
<p>This session will describe how my students in the Woodring College of Education (Secondary Education Department) designed a series of writing prompts to facilitate discussion with rural Alaskan high school students. These discussions focused mainly on place-based education, and how one's place shapes their identity as students and as people. Seeing as how many colleges of education do a poor job of preparing pre-service teachers to teach in rural settings, this project gave students the chance to form a year-long relationship (via e-mail and Blackboard) with a Yup'ik Eskimo student from a small subsistence fishing village. By comparing and contrasting experiences, my students were able to gain an understanding of life in a culture very different from their own. Similarly, the students of Alaska were able to engage in conversations about education, the environment, and popular culture with a "college student," all the while sharpening literacy and communication skills. It is my goal that, ultimately, this project will result in a physical exchange of students. Until then, my students will continue to learn that, no matter what their content area may be, they are, at the core, teachers of reading and writing. Even more importantly, they will learn that they are teachers of adolescents, and that those adolescents have volumes to teach their college partners.</p>		
MPR	6:00-8:00pm – Banquet Dinner and Collaborative Keynote	
<p>Speaker: Kris Bulcroft (Vice Provost for Undergraduate Education, WWU); Collaborative Keynote Framed and Facilitated by Richard Gale (Douglas College); Collaborative Keynote Participants: Jeff Bernstein (Eastern Michigan University), John Bower (Fairhaven College), Tina Matuchniak (California State University-Long Beach), Tim Mechling (WWU), Amirah Said (Fairhaven College), and Sarah Sweet (The Evergreen State College-Tacoma)</p>		
MPR	8:00-9:00pm – Music and Dance with Juba Marimba	
Friday, April 11th, 2008		
MPR	9:00-10:00am – Friday Morning Plenary Session (with Affinity Groups)	
<p>Speaker: Dennis Murphy (Provost, Western Washington University); Activity Facilitated by Deb Currier (WWU)</p>		
10:30am-12:00pm – Concurrent Presentations		
464	Collaborative Research of Effective Teaching and Learning Practices	
William Harrison Lay, Cal Herrmann, Katie Stone, Tim Mechling, Kristin Gillespie	WWU – Woodring College of Education	
<p>Undergraduate learners enrolled in "EDUC 109 - Explorations in the Scholarship of Teaching" will describe their involvement in a collaborative research project that explores student and faculty perceptions on the presence and importance of research based effective teaching and learning factors in Western Washington University's GUR classes. The course instructor and four of the over 150 student researchers engaged in the project will explain and explore their unique research project, as well as discuss preliminary findings. Time will be scheduled at the end of the presentation to address questions and concerns from those wishing to replicate the research at their home institutions.</p>		
Pair	Engaging Students as Citizenship Educators and as Scholars of Teaching and Learning	
Jeffrey L. Bernstein, Chelsea Martin	Eastern Michigan University	
<p>Our paper will detail the role student assistants have played in making possible Bernstein's civic competency oriented approach to an introductory American government class. The student assistants facilitated simulations, making it possible for this innovative civic competency module to occur. At a higher level, though, these students offered constant feedback as the project developed, and were Bernstein's eyes and ears in the classroom. The facilitators had perhaps a greater sense of the contours of student learning than Bernstein did, and were able to offer constant feedback throughout. For the students, of course, there were numerous benefits as well. They worked closely with a professor, as colleagues in addition to as students. They explored an area of work that was new to them and gained experience thinking like a scholar about teaching and learning. In this paper, we will systematically assess the experience of these undergraduate students in the project. We will use the autobiographical reflections of the three authors in building our argument, supplemented with survey and interview data with other current and former facilitators as they reflect on their work in the project. We will also use the teaching journals and web logs that facilitators have kept as a way to make their learning visible. At the heart, this paper aims to demonstrate the educational benefits that derive from involving the students in this way, and to offer our perspective on the richness that direct student involvement can add to scholarship of teaching and learning projects.</p>		
462A	Blogging as a Way of Thinking	

Julia Sapin, Robyn Rossmeisl	WWU – College of Humanities and Social Sciences
<p>We would like to propose a roundtable session on how technology enhances writing experiences in the classroom. We will focus on the blogging tool on the Blackboard course management system and examine how this technology affected student learning environments in Julia's classes. The blogs on Blackboard are used by students to post their ideas about readings. Students post without initially having access to other students' blogs; blogs are made public for students to view before class. After class discussion, students post a follow-up blog, summarizing their reactions to discussion. These blogs continue throughout the course, as readings are discussed in class. Based on preliminary observations, it appears that the process of blogging and, importantly, reading others' blogs, contributes to more depth in classroom discussion, and perhaps generates a greater comfort level among students in the classroom. Blogging assignments help students learn tangible skills such as articulation of opinions and deconstruction of complex concepts (in the readings). Blogging also incorporates intangible skills, such as working through ideas and relating to people. Blogging provides a different medium of communication; while it is more casual than other forms of writing, it can be more deliberate and thoughtful than communication in class. Having a blogging assignment as part of a class is a way of incorporating informal, "low stakes" writing into a course, using writing as a learning tool for expanding thinking.</p>	
Pair	Student Literacy and the Effect of Digital Writing
Catherine McDonald, Amanda Hill	WWU - College of Humanities and Social Sciences
<p>Current scholarship in new media studies and rhetoric-composition asks how digital literacy is changing the meaning and practice of writing—and especially how self-sponsored digital literacy affects students learning to write in college. Our project investigates the effectiveness of teaching two aspects of digital literacy: the <i>analysis</i> of its meaning and the <i>performance</i> of its genres. What motivates people to participate in public spaces of reading and writing? And how does participation change both individual and collective notions of what it means to be literate? Typically, we think of literate habits being formed and assigned in school, so does self-sponsored digital writing conflict or intersect with academic composition? In order to examine the interface between and among personal, public, and academic writing, our research documents how students take up these questions in an upper-level writing studies course.</p>	
462B	Getting to Ahhhh...
Rebecca Traber, Katy Connor, Eileen Reilich	Saint Martin's University - College of Education
<p>This project intends to show the perceived effects of a voluntary yoga class at a 4 year private Catholic university on the perceived well-being of undergraduate students. Undergraduate students took the class taught by the main presenter who is trained in yoga and as a personal fitness trainer. The class was offered 1-2 times per week for an hour at each session. Tentative conclusions from the undergraduate students' feedback lead the main presenter and yoga teacher to conclude that there are myriad effects from doing yoga; the undergraduate students report feeling relaxed, better, more able to do their work in classes, less stress, and more able to cope with the various stressors in their lives as undergraduate students. There appears to be an effect on the body from yoga that participants report as calming and an ability to cope.</p>	
565A	Decolonizing Multicultural Teacher Education
Kristen B. French, Alison Anderson, Elizabeth Mullins, Sandra Guiteau, Jessica Blass	WWU – Woodring College of Education
<p>The purpose of this research is to define and implement a theoretical construct of decolonizing theory as it pertains to the current issues of multicultural teacher education. A direct application of decolonizing research methodologies occur by focusing on the critical personal narratives of four preservice teachers and instructor involved in an introductory course on multicultural education. The rhetoric of multicultural teacher education and the challenging realities facing the field today are addressed through collaborative qualitative research with a emphasis on critical ethnography and decolonization. The significance of this study is embedded in the voices of the students and instructor affected by the neocolonial conditions of U.S. schools, policies and practices. The goals of this research are to further the discourses on the sociopolitical constructs of decolonizing multicultural teacher education and to critically examine multicultural course construction and the potentially transformative praxis for future teachers.</p>	
Pair	Inspiring Critical Questions About NCLB: How Video Production Can Promote Student Learning About Education Policy and Social Action
Kristen Luschen, Sam Kimball	Hampshire College
<p>This presentation will discuss an action research project about how teachers in small rural elementary schools in Western Massachusetts have experienced the No Child Left Behind mandates. Interested in understanding teachers, perspectives on accountability and standards, students enrolled in an education reform class partnered with three small, rural elementary schools and videotaped in-depth interviews with one quarter of the teaching staff, the superintendent, and all</p>	

three principals. Results of the videotaped interview project were conveyed through a 45- minute documentary, The Cost of Accountability. Five students and their professor created the documentary the semester following the completion of the education reform course. The documentary provides poignant evidence showing that educators, despite being in schools that were well resourced and meeting annual AYP targets, teach in a culture of fear. They were caught in a complicated bind as they believed that the state test told them little about how their students were progressing (given the lack of statistical reliability in small schools), yet they still felt increasingly compelled to teach to the test. The researchers argued that teachers in these small schools found some aspects of the most recent push for standards and accountability useful, while at the same time, they were certain that NCLB constrained critical inquiry and exacerbated educational inequality in ways that were specific to educating in rural, small schools. The presentation will be conducted by a professor and student involved in the research/documentary project. Both will discuss how this community-based collaborative research project led to the development of new research questions and projects, social action, presentation experiences. If time permits, presenters will screen clips from the documentary. Audience members will be encouraged to ask questions about any aspect of the project or documentary.

565B	Finding a Voice: The Pomona Day Labor Center Project
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Alvina Amo-Adjei, Samantha Field, Leah Hannon, Christine Zarker Primomo	Pitzer College
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The purpose of this project is to give those who do not have a voice in the US a chance to speak and be heard by letting them borrow our voices. The Pomona Day Labor Center has been working together with the undocumented workers since the late 90s and has created an area where undocumented workers can go and finally feel they have a home in a country where they are marginalized and used to do a maximum amount of work for a minimal amount of money. But still the workers wake up everyday at the crack of dawn and stand on the street corner to find work or go to the center to learn English to better assimilate to the country that denies them the right to work. This is the opportunity to let them speak without judgment and without fear. The project will consist of going to the center and talking and recording the workers and hearing their stories. Their stories will consist of life before coming to the U.S and life in the U.S. It will also incorporate the work they have done in their communities. By presenting this in an open forum we will be able to open the eyes of those who are not aware of the problems concerning immigration laws and the lack of understanding of who the workers are and what they stand for.

Pair	Ethnic Conflict and Labor Markets
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Brandt Frandle, Rebecca Alhadeff, Niall O'Murchu	WWU – Fairhaven College
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Our presentation surveys the implications of ethnicity in skilled and unskilled labor markets in order to better understand three particular case studies: Early Asian immigrant/emigrant labor in the United States, ethnic conflict in the Basque region of Spain, and Turkish migration into the European Union. Niall O'Murchu facilitated and guided our initial discussions by providing the published works and theoretical models of scholars Edna Bonacich, Max Weber, Frank Parkin, Michael Hechter, Terry Boswell, Malesevic, and John Rex. During our round table discussion we will collectively compare, contrast, and synthesize these theories and apply their relevance to the aforementioned cases.

565C	Biofilm Microbial Communities in Rock Varnish from Panamint Valley, CA
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Jason M. Tor, Erin Eggleston	Hampshire College - School of Natural Science
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Rock varnish is a dark, thin, layered veneer composed of clay minerals cemented together by oxides and hydroxides of manganese and iron. Despite decades of study, the nucleation and growth mechanisms of rock varnish remain a mystery. Microbial Mn(II) and Fe(II) oxidation could result in the formation of metal oxides as mineral phases in varnishes, as occurs in other environments. The purpose of this research was to characterize microbial communities associated with rock varnish and identify those microorganisms able to precipitate Mn- and Fe-oxides. Rocks coated in varnish were collected from the Panamint Valley region of Death Valley National Park. They were placed in a flow-through biofilm chamber and a minimal growth media containing dissolved Mn- and Fe-oxides was dripped over the rocks at a constant rate. DNA was extracted from native rock varnish and from biofilms displaying evidence of metal precipitation after 3 months of continuous growth. The 16S rDNA genes were amplified by PCR, analyzed via DGGE, and sequenced. The microbial community present in the rock varnish biofilm contains many previously undescribed and uncultured bacteria as well as new species in known genera, some of which have previously been described in rock varnish, while others are novel and may result from the unique use of the biofilm flow-through apparatus. The identification of the microorganisms present in the rock varnish biofilm will aid in elucidation of the role that microorganisms play in the accumulation of Mn- and Fe-oxides and the biogenicity of rock varnish formation.

Pair	WWU's Marine Seabird Census: An Exercise In Collaboration
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Alana Byrne, Peter Ellis, Dacia Wiitala, Cynthia Hansen, John Bower	WWU – Fairhaven College
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For five years John Bower has lead over 100 undergraduates in a marine bird census along 150 miles of coastline in NW

Washington. Following the routes set in a 1970s seabird census, students are able to compare changes bay by bay over thirty years and consider changes in biotic and abiotic factors to explain the overall decline. Students participate in all aspects of the census, including study design, fieldwork, data management and analysis, and writing and presenting results at professional conferences. The broad student involvement allows individuals to be as deeply involved as they wish. Taken in conjunction with traditional science classes the census can serve as a model and foundation for concepts and methods of study to build on throughout a science education; though a knowledge and appreciation of local ecology make it an invaluable learning experience for any student. Students also participate in the educational component of the study, teaching each other through discussions and by teaching field skills to new students. The study has also provided many benefits to students, including providing scientific literacy through immersion in the scientific process, motivating students to develop strong scientific skills, encouraging the development of maturity by granting high levels of responsibility, and developing a close-knit and supportive student community. Equally important is the benefit to the community and potential benefit to the seabirds themselves as the results are shared and published and used in practical applications. In this talk we will discuss our experiences with this educational and scientific experiment, focusing on the experience of collaborative scientific research.

567	Making Meaning While Reading Social Justice Books to Children: A Creative Collaboration Among Students, Faculty, Staff, and Community in Bellingham, WA
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Karen Hoelscher, Anna Carey, Byron Ford, Chuck Robinson, Dee Robinson	WWU – Woodring College of Education
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Interested in learning about building a collaboration among university faculty, students, staff, and local community groups determined to create a better world? Come to this session to see highlights from a project that has trained hundreds of university students to share award-winning social justice picture books with young children at a community bookstore and local child care centers. Developed as a way to encourage a "day on" (versus a day off) to honor the contributions of Dr. Martin Luther King Jr., this partnership gives university students hands-on experience with reading social justice picture books and then matches them with local youngsters in reading circles at a bookstore and child care centers on MLK Day. The presentation will show video highlights from the 2008 MLK conference, take participants briefly through the book sharing steps, and entertain questions about what we have learned.

Pair	Creating Awareness Among College Students Through Graphic Design
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Casey Kelly, Kimberly Fleischman	Daemen College
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A senior majoring in Graphic Design, working collaboratively with an Assistant Professor in Graphic Design at Daemen College, will be investigating how Graphic Design addresses social issues. Through interviews, a review of the literature and discussions with college age students, documentation will be made regarding social issues about which college age students may not be well informed. Solutions will be promulgated regarding how awareness among college students can be raised about important social issues. This Graphic Design student believes that it is necessary to provide vital information on social issues to college age students, and she, in collaboration with her instructor, will investigate the role of design in conveying this information. Our future depends on the knowledge that we acquire today.

LPR*	PRESS: Creating a Culture of Writing
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Meghan McNealy, Tyler Bennett, David Wolach	The Evergreen State College
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Evergreen students Tyler Bennett and Meghan McNealy, along with professor of creative writing and philosophy David Wolach will be presenting on their collaborative project to promote a culture of writing. McNealy, editor of Slightly West, Evergreen's literary journal, and Bennett, one of the lead organizers of PRESS: A Cross-Cultural Literary Conference at The Evergreen State College, are both enrolled in Wolach's interdisciplinary program, Monstrous Possibility: Literary Theory and Practice. This unique program serves as a nexus point for literary education and collaborative learning at Evergreen by sponsoring PRESS, teaching students the art of book-making, and working with other writing communities in the Olympia area via educational outreach, public readings, and eventually the production of a hand-crafted anthology of the proceedings of the literary conference. McNealy, Bennett, and Wolach will discuss how their course intermixes theory and practice, learning of craft and applying it to other parts of the College, and the need for educational institutions to partner with community artists and activists to build bridges. They will speak to the importance of stepping outside the classroom such that collaborative learning isn't just an academic exercise, but a fundamental way affecting change in areas that serve as the thematic backbone to both PRESS and its academic program, Monstrous Possibility - the strong relation between the textual arts and social, economic, and environmental justice.

1:30-3:00pm – Concurrent Presentations

464	Collaborative Development and Facilitation: Working Towards Student Leadership in Teaching and Learning
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Ariel Roy, Midori Takagi	WWU – Fairhaven College
<p>This lecture presentation is a combination of the research that I have done while constructing the course Women Who Love Women in Hollywood Film with Dr. Midori Takagi, and the experiences that I have had as a student facilitator teaching this course. My project will be presented in two parts, the first demonstrating the ways in which non-heterosexual female sexuality is constructed and how these constructions are perpetuated in mainstream Hollywood films. Secondly, I will examine the collaborative process between Dr. Midori Takagi and me, and the pedagogy we developed to discuss and deconstruct these issues in a classroom setting.</p>	
Pair	Teaching Alone/Teaching Together: Investigating the use of Student Teaching Assistants in Upper Division courses
Raquel Montoya-Lewis, Ana Cecilia (Ceci) Lopez	WWU – Fairhaven College
<p>This presentation will look at the way in which faculty can engage undergraduate students as teaching assistants. In her Fairhaven course entitled Cultural Creation of Identity, Professor Montoya-Lewis has used student teaching assistants twice to help develop the course, facilitate discussion in the classroom, and provide guidance regarding readings, questions, and possible paper topics. Both students had taken the course before and distinguished themselves through their participation and interest in the course. This particular course lends itself well to collaborative teaching because the course investigates complex questions about personal, social, and cultural identity and pushes students to question deeply and seriously what they know about themselves and their culture. During the Winter 2008 course, Ana Cecilia Lopez will be a student teaching assistant. Together, we will present our experience teaching collaboratively and will seek to engage attendees in wrestling with questions about power in the classroom (Is the student-teacher a peer? Should she be? How do students view her? How does she view her role?), race in the classroom (How does the classroom dynamic change when the faculty member and student teaching assistant are both women of color asking questions about race?), what it means to "teach collaboratively" (Does the student teaching assistant read the papers written by the students? Does she lead discussions - alone or with the faculty member present? Does she choose readings?) and how such collaborations can result in collaborations on research questions stemming from a course.</p>	
462A	Journal Writing in the Classroom: Chore or Delight?
Jennifer Karchmer, Anya Nakrokhina	WWU - College of Humanities and Social Sciences
<p>Have you always wanted to keep a journal but didn't know where to start? Or maybe you've kept a journal since childhood and find it a safe place for reflection. This presentation provides valuable comments from students who were required to keep a journal as part of an upper-level Communication course. Students were given a weekly prompt and asked to reflect on course concepts in their journals. The research findings explore the following: which is preferred, handwriting or typing the journal? Did students enjoy writing in the journal or was it considered a chore? Did they write diligently every week or wait until the last minute to compile the entries? Did students merely write for the instructor or were they honest and constructive in their entries? Research results also provide insight into methods educators can use to make journal writing more effective in the college classroom. Participants will be given a topic and asked to free write for 5 minutes. This will lead into discussion of journal writing. The presentation will include findings from a survey and student input regarding journal writing as an assignment in an upper level Communication course.</p>	
Pair	Using A Field Journal To Enhance Conceptual Understanding
Shelby Sheppard, Jennifer Larson, Gretchen Robertson	WWU – Woodring College of Education
<p>Most writing instructors agree that writing is both an expression of thinking and a means of clarifying ideas. However, there is a lack of documented research on how this occurs or what factors might enhance thinking through writing. In this presentation we discuss the results of our research project that looks at Field Journals produced by both graduate and undergraduate students over the course of an academic term. The journal entries combine class readings, journal articles and personal experience in the examination and clarification of a specific concept. The presentation provides evidence that supports; i) writing as a means of clarifying thinking and gaining deeper insights on concepts and controversial issues and, ii) deepening understanding by combining reading, research and experience through writing. The presentation also provides some parameters for further research on the relation between writing, personal experience and the development of conceptual understanding.</p>	
462B	Service-Learning in Business Ethics
Craig P. Dunn, Cesar Ruiz	WWU – College of Business and Economics
<p>Within a course entitled 'The Environment of Business,' a core requirement for all business majors at Western Washington University, students have the opportunity to identify and address a social issue within the community. The learning objective is to link theory and practice through a community-based change initiative. The entire assignment is student-</p>	

directed, from selection of the social problem to aligning with the organization(s) to be involved, group organization, establishing strategic goals and objectives, project execution, to classroom debriefing (with links to the theories which provide the 'grist' for this course). The group presenting will be from the Winter 2008 term...meaning that the specific project to be presented has not been determined at the time of the Festival of Scholarship proposal submission. You can count on it being a meaningful project, however, which will clearly link the course objectives with a meaningful social change...and which will involve the faculty member of record for this course, a group of engaged students, and a community partner who has also contributed to the learning objectives of the course (which will also benefit from the organized efforts of a group of dedicated and motivated Western students).

Pair	The Prototypes Women's Center Project
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Christina Frausto, Benjamin Rubin, Phoebe Woerner	Pitzer College
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Pitzer students and the Center for California Cultural and Social Issues will discuss their ongoing partnerships between faculty, students, staff, and clients as it relates to their work at Prototypes Women's Center. Chris Frausto will discuss the early formation of the partnership. Phoebe Woerner will discuss the challenges of creating a truly collaborative writing workshop environment at Prototypes and will focus on the value of acknowledging and confronting issues of difference and power within service learning. Ben Rubin will discuss the importance of not limiting oneself to a particular type of community service, and what it is like to be perceived as an outsider in a community where one is trying to work. The presentation will also include a brief PowerPoint that will address issues of social responsibility, connection to community, interdisciplinary student involvement and the resulting deepened self-awareness that results from service learning. The panelists hope the presentation will involve a participatory audience, and will be happy to answer questions from people following their presentation.

565A	Sweet Home, Appalachia: Student Essays and Maps as a Window on a Region
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Chad Berry, Kathryn Bissmeyer, Lindsey Martin	Berea College
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Our project was sponsored by Berea College's Undergraduate Research and Creative Projects Program. In the summer of 2007 we analyzed materials submitted more than 50 years ago to Berea's general studies humanities course. One of the assignments - known as the "home community essay" - asked students to write about the arts in their communities and then map their community for the instructor. High-quality scans of approximately 300 student maps were made and have been incorporated in a seven-minute "film". We believe these maps and essays provide invaluable insight into Appalachia. The maps, in particular, convey important information about class, race, and gender in the region. The project also has an oral history component. We interviewed and transcribed a conversation with Mr. Les Pross, who taught in the humanities program, was instrumental in the design of the assignment, and who had the foresight led him to preserve these projects for our use, decades later. We plan to continue the project by filming some of the former students with their drawings in their home communities.

Pair	The Collaborative Digital Storytelling Project
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Joyce D. Hammond, Lisa Spicer, Fritz Dent, Beth Kelley, Sara Strommer, Melinda Assink	WWU - College of Humanities and Social Sciences, Whatcom Middle School
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Our roundtable will raise questions stemming from a newly-launched project which matches undergraduates as mentors/co-inquirers with middle school students who will be creating non-fiction, digital stories around the theme of community. Digital storytelling, based on new technology, gives students a way to express themselves through photographic images, spoken narration, and music in the creation of short computer-generated "movies." We will discuss challenges of initiating a collaborative digital storytelling project and query ways for assessing the outcomes of the project as shaped by a unique scholarly community composed of students of different ages and teachers of different backgrounds. At the heart of our project is an emphasis on all students, perspectives. We anticipate that for middle school students, an exciting new medium of expression will increase their skills and confidence, provide them with new ways of collaborating, and give them a chance to think about community in new ways (including their connections to college and college students). For undergraduates, mentoring younger students and reflecting on ways in which contemporary forms of communication may facilitate learning and community-building may prove particularly powerful. Roundtable members are from all constituencies of the project: undergraduate anthropology students, a faculty member, middle school students, middle school teachers, and graduate students, acting in an advisory role to both undergraduates and teachers. Following our short presentation, we will invite session participants to join us in thinking about this project and others like it; we particularly welcome your suggestions for ways to facilitate and assess desired outcomes.

565B	Giving Credit Where Credit is Due: Exploring the Ethics of Collaborative Co-authorship
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Angela Harwood, Jessica Nicholas, Sara Radoff	WWU – Woodring College of Education, Americorps
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The process of collaborative work is exciting and generative. It can also be fraught with ethical dilemmas when the results

of collaboration are disseminated to wider audiences. In this session, we will engage in an exploration of the ethical issues of co-authorship in collaborative projects. We will first examine guidelines for higher education collaboration that have been established by various professional associations or by universities. We will then share our own experience from collaborating to develop and evaluate a new program, and our discussion of authorship attribution for a resulting manuscript. Finally, we will engage participants in an exploration of the ethical dilemmas that may arise when university faculty and students enter into collaborative work with each other or with community partners.

Pair Making it Through: From Start to Finish... Faculty and Student Co-authorship Process

Tara Perry, Brian Launius, Hayley Peterson WWU - College of Humanities and Social Sciences

Making it through...How do students and professors develop a reciprocal partnership, be involved in scholarly writing, and successfully complete an article? This paper examines the importance of encouraging student voice while collaborating with a professor. We will discuss the step-by-step process of how to co-author a journal article from start to finish while balancing a regular student/faculty academic load. Results indicate that persistence plays an important role in making this experience a positive one.

565C Collaborative Applied Research and Social Change in a School for At-risk Youth

Sigrid Arvidson, Gerald Levy, Ingrid Arvidson Marlboro College, River Valley Academy

Sigrid Arvidson conducted participant observation field work on LunchAlive!, a healthy food program she developed and introduced to an alternative school for at-risk youth directed by Ingrid Arvidson. Gerald Levy, Sigrid's sociology professor provided mentoring support and supervision for the collaboration research. The study of the program took place within an examination of the relationship of alternative education to theories of social change. What would need to happen for expanded food and nutrition programs in education and other curriculum innovations in public education in conjunction with other political, economic, and cultural changes in American society to bring significant social change in its relationship to minority youth?

Pair Applying Anthropology Beyond the Classroom: Creating Community Agency

Paul James, Kelly Rutherford, James Hundley, Ramiro Espinoza, Lacey Rojas, Anthony Thack, Heather Nicolaus, Krisanne Post, Leara Allen, Danielle Bennett, Holly Wyer WWU - College of Humanities and Social Sciences

This roundtable discussion will focus on the benefits of using collaborative student projects aimed at local community problems as an effective means of teaching and learning applied anthropology. Instructors can identify community problems, interests and resources compatible with course content and direct students to self select into small groups based on student topical interests and skills. Completing pilot research projects offer hands on experience to students in a rich and complex learning environment replete with real barriers and problems that will likely be encountered in future applied work. Students are motivated by meeting real community needs through collaborative research and action on local problems which often leads to tangible benefits to community interests. Further, students may use the project as the foundation for future research and collaboration with community partners. Participants worked on projects focusing on: improving the economics curriculum at Lummi Nation High School, decreasing language barriers in regional clinics serving immigrant populations, improving the coordination and communication between local environmental groups with a common interest in the cleanup of Bellingham Bay, and increasing the local Native vote. The roundtable discussion will address the questions: What major difficulties were encountered when trying to form collaborative research relationships with community interests? Did overcoming these difficulties lead to learning or change on your part, and/or on the part of the community group? What tangible benefits did community groups receive as a result of the course project, and what role did these benefits play in your motivation throughout the project? What future actions can students, instructors and community members take to sustain the change or the benefits of these projects?

567 "Skin"

LaGuana Smith, Sarah Sweet, Artee Young The Evergreen State College

The class this presentation came out of was called Self Portrait Through Skin, which focused on the sociobiological aspect of skin. This class covered anything from melanin production to how aging skin can effect what people think of you. My partner and I, LaGuana Smith, focused on the social, and the biological aspects of tanning. Aside from individual research papers we also had to creatively present our findings which is where our video came in. LaGuana wrote a spoken word concentrating on the idea of beauty and the biological aspect of skin. I put music to her words using the program Garage Band and came out with something we both really enjoyed. Next I recorded myself doing the voice over for my part of the project concerning the history of tanning, how it started as a symbol of the working class and around the 1920's became a symbol of the privileged class. I also touched on the negative consequences of tanning, mainly cancer. With these two pieces of audio I cut together a video using i-Movie which was half documentary and half music video all in the span of

about five and a half minutes. I found all of my video and pictures on the internet, but made sure to find the highest quality possible so it still looks decent. I knew it would not be feasible to shoot all of the footage myself so I chose this route.

Pair	Multicultural Outreach Tour
Deb Currier, Dom Thomas, James Sundquist, Emily Kight, Lauren Hardin, Greg Barrett, Emily Harvey, Adria La Morticella, Nathan Streifel, Samantha Cooper, Brittni Thoreson, Nicole Ferguson	WWU – College of Fine and Performing Arts

The Western Washington University Multicultural Outreach Tour (MOTley) is a literature-based, assembly-style performance geared for K-5th grades. The goal of the Outreach Tour is to bring to life stories and folk tales from all over the world revolving around a chosen theme for the year (example: Heroes, Wisdom, Friendship, etc.). The Tour serves many functions - as outreach to the community, performance and practicum experience for Drama in Education students and as a celebration of the wonderful diversity in children's literature. The Drama in Ed students collaborate with Theatre Arts Associate Professor Deb Currier and community schools to create an original, 45 minute show adapted and devised from literature, music, dance and visual art. The students will perform a portion of the touring show and then discuss the process of collaboration.

3:30-5:00pm – Plenary Performance

MPR	Community Based Collaborative Dance/Theatre
Pam Kuntz, Bob Christman, Bess Christman, William Coogan, Yvonne DeSaulniers, Ben Estes, Suzanne Fogarty, Aundrea McBride, Marge Moench, Janet Peterson, Jason Quick, Kate Ranger, Sarah Schermer, Lena Traenkenschuh, Karee Wardrop	WWU – College of Fine and Performing Arts

Pam Kuntz, a choreographer, dancer, and educator teaching at Western Washington University in the dance program, will provide a brief introduction describing the creative process behind this kind of interdisciplinary, collaborative work. She will touch briefly upon creating a safe environment for collaboration, inviting wild imagination while exploring an unknown medium (dance/theatre/music), embracing all voices, and working with all ages. Following this introduction, participants will perform excerpts from her third piece, *The Parent Project*. This is her third evening length, community based, collaborative dance/theatre work. Participants from *The Mom Project* and *That One Curve* will also be on hand for the facilitated discussions to follow.

MPR	5:00-6:15pm – Reception
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Saturday, April 12th, 2008

MPR	9:30-11:00am – Plenary Session: Collaborative Reflection (with Affinity Groups)
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Activity facilitated by Deb Currier (WWU)

MPR	11:30am-1:00pm – Plenary Session: Closing Luncheon
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Speakers: Roger Gilman (Dean, Fairhaven College of Interdisciplinary Studies), Marie Eaton (Fairhaven College)