MILLIKIN INTERDISCIPLINARY FACULTY CONFERENCE

Advancing Performance Learning

MILLIKIN UNIVERSITY®

Friday, February 20, 2015

MIFC 2015 Program Schedule

12:00-12:45 pm	Welcome with Dr. J. Mark Munoz and President Patrick White and Lunch *(Perkinson Gallery, Kirkland Fine Arts Center)*		
12:45-1:45 pm	Speaker Introduction with Provost Jeffery Aper Keynote Speaker: Dr. Marcia Mentkowski, *"Conceptualizing Performance Learning" (Perkinson Gallery, Kirkland Fine Arts Center)*		
1:45-2:00pm	Overview of Breakout Sessions with Dr. David Horn *(Perkinson Gallery, Kirkland Fine Arts Center)*		
Performance Learning (PL) Breakout Sessions			
	<u>PL In the Classroom</u>	<u>PL Outside the Classroom</u>	<u>University Based Advances in PL</u>
	ADM-Scovill 207	*ADM-Scovill 213*	*ADM-Scovill 212*
2:00-2:20 pm	CARRIE TRIMBLE & RJ PODESCHI- *WHEN PERFORMANCE LEARNING INVOLVES MICKEY MOUSE: MILLIKIN UNIVERSITY STUDENTS ANALYZE USER EXPERIENCE, BRAND LOYALTY, AND THE MYMAGIC+ PROGRAM*	STEPHEN FRECH- *STUDIO, WORKSHOP, AND APPRENTICESHIP: PERFORMANCE LEARNING AS HYBRID PEDAGOGY*	CARMEN ARAVENA & LAURA LEDFORD- *ADVANCING PERFORMANCE LEARNING THROUGH STUDY ABROAD*
2:20-2:40 pm	BRANDON HENSLEY- *WHAT STUDENTS LEARN AS A MEMBER OF A RESEARCH TEAM*	DAVID HORN, GEORGE BENNETT & CASEY WATSON- *INSTITUTE FOR SCIENCE ENTREPRENEURSHIP: CONNECTING MILLIKIN STUDENTS AND THE EXTERNAL COMMUNITY THROUGH PERFORMANCE LEARNING*	ANGELA DOEHRING- *THE DEVELOPMENT OF A PERFORMANCE LEARNING ASSESSMENT TOOL*
2:40-3:00 pm	JAMIE NICKELL & JO CARTER- *IMPROVING POPULATION HEALTH THROUGH INNOVATIVE SOCIAL MARKETING: A TEACHING INNOVATION*	JOYCE BEZDICEK & GEORGETTE PAGE- *WHAT WE CAN LEARN FROM PERSPECTIVES*	RACHEL BICICCHI- *ENHANCING PERFORMANCE LEARNING OPPORTUNITIES THROUGH COURSE DESIGN: USING UNIVERSAL DESIGN FOR LEARNING (UDL) PRINCIPLES*
3:00-3:20 pm	RANDY BROOKS- *PERFORMANCE LEARNING IN THE GLOBAL HAIKU TRADITIONS COURSE AT MILLIKIN UNIVERSITY*	TRAVIS WILCOXEN- *EXPANDED PRACTICAL EXPERIENCE IN VETERINARY RESEARCH FOR BIOLOGY STUDENTS AT MILLIKIN UNIVERSITY*	ERIC MARTELL, MARK SAMPLES & JEFFREY APER- *ASSESSING PERFORMANCE LEARNING: DEVELOPING ASSESSMENT STRATEGIES FOR NON-TRADITIONAL PEDAGOGIES*

	PL In the Classroom	PL Outside the Classroom	University Based Advances in PL
	ADM-Scovill 207	*ADM-Scovill 213*	*ADM-Scovill 212*
3:20-3:40 pm	HEE YOUNG CHOI- *EXPERIMENTAL COURSE DEVELOPMENT: INTEGRATING STUDY ABROAD AND AN ESL/BILINGUAL EDUCATION COURSE ON CAMPUS*	KENNETH LAUNDRA- *RESTORATIVE JUSTICE AS PERFORMANCE LEARNING: COLLABORATIVE RESEARCH IN SOCIOLOGY AT MILLIKIN UNIVERSITY*	THAD WALKER- *FORGING NEW PARTNERSHIPS: ALIGNING STUDENT LEARNING GOALS WITH STAKEHOLDER AND INSTITUTIONAL MISSION*
3:40-4:00 pm	TINA CLONEY- *THE INTEGRATION AND FURTHER BUILDING OF PERFORMANCE LEARNING EXPERIENCES WITH VARIOUS DEGREES OF STUDENT RISK OF FAILURE IN THE CURRICULUM*	PARIS BARNES, ANNE RAMMELSBERG AND JENNIFER SCHROEDER- *FROM PROPOSAL TO PERFORMANCE TO PRESENTATION: COLLABORATIVE PERFORMANCE LEARNING IN THE SCIENCES*	CARMELLA BRANIGER & CAITLIN HUSTED- *MILLIKIN'S PREMIER WRITERS*
4:00-4:20 pm	RJ PODESCHI & ED WEBER- *APPLYING PERFORMANCE LEARNING IN INFORMATION SYSTEMS*	DENICE LOVE, NGOZI ONUORA & RAY BOEHMER- *THE DEVELOPMENT OF ACTION RESEARCHERS IN EDUCATION*	
4:20-4:40 pm	VICKY GILPIN- *CREATING A PASSION FOR PERFORMANCE LEARNING OPPORTUNITIES BEYOND THE CLASSROOM: STUDENT BENEFIT THROUGH THE POPULAR CULTURE ASSOCIATION/AMERICAN CULTURE ASSOCIATION*	CASEY WATSON, GEORGE BENNETT & DAVID HORN- *THE INSTITUTE FOR SCIENCE ENTREPRENEURSHIP AND 300 BELOW INC.: AN EXEMPLARY PARTNERSHIP*	J. MARK MUNOZ, ED WALKER, LORI BALES, JUDY PARRISH & JULIENNE SHIELDS - *EFFECTIVELY ENGAGING STAKEHOLDERS THROUGHOUT PERFORMANCE LEARNING PROJECTS*
4:40-5:00 pm	DAVID BURDICK- *CREATING A PERFORMANCE LEARNING ARENA: THE CONCEPTION AND GROWTH OF STUDIO PRESSURE NIGHT*	SUSAN KRUML & NANCY CURTIN- *COLLABORATION AT ITS BEST: INTERDISCIPLINARY PERFORMANCE LEARNING*	

Breakout Sessions (cont.)

Keynote Speaker: Dr. Marcia Mentkowski

"Conceptualizing Performance Learning"

What is *performance learning?* Learning associated with performance has special qualities. The presenter illuminates three: a) separate from performance; b) connected to performance; and c) learning from performance.

The presentation offers the audience a view of *performance learning* as:

1. *Self-reflection on learning.*

2. *Self assessing performance and using feedback to transform it over time.*

3. *Learners developing metacognitive performance.*

4. *Learners developing professional expertise.*

5. *Learners developing identity as a self-sustained and unique learner, contributor, and professional.*

ABSTRACTS BY CONCURRENT TIMING

<u>2:00-2:20pm</u>

CARRIE TRIMBLE AND RJ PODESCHI- *WHEN PERFORMANCE LEARNING INVOLVES MICKEY MOUSE: MILLIKIN UNIVERSITY STUDENTS ANALYZE USER EXPERIENCE, BRAND LOYALTY, AND THE MYMAGIC+ PROGRAM.*

In order to explore the use of the Walt Disney Company's MyMagic+ program and its impact on user experience and brand loyalty, an interactive case study of the program will be implemented through pilot course team-taught as an elective for both the Marketing and Information Systems majors. Through this course, student teams will develop websites as a means of pre-trip research and set team objectives for their in-park experience. The course culminates with a "boots on the ground" experience at Walt Disney World where teams chart their ability to meet the trip objectives through a variety of methods during their stay. Post-trip, Millikin University alumni will evaluate the team websites and presentations. This evaluation will provide the critical third-party feedback of the student performance in testing the user experience and brand loyalty impact of the MyMagic+ program.

STEPHEN FRECH- *STUDIO, WORKSHOP, AND APPRENTICESHIP: PERFORMANCE LEARNING AS HYBRID PEDAGOGY.*

Performance learning requires a hybrid pedagogy, one that challenges professors to blend theory with practice, traditional methods familiar in their own disciplines with those more common in other disciplines. Founded in 2008, Blue Satellite Press serves as a learning laboratory for students to operate a small literary press, performing all the roles of owner, editor, designer, and printer. Teaching this course challenged the pedagogy of most workshops, a familiar method for Creative Writing courses. In workshops students produce most of their writing outside of class, then shift roles in class to readers of each other's work. Instead, Blue Satellite functions more like a studio course and an apprenticeship. A course like this needs to do more than simply adopt methods from another discipline—it needs to blend strategies, in the case of Blue Satellite: workshops and studio courses and apprenticeships. This presentation will discuss those methods, the hybridizing of them, and the institutional support that proved most useful in developing that pedagogy.

CARMEN ARAVENA AND LAURA LEDFORD- *ADVANCING PERFORMANCE LEARNING THROUGH STUDY ABROAD.*

Study abroad is well known for promoting personal, professional, and academic growth. Today, more than ever before, employers are increasingly seeking students who have an international experience, and who can easily articulate how such an experience contributed to academic and professional success. With this in mind, Millikin University strives to deliver on the promise of a high quality Performance Learning environment. When you consider that the foundation of Performance Learning is to deliver a curriculum in an improved and interactive way, allowing students to develop through hands-on activities in their field, a study abroad experience should be thought of as the catalyst in enriching and highlighting our own Performance Learning objectives. Study Abroad experiences are wonderful opportunities that enhance the quality of Performance Learning, and should be utilized and available to all university academic departments.

2:20-2:40pm

BRANDON HENSLEY- *WHAT STUDENTS LEARN AS A MEMBER OF A RESEARCH TEAM.*
This study will examine performance and learning outcomes reported by students who participated in a research team project with faculty to serve the surrounding community at a mid-size university in central Illinois. The students were followed up with after their project was complete via focus group and email interviews.

DAVID HORN, GEORGE BENNETT AND CASEY WATSON- *INSTITUTE FOR SCIENCE ENTREPRENEURSHIP: CONNECTING MILLIKIN STUDENTS AND THE EXTERNAL COMMUNITY THROUGH PERFORMANCE LEARNING.*
The Institute for Science Entrepreneurship connects Millikin University, its students, and the greater community to opportunities for personal, professional, and organizational advancement through science entrepreneurship. The institute achieves its mission by: 1) serving as a training center for students in the natural and health sciences to develop the skills they need to create their own science ventures, 2) conducting research, creating and upgrading products, and providing other services for external clients, and 3) promoting science entrepreneurship to the larger community. The Institute was originally funded by a Performance Learning Enhancement Grant in December 2012. Since that time, the institute has launched numerous initiatives including teaching two courses: Introduction to Science Entrepreneurship and Creating a Scientific Business Venture, hosting a Science Entrepreneurship Speaker Series, and conducting research for external clients. In fall 2014, the Institute introduced the Science Entrepreneurship Research Fellow Program in which students will receive a stipend to work with current ventures in the health and natural sciences on a specific project. Since its founding, the Institute has laid the foundation for a culture of science entrepreneurship in the natural and health sciences at Millikin University and the greater community through the creation of performance learning opportunities for its students.

ANGELA DOEHRING- *THE DEVELOPMENT OF A PERFORMANCE LEARNING ASSESSMENT TOOL.*
As part of the Nyberg Committee this summer, the team assisted with defining Performance Learning (PL), in addition to determining how Millikin University could be THE premier PL institution. One idea that came out of that charge was to determine how courses, within every department on campus, could be assessed to ascertain how often students were getting exposed to PL. This fall a tool was developed to help faculty determine if their courses are PL based courses. And if not, the tool could help to reveal if there is potential to add PL to enhance the students' experience within the course. This presentation will include the steps to develop, implement and evaluate the tool by pilot testing it with the Department of Exercise Science and Sport at Millikin University.

JAMIE NICKELL AND JO CARTER- *IMPROVING POPULATION HEALTH THROUGH INNOVATIVE SOCIAL MARKETING: A TEACHING INNOVATION.*

Students in a senior community health nursing course reviewed the health behavior surveillance statistics in Macon County and crafted novel digital campaigns designed to create value for improved health behaviors among our community's youth. Supported by Millikin University's Center for Entrepreneurship, student teams identified population segments, created developmentally targeted messaging, and designed copy using a variety of digital formats. Local social service and health agencies expressed interest in this student enterprise. Following this activity student self-assessments (Shields, 2014) reflected improved measurements of student characteristics of tolerance for ambiguity, creativity, self-belief, risk-taking, and flexibility.

JOYCE BEZDICEK & GEORGETTE PAGE- *WHAT WE CAN LEARN FROM PERSPECTIVES.*

Early childhood students in the School of Education study the Project Approach and complete a project investigation with young children as part of their junior internship. During the spring semester, 2014, we were especially intrigued with the project investigations of two of our students. The topics of their project investigations were, for one class, hair, and for the other, shoes. From our perspective, we observed children more engaged in learning in the classrooms and fewer behavior issues. As a follow up to these project investigations and to learn more about their perspectives, we decided to interview the classroom teachers and our Millikin students about the project investigations. We are interested in sharing the project investigations as examples of effective and engaging learning for young children. We also intend to share the different perspectives on the Project Approach that we gained from our interviews. Ultimately, our goal is to write a paper, in collaboration with the classroom teachers and our Millikin students. In this paper, we will incorporate the perspectives of university professors, classroom teachers, and Millikin students with regard to these project investigations. Engaging our Millikin students in writing a collaborative professional publication is a unique example of performance learning in education.

RACHEL BICICCHI- *ENHANCING PERFORMANCE LEARNING OPPORTUNITIES THROUGH COURSE DESIGN: USING UNIVERSAL DESIGN FOR LEARNING (UDL) PRINCIPLES.*

Universal Design for Learning (UDL) is a framework for course design based on three principles. UDL posits that for all students to have the opportunity to be high achievers, instructors must: (1)Provide Multiple Means of Engagement; (2) Provide Multiple Means of Representation; (3) Provide Multiple Means of Action & Expression. While UDL was originally developed by the Center for Applied Special Technology (CAST) with the goal of using technology to assist special education students at the K-12 level, more recent research has shown that it can be effectively applied to courses for all students at all levels. In this presentation, I will discuss what UDL is and how the three principles, particularly Providing Multiple Means of Action and Expression, can be used by Millikin faculty to design performance learning activities as well as prepare students in introductory courses for the performance learning opportunities they will encounter during their time at Millikin.

RANDY BROOKS- *PERFORMANCE LEARNING IN THE GLOBAL HAIKU TRADITIONS COURSE AT MILLIKIN UNIVERSITY.*

In this presentation, I review the ways that my course on Global Haiku Traditions is enhanced by strategically employing performance learning. For the Global Haiku Traditions course, I deliberately invite students to join the contemporary international haiku community by reading, writing, editing, sharing and publishing haiku. For a semester my students are immersed in the life of being a haiku poet. I want my students to fully engage in the art of reading and writing haiku—bringing their memories, associations, experiences, and unique perspectives into the public sphere of this social literary art. In the Global Haiku Traditions course, I stress the importance of community in the classroom and beyond the classroom because art, especially the literary art of reading and writing haiku, is a very collaborative, social process. I deliberately construct the classroom as a space for performance—reading haiku out loud, discussing and sharing reader responses to favorite haiku, reading and competing with each other in competitions, sharing original haiku with others beyond the classroom, and inviting others into creative collaboration. The course concludes with a final haiku poetry reading and submissions to (and subsequent publications in) haiku journals around the world.

TRAVIS WILCOXEN- *EXPANDED PRACTICAL EXPERIENCE IN VETERINARY RESEARCH FOR BIOLOGY STUDENTS AT MILLIKIN UNIVERSITY.*

One of the most important aspects of earning a biology degree at Millikin University is that each student must complete a research project and present their work in a senior capstone course prior to graduation. In order to be effective research, the subject matter of the research need not be strictly within their specific field of study or within a field that they will pursue in graduate studies. Still, many students seek an opportunity to complete a research project with a direct link to the career to which they aspire, and as such, we like to make those opportunities available whenever possible. A number of Millikin biology students have worked under my mentorship and in collaboration with the Illinois Raptor Center since Fall 2013, gaining hands-on, real-life animal health research opportunities, which has also lead to performance learning in the other areas critical to performing science: outreach, presentation at meetings, grant writing, and publication. The students have learned and used techniques that are deeply rooted in basic research and veterinary science, and thus, have an excellent opportunity to truly experience performance learning.

ERIC MARTELL, MARK SAMPLES AND JEFFREY APER- *ASSESSING PERFORMANCE LEARNING: DEVELOPING ASSESSMENT STRATEGIES FOR NON-TRADITIONAL PEDAGOGIES.*

Performance Learning calls upon students and mentors from a variety of constituencies to engage in activities which inherently contain greater risks and rewards than a traditional assignment , typically only graded by the professor for a given class. In order to measure student learning and program outcomes, traditional assessment tools need to be examined for their effectiveness in a Performance Learning setting. Specifically, by involving third-party stakeholders – such as experts and community members from myriad audiences - and elevating projects from hands-on or experiential learning to fully embrace the practice of professionals in a given discipline, the nature of the measurement of a "successful" project must evolve. Learning becomes a more iterative process wherein failure to accomplish the ultimate goal is often expected at early stages, as long as those failures are used formatively to work toward eventual successes. Students, then, cannot simply be assessed on whether or not they completed something but, instead, on whether or not they developed the expected skills and knowledge through the process in order to facilitate future work. Faculty and staff have spent the past academic year in a conversation of how to revise and create assessment strategies, rubrics, and processes to better capture what students are really learning

while engaging in Performance Learning. Primary objectives include revising student and faculty evaluative and reward procedures to support Performance Learning. Discipline- and university-focused revisions of comprehensive and coordinated assessment efforts will ensure that University measurements can capture the diversity and complexity of Performance Learning activities without constraining them through the use of processes that simplify complex learning and development experiences for the sake of ready measurement. These are very substantial methodological and epistemological challenges, but underscore the essential wisdom of the dictum that we must measure what we value and not simply value what we measure. This presentation will offer attendees the chance to learn in detail about the work to create a framework of policy, practice, and measurement that supports and extends an innovative approach to undergraduate education.

3:20-3:40pm

HEE YOUNG CHOI- *EXPERIMENTAL COURSE DEVELOPMENT: INTEGRATING STUDY ABROAD AND AN ESL/BILINGUAL EDUCATION COURSE ON CAMPUS.*

This semester (fall 2014) I have taught ED 401 "Integrating Culture in Classroom as one of ESL/Bilingual endorsement program courses. This presentation is about the integration of face-to-face class with ten students at Millikin campus and distance learning via online for two students who were in Chile as exchange students. When those two students in Chile asked me if they register ED 401 as a directed study participating through online communication, initially I was hesitated with the unexpected situation. However, considering the main goal of the course, which was designed to introduce pre-service teachers to issues related to cultural diversity and approaches of multicultural education, I readily agreed to accept them. Not only I allowed them to take my course, but also I planned to investigate further our students' specific cultural, linguistic, and academic needs. As an instructor of the course, I have witnessed some sense of performance learning with mutual scaffolding efforts between the two groups of students in Millikin and in Chile. Those two preservice teachers' international field experiences have brought very authentic and practical ideas of cultural diversity and cultural competence into the ED 401 course.

KENNETH LAUNDRA- *RESTORATIVE JUSTICE AS PERFORMANCE LEARNING: COLLABORATIVE RESEARCH IN SOCIOLOGY AT MILLIKIN UNIVERSITY.*

This presentation will review ongoing collaborative research and internships being conducted with the Macon County State's Attorney's Office and Millikin University, employing upper-level students in Sociology, and in the Criminal Justice minor. Since 2011, students in Sociology, and more recently with students in the new Criminal Justice minor, have been participating in both internships and ongoing restorative justice research, in a collaborative effort with Millikin and the State's Attorney's Office. This collaboration has produced grant awards through Adult Redeploy Illinois for our funded research, paid internships for some students, conference presentations at professional conferences, and publication in an academic journal – all of which have involved our students.

THAD WALKER- *FORGING NEW PARTNERSHIPS: ALIGNING STUDENT LEARNING GOALS WITH STAKEHOLDER AND INSTITUTIONAL MISSION.*

Developing new partnerships within the community can prove to be challenging, especially when stakeholders do not realize the potential synergies. In addition, students who do not perceive value or realize the application of their performance learning will fail to reach their full potential while performing in the field. The alignment of the goals of both the student and stakeholder should be a foundational element of performance learning. When these goals and considered and discussed, with both student and stakeholder, while being implemented more positive outcomes can be realized and greater potential for learning exists in both preparation and implementation of PL. This presentation will include recent examples of the strategic planning of performance learning sites and activities and the intended outcomes to satisfy the goals and mission for all the involved parties.

3:40-4:00pm

TINA CLONEY- *THE INTEGRATION AND FURTHER BUILDING OF PERFORMANCE LEARNING EXPERIENCES WITH VARIOUS DEGREES OF STUDENT RISK OF FAILURE IN THE CURRICULUM.*

I will be outlining the process that I have taken to create various performance learning experiences that build upon and heighten in their degree of expectations and risk related to failure in the courses that I teach. I will outline thoughts related to the design of these opportunities, specific steps, how these experiences grow based on course sequence and level, the different levels of student risk for failure, recruitment of the third party stakeholders, and ongoing challenges related to continued enhancement of these experiences.

PARIS BARNES, ANNE RAMMELSBERG AND JENNIFER SCHROEDER- *FROM PROPOSAL TO PERFORMANCE TO PRESENTATION: COLLABORATIVE PERFORMANCE LEARNING IN THE SCIENCES.*

Being a scientist involves much more than following a simple protocol. To do science as scientists do it, individuals must be involved in all aspects of an experiment including proposing a research question, designing an experiment in response to the question, collecting and analyzing data, and lastly, by disseminating the results to the greater scientific community. We have developed a multidisciplinary Performance Learning environment involving three faculty and seven students (over six years) with a focus on the development and testing of novel chemotherapeutic delivery mechanisms for the treatment of breast cancer. Our student collaborators have been heavily involved in the development of proposals and grants, are essential to the hands-on experimentation and revision of protocols, and have disseminated their work at local, regional, and national meetings through presentations, as well as through publications in international journals. Our program involves third-party stakeholder interactions at all levels, just as would be encountered in the "real world". Our students are not just learning how to do science; they are researchers providing critical information to a global discussion of cancer treatment. In this presentation, we will discuss how we have incorporated students into all levels of Performance Learning and how they have contributed to our understanding of how to do cancer research.

CARMELLA BRANIGER AND CAITLIN HUSTED- *MILLIKIN'S PREMIER WRITERS.*

Millikin's Premier Writers (MPW) gathers outstanding samples of first-year student writing at Millikin University for publication and release into the academic community. The program seeks to foster an environment where students can do the discipline, meaning peers can motivate peers to create high-quality work, improve writing and editing skills, and inspire student leadership. MPW supports the curricular mission of the English Department and University Studies program by providing a venue for performance learning in the first-year experience and the major. This presentation will discuss the MPW's success in obtaining a Performance-Learning Enhancement Grant in order to support continued development of this performance-learning opportunity.

RJ PODESCHI AND ED WEBER- *APPLYING PERFORMANCE LEARNING IN INFORMATION SYSTEMS.*

Information Systems students in the Tabor School of Business regularly engage in performance learning projects each semester. These projects are typically in conjunction with a local organization or on-campus department and consist of a tangible deliverable for the client at the end of the semester. Students are evaluated by these third-party stakeholders through formal feedback, presentations, and ultimately, how well they met the needs and requirements of the client. The database development class is in its third year of developing database applications for local organizations with last year's students receiving top honors at the Ball State I.S. Competition. The business intelligence class has found key insights with donor data for the Millikin Alumni & Development office. Most recently, the web programming class and systems analysis classes are collaborating on delivering a dynamic organizational chart through MyMillikin in conjunction with the Millikin I.T. department. This presentation will address various models used in combining content and project work as well as methods for working with clients both internal and external to the university. Methods for assessing student work will also be addressed.

DENICE LOVE, NGOZI ONUORA AND RAY BOEHMER- *THE DEVELOPMENT OF ACTION RESEARCHERS IN EDUCATION.*

Teaching today is more data-driven than ever and thus teachers must be comfortable analyzing data and making inferences and decisions from their findings. To foster that comfort with data, we are incorporating an action research project into the Junior Block coursework and internship, whereby our students will be required to conduct a research project with a cooperating teacher on an instructional issue in real time. Students have already started brainstorming possible areas of research; however the research will be authentic and driven by questions raised during instruction so the questions will be determined collaboratively by the students and their cooperating teachers at the start of the spring semester. Research will then be conducted as the students are learning about action research – how to determine research questions, design and conduct studies, analyze data and apply results - in their Junior Block courses and the entire process will be scaffolded by their Millikin professors. Our presentation will convey what we are learning through this process, including the benefits of collaborating, questioning, and examining instruction and learning as it is happening.

4:00-5:00pm* **(full hour panel discussion)**

J. MARK MUNOZ, ED WALKER, LORI BALES, JUDY PARRISH AND JULIENNE SHIELDS - *EFFECTIVELY ENGAGING STAKEHOLDERS THROUGHOUT PERFORMANCE LEARNING PROJECTS.*

      One of the hallmarks of Performance Learning is engaging external stakeholders. This is a departure from the boundaries of the traditional classroom, and we see the positive effects on the students when external stakeholders are engaged effectively. Going beyond these boundaries post very real risks and rewards for educators. External stakeholder engagement can be risky, but educators also gain valuable insights from these projects and experiences and can positively impact their own careers and professional influences on the community. Bring your idea of WHAT you want to do with Performance Learning, and learn tools, tips and techniques to frame HOW to effectively engage your prospective external stakeholder(s). This multi-disciplinary panel will share insights on the methods of engaging external stakeholders, and discuss channels of communication: awareness of stakeholders and their needs, evaluating a good stakeholder project, keeping in touch throughout the project, delivering the product/project, and post-project follow-up.

VICKY GILPIN- *CREATING A PASSION FOR PERFORMANCE LEARNING OPPORTUNITIES BEYOND THE CLASSROOM: STUDENT BENEFIT THROUGH THE POPULAR CULTURE ASSOCIATION/AMERICAN CULTURE ASSOCIATION.*

As many opportunities exist for students to have "experiences that extend their learning to the professional level," incorporating tenets of Performance Learning can be done effectively and easily within one's subject or curriculum; for example, the importance of undergraduate attendance and presentation at conferences is often neglected at other institutions, which is one reason the Celebration of Scholarship is such a significant event. However, by encouraging students to seek and peruse CFPs and other subject-area announcements from Freshman year on, stakeholders help students develop a positive assumption about their potential participation in professional conferences and other experiences that encourage Performance Learning. The successful incorporation of tenets of the Popular Culture Association/American Culture Association in the first-year classroom has introduced and reinforced PL concepts in general as well as, through the process, preparation, presentation, and reflection, more specifically benefited several of our students who presented in regional and national PCA/ACA conferences. This presentation emphasizes why I chose conferences and presentations as a focus for IN 150 and IN 151, how PCA/ACA connects to elements of Performance Learning, why I encouraged students to participate, and the Performance Learning aspects of the process with the students who presented.

CASEY WATSON, GEORGE BENNETT AND DAVID HORN- *THE INSTITUTE FOR SCIENCE ENTREPRENEURSHIP AND 300 BELOW INC.: AN EXEMPLARY PARTNERSHIP.*

Among our earliest and most dynamic business partners to date, 300 Below Inc. has consistently championed the interdisciplinary, science-meets-business platform of the Institute for Science Entrepreneurship (ISE). Since the inception of the ISE in December 2012, our partnership with 300 Below has grown through a variety of channels, including ISE speaker series events, special meetings at 300 Below headquarters, and by offering them the use of our Chemistry Department facilities, as they put the finishing touches on Pristine: a green solvent that removes carbon deposits. At a recent press conference, 300 Below further cemented our partnership by providing $10,000 in discretionary funds to the ISE, recognizing the first two ISE fellows – physics students: Kyle Leadlove and James Seyfert – who will be working with 300 Below on a major project in the months ahead, and – most generously of all – by pledging 10% of any profits resulting from this joint, performance-learning project back to the ISE. We will expand on the details of our partnership with 300 Below, and discuss how it will serve as a model for future collaborations between the ISE and other local companies, and provide performance-learning opportunities for our students.

4:40-5:00pm

DAVID BURDICK- *CREATING A PERFORMANCE LEARNING ARENA: THE CONCEPTION AND GROWTH OF STUDIO PRESSURE NIGHT.*

      Performance learning most closely resembles professional conditions when ideas become opportunities, when students may act autonomously while remaining accountable to one another and the instructor, and project success is ultimately dependent upon the collective effort. The key element in creating an arena that is sustainable is to move beyond building it and into growing it. Growth is contingent upon student ownership. Ownership is contingent upon student satisfaction with the learning experience and the belief that their skill sets are being rigorously put to the test.

SUSAN KRUML AND NANCY CURTIN- *COLLABORATION AT ITS BEST: INTERDISCIPLINARY PERFORMANCE LEARNING.*

      Kruml and Curtin will discuss their performance learning initiative that reflects an interdisciplinary project that occurs over multiple semesters. The project with a local dry cleaning and restoration company utilizes multiple classes in two disciplines, Management and Communication. In addition to discussing the project, Kruml and Curtin will discuss how this type of project promotes and contributes to faculty development. As a result of this presentation, session attendees will think more creatively and collaboratively about performance learning across the disciplines and how this work can develop them as faculty.

OVERVIEW AND ACKNOWLEDGMENTS

Welcome to the 5th Annual Millikin Interdisciplinary Faculty Conference. This is the second consecutive conference dedicated to advancing Performance Learning, a unique form of learning for which Millikin University serves as a national leader. This year's conference features 25 presentations from 40 faculty, staff, and administrators that highlight the types of Performance Learning activities that take place across the campus. The conference showcases Performance Learning that our students engage in within and outside the classroom, and how Performance Learning is infused at the University-level. These presentations are exemplary examples of what Performance Learning is and how our students have immersed themselves in the community through relationships with third-party stakeholders.

We would like to thank everyone who assisted the committee in the conceptualization, design, and delivery of what we hope to be a successful conference. We would like to extend a special thank you to the President and Provost for their support of this event; to the Board of Trustees for their commitment to make Millikin University the national leader in Performance Learning; and to all of the faculty and staff who have agreed to share their expertise and experience with the campus community. Finally, we thank the attendees. It is an honor to organize and host an event that nurtures the educational and scholarly endeavors taking place at Millikin University.

Sincerely,

Millikin Interdisciplinary Faculty Conference Committee

Dr. Mark Munoz (Chair)
Dr. Joyce Bezdicek
Dr. Angela Doehring
Dr. David Horn