

# Why

## a conference on technology at Fairfield?

Fairfield has a history of commitment to the development of instructional technology. Beginning in the early '80s with Latin tutorials on a mainframe computer, faculty members have steadily been involved in projects that infuse technology into the teaching and learning process. In 1993, we received a grant to construct our first two multimedia classrooms. Since then, grants from a variety of foundations and corporations have allowed us to construct additional classrooms, labs, and learning environments that expose students to state-of-the-art hardware and software. More recently, grants have supported faculty training and course redesign, as well as the development of our Center for Academic Excellence. Examples of major projects and initiatives are described below.

- **The economics department** has developed new models for teaching economics using "lab" experiences, in which students are able to use technology to do economics in addition to learning about the economy. Classes meet in networked computer labs; students participate in economic experiments, simulations, and other active learning activities. The hands-on environment allows students to analyze data and participate in economic decision-making in a way that more effectively engages them in the learning process.

- **The modern languages department** has partnered with Sociology and International Studies in a project that engages students in interdisciplinary learning teams. Students in French class use geography and demographics to better understand the development of language; students of demographics learn about how the development of French language and culture affect patterns of urbanization. Teams develop their own projects, and use software and data to analyze complex questions of importance to language and the social sciences. GIS technology provides students with the information that they need to better understand social and cultural issues.

- **The vision for the newly-developing Center for Academic Excellence** is focused on providing faculty with the resources they need to develop effective pedagogy both in and out of the classroom. Faculty members are encouraged to pursue curriculum development projects, course redesigns, and technology-enhanced strategies directed towards the goal of improving student learning outcomes. In addition, faculty are encouraged to work with the Center to engage in the scholarship of teaching, which we define as the reflection on and analysis of various innovative teaching techniques.

We welcome participants to campus to join us in this process of exploration and discussion. We invite you to share your stories with us.



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Empowering the Learner

# Technology, Pedagogy & Course Redesign IV

## Directions to Fairfield University:

**By car:** *Via I-95*, Exit 22 from New York, turn left onto Round Hill Road; from New Haven/Boston, turn right onto North Benson Road *Via Merritt Parkway (Route 15)*, Exit 44, proceed south on Black Rock Turnpike (Route 58), two miles to Stillson Road (Route 135) and turn right. Bear left onto North Benson Road to the entrance, and follow signs to the Charles F. Dolan School of Business.

**By plane:** Bradley International Airport (Hartford) or New York City (limousine service available to/from LaGuardia, JFK, Newark, and Bradley airports).

**By train:** The University is five minutes from Fairfield's Metro North station, 20 minutes from Amtrak's Stamford station, and one hour from New York City's Grand Central Terminal.

## Comments from previous year's participants:

"The openness and camaraderie of participants meant that there was a free flow of ideas."

"I liked the range and variety of topics and perspectives."

"The conference provided a good opportunity to see other schools' proposals and the lessons they learned."

"The sense of shared concern among the group was extremely positive ... the small size contributed to the effectiveness of the conference."

"Keynote speakers were great and thought-provoking."

## Conference Sponsored by:

Fairfield University Center for Academic Excellence

## Technology Redesign Projects Supported by:

The Davis Educational Foundation

The Pew Center for Academic Transformation at  
Rensselaer Polytechnic Institute -

The Pew Charitable Trusts  
William and Flora Hewlett Foundation

## For further information:

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June 15-17, 2004



Fairfield  
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Fairfield, Connecticut

# Conference Overview

For the past three years, Fairfield University has hosted conferences titled, "Technology, Pedagogy & Course Redesign." The conference has attracted college and university educators from all over the country, as well as administrators, grants officers, representatives from foundations, and members of the broader community involved in the academic use of technology at the collegiate level. Presenters described different models of pedagogy; participants shared experiences, ideas, and concerns; participants heard talks by experts in the field; and participants carried on lively and open discussions about many common issues.

## What is this year's conference about?

This year, the focus of the conference is on engaging students in the learning process. Research suggests that students who take greater ownership of their own learning are better able to use and apply knowledge. However, given the variety of student learning styles and the level of student interest in our subjects, stimulating a desire to take ownership is not always easy. Students may find it simpler and more convenient to appear in class as empty vessels, waiting for the professor to fill them with important knowledge and information, rather than taking responsibility for their role in the learning process.

How do we empower learners in our classes? How do we engage students in our subject matter? How do we design activities and assignments that empower students, that provide them with the skills and substance they need to learn? What strategies do teachers use to encourage meaningful ownership on the part of students? All of these questions and more will be discussed during the course of the conference. Though we do not promise that you will come away with answers, we are confident that you will be better informed about the potential that technology-based pedagogies represent for teaching and learning.

## Who should attend?

This conference is intended for anyone involved in college-level education who is interested in exploring creative uses of technology to enhance teaching and learning. If you are thinking about incorporating technology into classes, if you are initiating a project and want to think about the next step, if you are deeply involved in a project and wrestling with questions of its long-term future, or if you are an old hand and have experiences to share, please attend. All aspects of course redesign and technology are open for discussion. Those interested in giving a presentation describing their own efforts or experiences are especially encouraged to participate.

The conference is not directed toward any one discipline. Indeed, participants at previous conferences remarked how the broad array of subjects added to the meaning and usefulness of the conference. Our hope is that this interdisciplinary approach will make for lively discussion and a productive exchange of ideas.

## Conference Presentation Formats

We would like to combine formal presentations and keynotes with more informal panel discussions and hands-on workshops. We hope you will bring your own ideas and concerns to the group. Particularly in the panel discussions, we would like to involve the audience in discussion of issues that are important to you. We encourage you to make either a formal, 30-minute presentation of your work, volunteer to be a panelist on one of our panels, or suggest your own idea for a panel discussion. We will try to make space on the agenda for any and all topics of general interest.

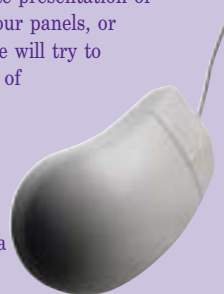
## Keynote Speakers

DR. T. MILLS KELLY

Department of History and Art History  
and the Center for History and New Media  
George Mason University

DR. PATTY FREEDSON

Department of Exercise Science  
School of Public Health and Health Sciences  
University of Massachusetts at Amherst



# Conference Schedule

## Tuesday, June 15, 2004

4 p.m. – 8 p.m. ....Registration, check-in  
5:30 p.m. – 6:30 p.m. ....Welcome reception  
6:30 p.m. – 7:30 p.m. ....Buffet dinner  
7:30 p.m. – 9 p.m. ....Opening presentation

## Wednesday, June 16, 2004

8 a.m. – 9 a.m. ....Continental breakfast  
9 a.m. – 9:15 a.m. ....Official Welcome  
9:15 a.m. – 10:15 a.m. ....Keynote address I  
10:30 a.m. – noon .....Panel discussion I  
noon – 1 p.m. ....Lunch  
1 p.m. – 2:15 p.m. ....Concurrent paper session I  
2:30 p.m. – 3:45 p.m. ....Concurrent paper session II  
4 p.m. – 5:15 p.m. ....Panel discussion II  
5:30 p.m. – 6:30 p.m. ....Reception  
6:30 p.m. – 8 p.m. ....Dinner

## Thursday, June 17, 2004

8 a.m. – 9 a.m. ....Breakfast  
9 a.m. – 10:30 a.m. ....Panel discussion III  
10:45 a.m. – noon .....Keynote address II  
noon – 1 p.m. ....Lunch  
1 p.m. – 2:15 p.m. ....Concurrent paper session III  
2:30 p.m. – 3:30 p.m. ....Wrap-up session

# Registration Information

The conference registration fee is \$170 per person and includes food, two nights lodging, and materials. Two or more faculty members from a single school each pay a reduced rate of \$150. Guests will be housed in Fairfield's apartment-style complex, with individual rooms for each guest within apartments designed for four people. All meals will be served on campus. The conference fee does not include travel expenses.\*

\* Housing is guaranteed for the first 50 participants.

## Conference Application (Deadline: May 15, 2004)

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Name

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Title/Department

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School

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Address

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E-mail

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Web Site Address

Yes, I am interested in making a 30-minute presentation showcasing my use of technology and pedagogy. (Please attach a one-page abstract describing your project.)

Yes, I am interested in participating as a panelist on:

- Alternative Models of Faculty Development
- Assessing Student Learning Outcomes
- Designing Good Centers for Teaching and Learning
- Fostering a Scholarship of Teaching on Campus
- Electronic Portfolios for Students: Pros and Cons
- Assessment for Whom?
- Fitting Course Assignments to Student Learning Styles
- On-line Assessment Strategies
- Quick and Easy Student Engagement Strategies

Other ideas for panels?

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To apply, please complete this registration and mail with check (payable to Fairfield University) to:

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