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WELCOME TO THE 2015 APSA TEACHING AND LEARNING CONFERENCE

On behalf of the 2015 APSA Teaching and Learning Program Committee, it is my pleasure to welcome you to Washington, DC, for the 2015 Teaching and Learning Conference. The program committee has organized a dynamic program of sessions and workshops around the theme Innovations and Expectations for Teaching in the Digital Era. The program will open with the Keynote Address presented by John M. Sides of The George Washington University and the presentation of the 2015 CQ Press Award for Teaching Innovation.

The 12th Annual APSA Teaching and Learning Conference focuses on the challenges and opportunities of teaching in the digital age where information literacy is a critical skill and all of us are “plugged in.” The panels and workshops you will participate in in twelve content tracks will present research on pedagogy and discuss best practices for engaging students and training them to think critically, write effectively, and generate knowledge of political science successfully, integrating digital techniques and traditional methods.

We want to thank you for your participation and for supporting the American Political Science Association’s commitment to the excellence in the scholarship of teaching and learning. This conference was developed over a decade ago to encourage discipline-wide attention to and research on teaching and learning political science. The first conference organizers sought to provide a space for networking, collaboration, and the development of enhanced methods for integrating research and teaching. The Teaching and Learning Conference is organized using a working group model that permits in-depth discussion and debate on research papers addressing pedagogical issues relevant to the political science discipline—including civic engagement, curricular and program assessment, graduate education, diversity and inclusion, internationalizing the curriculum, teaching political theory, teaching research methods, and integrating technology into the classroom.

Looking ahead, the research presented and the ideas generated and shared at the 2015 APSA Teaching and Learning Conference provide the unique opportunity to stimulate/create conversation in the discipline about pedagogical research and innovations. The APSA Connect 2015 Teaching and Learning Conference Community provides a convenient and effective forum for this dialogue. We hope that you will find this meeting beneficial to your professional development as a teacher, student, and researcher of political science, and we encourage you to share what you learn with your home institution, departmental colleagues, and students. The proceedings of the meeting will also be shared discipline-wide through the track summaries featured in the July issue of *PS: Political Science and Politics*.

Thank you for your dedication to the scholarship and practice of teaching and learning. Enjoy the meeting!

Mark Johnson
Program Chair
Minnesota State Community and Technical College

2015 Teaching & Learning Conference Program Committee
Mark Johnson, Minnesota State Community and Technical College (chair)
Kimberley Cowell-Meyers, American University
Audrey Haynes, University of Georgia
Steven Rathgeb Smith, American Political Science Association
Cameron Thies, Arizona State University
Sherri Wallace, University of Louisville
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Steven Rathgeb Smith, 
APSA Executive Director

Steven Rathgeb Smith is executive director of the American Political Science Association. Previously, he was the Louis A. Bantle Professor at the Maxwell School of Citizenship and Public Affairs at Syracuse University and the Nancy Bell Evans Professor of Public Affairs at the Evans School of Public Affairs at the University of Washington where he was also director of the Nancy Bell Evans Center on Nonprofits & Philanthropy. He has also taught at American University, Duke University, Georgetown University, and Washington University at St. Louis.

His publications include Nonprofits for Hire: The Welfare State in the Age of Contracting (with Michael Lipsky), Governance and Regulation in the Third Sector: International Perspectives (co-edited with Susan Phillips), and the forthcoming book with the Johns Hopkins University Press, Nonprofits and Advocacy (co-edited with Robert Pekkanen and Yutaka Tsujinaka).

Smith served as president of the Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA) from 2006 to 2008. He also served as editor of the Nonprofit and Voluntary Sector Quarterly from 1998 to 2004. Currently, he serves on the board of directors of the International Society for Third Sector Research and several editorial boards. He received the Distinguished Achievement in Leadership and Research award by the Association for Research on Nonprofit Organizations and Voluntary Action.

John M. Sides, 
The George Washington University

John M. Sides studies political behavior in American and comparative politics. His current research focuses on political campaigns, the effects of factual information on public opinion, citizenship laws and national identity, and fiscal politics. His work has appeared in the American Political Science Review, American Journal of Political Science, American Politics Research, British Journal of Political Science, Journal of Politics, Political Behavior, Political Communication, Political Studies, Presidential Studies Quarterly, Research and Politics, and Legislative Studies Quarterly. He received an Outstanding Graduate Student Instructor Award at the University of California, Berkeley, and the Bender Teaching Award at George Washington University. He also helped found and contributes to The Monkey Cage, a political science blog.
### 2015 SCHEDULE AT A GLANCE

#### Friday, January 16
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<th>Time</th>
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<td>8:00 AM–5:30 PM</td>
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<td>Teaching and Learning APSA Committee Meeting</td>
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<td>12:00 PM</td>
<td>Exhibit Hall Opens</td>
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<td>Opening Plenary: Keynote Address &amp; Presentation of the CQ Press Award for Teaching Innovation</td>
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<td>4:00 PM–5:30 PM</td>
<td>Workshops</td>
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<td>5:30 PM–7:30 PM</td>
<td>Opening Reception</td>
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<td>Track Summaries Working Session</td>
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<td>10:45 AM–11:00 AM</td>
<td>Break</td>
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<td>11:00 AM–12:00 PM</td>
<td>Closing Plenary</td>
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# DAILY SCHEDULE

## Friday, January 16

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<tr>
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<td>Exhibit Hall Opens</td>
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| 1:00 PM–2:00 PM | **Opening Plenary** (Columbia 6/8)  
  Welcome Comments: Steven Rathgeb Smith, APSA  
  Keynote Address: John Sides, The George Washington University  
  CQ Press Award for Teaching Innovation, presented by CQ/Sage Press and Mark Johnson, Minnesota State Community and Technical College (TLC Program Committee Chair) |
| 2:00 PM–2:15 PM | Break                                                                                           |
| 2:15 PM–3:45 PM | **Track Breakouts – Session A**  
  Civic Engagement: Innovative Approaches for Faculty Development  
  Conflict and Conflict Resolution: Improving the Teaching of Research Design and Methods in Conflict Resolution Graduate Programs  
  Core Curriculum/General Education: Track Introductions  
  Curricular and Program Assessment: Active Learning in the Classroom and Library  
  Distance Learning: Teaching Research Methods: Comparing Delivery Options and Student Outcomes  
  Diversity, Inclusiveness, and Equality: Life Happens! Teaching about Class and Wealth Distribution in the United States  
  Graduate Education: Assessing Graduate Education  
  Integrating Technology in the Classroom: Evaluating Technology in the Political Science Classroom  
  Internationalizing the Curriculum: International Relations  
  Simulations and Role Play: Assessing Simulations I  
  Teaching Political Theory and Theories: Introductions, Structure, and Overarching Questions  
  Teaching Research Methods: Using an Experimental Design to Assess the Impact of Student Research on Research Methods Learning |
| 3:45 PM–4:00 PM | Break                                                                                           |
| 4:00 PM–5:30 PM | **Workshops – Session B**  
  Are Your Registered Online Students Really the Ones Participating in the Course?  
  Building Teamwork in the Classroom  
  Developing Political Science Proficiencies through Web-based Exercises  
  The Future of Development Assistance  
  How to Organize and Moderate Webinars: The Art of Mastering the Virtual Classroom  
  Learning Communities 101 for Political Scientists  
  Model United Nations: Class, Club, or Both?  
  Teaching U.S. and Comparative Government Introductory Courses Effectively: Using Equivalent Advanced Placement Curriculums and Assessments to Meet College Expectations and Improve Student Engagement  
  Using Diplomacy in the Classroom  
  Using Team-Based Learning to Engage Students in Central Course Concepts  
  Short Course: Teaching Representation: Arranging a Congressional Member’s Visit to the Classroom (Fairchild) |
| 5:30 PM–7:00 PM | **Opening Reception** (International Terrace West)                                                |

## Saturday, January 17

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| 8:00 AM–9:30 AM | **Track Breakouts – Session C**  
  Civic Engagement: Innovative Pedagogy for Civic Engagement I  
  Conflict and Conflict Resolution: Climbing Up Backwards: Using Backward Design and Scaffolding to Teach Conflict Resolution and Advocacy Skills  
  Core Curriculum/General Education: Political Values and Civic Engagement  
  Curricular and Program Assessment: Assessing Assessment  
  Distance Learning: Generating Civil Engagement in an Online Learning Environment  
  Diversity, Inclusiveness, and Equality: Gender Differences and Classroom Participation  
  Graduate Education: Instructional Methods in Nontraditional Settings  
  Integrating Technology in the Classroom: Social Media and Political Science Education  
  Internationalizing the Curriculum: Using Technology to Effectively Internationalize the Curriculum  
  Simulations and Role Play: Assessing Simulations II  
  Teaching Political Theory and Theories: Simulating Interest in Political Theory  
  Teaching Research Methods: Overcoming Obstacles to Teaching Research Methods |
| 9:30 AM–10:15 AM | Break                                                                                           |
| 10:15 AM–11:45 AM | **Track Breakouts – Session D**  
  Civic Engagement: Innovative Pedagogy for Civic Engagement II  
  Conflict and Conflict Resolution: An Unstructured Approach to Diplomacy and Conflict Resolution: the Constitutional Convention Course  
  Core Curriculum/General Education: Student Interventions and Skill Building |
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<th>Time</th>
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<td>11:45 AM–12:45 PM</td>
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<td>Are Your Registered Online Students Really the Ones Participating in the Course?</td>
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<td>Using Team-Based Learning to Engage Students in Central Course Concepts</td>
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<td>Pearson Product Demo &amp; Coffee Break (Columbia 5)</td>
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<td>3:00 PM–4:30 PM</td>
<td><strong>Track Breakouts – Session F</strong></td>
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<td>Civic Engagement: Innovative Projects for Enhancing Civic Activism</td>
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<td>Conflict and Conflict Resolution: Dilating Pupils: The Pedagogy of Cyber Power and the Encouragement of Strategic Thought</td>
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<td>Core Curriculum/General Education: Research Skills in General Education: Training Future Political Scientists</td>
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<td>Curricular and Program Assessment: Nontraditional Learning: Flipped Classrooms and International Students</td>
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<td>Distance Learning: Innovation in Online Legal Education: Challenges and Opportunities</td>
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<td>Diversity, Inclusiveness, and Equality: Race and Class Inequalities in the Americas</td>
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<td>Graduate Education: Improving Graduate Assistant Teaching</td>
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<td>Integrating Technology in the Classroom: Innovative Teaching in Undergraduate Courses</td>
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<td>Simulations and Role Play: Simulation Demonstration and Discussion of Utility I</td>
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<td>Teaching Political Theory and Theories: Theory Relatable to the Political World</td>
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<td>Teaching Research Methods: Using Big Data in a Political Science Research Methods Course: A Description and Initial Assessment</td>
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<td><strong>Teaching &amp; Learning in Political Science Organized Section Meeting (open to all) (Columbia 3)</strong></td>
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<td>5:00 PM–6:00 PM</td>
<td><strong>Political Science in Education Organized Section Meeting (Columbia 7)</strong></td>
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**Sunday, January 18**

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<td>Civic Engagement: Innovative Survey Research on Civic Education and Engagement</td>
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<td>Conflict and Conflict Resolution: Designing New Simulation of Ethnic Conflict: Lessons and Evaluations from the Trenches</td>
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<td>Core Curriculum/General Education: Technology as Pedagogy in General Education Courses</td>
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<td>Curricular and Program Assessment: Creating Pre-Professional Courses for Non-Professional Majors</td>
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<td>Distance Learning: Preventing Academic Dishonesty in Online Learning Environments</td>
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<td>Simulations and Role Play: Simulation Demonstration and Discussion of Utility II</td>
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<td>Teaching Political Theory and Theories: Conclusions, Additional Questions, and Further Plans</td>
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<td>10:45 AM–11:00 AM</td>
<td>Break</td>
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<td>11:00 AM–12:00 PM</td>
<td>Closing Address (Columbia 6/8)</td>
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*For track and workshop room assignments - please see pages 10–21 and 23–24*
Track: Civic Engagement

Moderator: Sherri M. Wallace, University of Louisville
Room: Columbia 5

Session A: Innovative Approaches for Faculty Development
Friday, Jan. 16, 2:15 PM

Engagement across the Curriculum: Communicating the Value of Engaged Pedagogies to Faculty in “Apolitical” Disciplines
Kathleen Cole, Metropolitan State University

Engaging the Educators: Facilitating Civic Engagement through Faculty Development
Sarah Surak, Salisbury University
Alexander Pope, Salisbury University

Session B: Open Session
Friday, Jan. 16, 4:00 PM

Session C: Innovative Pedagogy for Civic Engagement I
Saturday, Jan. 17, 8:00 AM

Making and Remaking the Political: Engaging students in a Policy Commission
Alasdair Blair, De Montfort University

Evaluating Strategic Crisis Simulations: Experiential Learning in International Affairs and Political Science Policymaking
Bridget Smith, The George Washington University
Tianshan Fullop, The George Washington University
Jacob Warwick, The George Washington University
John Furman Daniel III, The George Washington University
Timothy Wilkie, National Defense University

Session D: Innovative Pedagogy for Civic Engagement II
Saturday, Jan. 17, 10:15 AM

From Doing Good to Doing Politics: Connecting Community Service to Political Engagement
Michael Nordquist, The College of New Jersey

Teaching Civil Engagement and Political Sciences Using Simulation and Role Play: Innovative Pedagogy in the Digital Age
Ben Duke, Keene University

Enhancing Student Learning & Collaborations via Classroom Video Conferencing (CVC)
Eric Hodges, University of South Florida

Session E: Workshops
Saturday, Jan. 17, 12:45 PM

Session F: Innovative Projects for Enhancing Civic Activism
Saturday, Jan. 17, 3:00 PM

Using Community-Based Research to Increase Student Political Engagement
John Berg, Suffolk University

Using Creative Pedagogy to Teach Real-World Problems
Aleisha Karjala, University of Science and Arts of Oklahoma

Integrating Real-World Research Projects into Political Science Class-Based Courses
June Speakman, Roger Williams University

Session G: Innovative Survey Research on Civic Education and Engagement
Sunday, Jan. 18, 8:00 AM

Assessing the Effects of Immersion Programs on Student Attitudes about Democracy
John Forren, Miami University

Active Learning and the Acquisition of Civic Knowledge in High School
Diana Owen, Georgetown University
G. Issac W. Riddle, Georgetown University

Track Discussants:
Edwin Bender, Follow the Money.org
John Berg, Suffolk University
Alasdair Blair, De Montfort University
Catherine Bottrell-Tomerlin, Tarrant County College
Anthony Catto, Corban University
Kathleen Cole, Metropolitan State University
Elsa Dias, Pikes Peak Community College
Ben Duke, Keene University
John Forren, Miami University Hamilton
Eric Hodges, University of South Florida
Aleisha Karjala, University of Science & Arts of Oklahoma
David Kershaw, Slippery Rock University
Chris Kyriiots, Warren Wilson College
Elizabeth Matto, Rutgers University
Alison McCartney, Towson University
Mary McHugh, Merrimack College
John McTague, Towson University
Marilyn Murphy, Tarrant County College
David Niven, University of Cincinnati
Michael Nordquist, The College of New Jersey
Diana Owen, Georgetown University
Jeremy Pedigo, San Jancinto College
Alexander Pope, Salisbury University
G. Issac Riddle, Georgetown University
June Speakman, Roger Williams University
Dick Simpson, University of Illinois, Chicago
Sarah Surak, Salisbury University
Jay Thompson, College of Central Florida
Sherri Wallace, University of Louisville
Stephanie Williams, University of South Florida
Track: Conflict and Conflict Resolution

Moderator: Boris E. Ricks
Room: Columbia 3

Session A: Improving the Teaching of Research Design and Methods in Conflict Resolution Graduate Programs
Friday, Jan. 16, 2:15 PM
Molly Inman, Georgetown University
Ayse Kadıyıfci, Georgetown University

Session B: Workshops
Friday, Jan. 16, 4:00 PM

Session C: Climbing Up Backwards: Using Backward Design and Scaffolding to Teach Conflict Resolution and Advocacy Skills
Saturday, Jan. 17, 8:00 AM
Paige Berges, Hunter College and Fordham Law
Flannery Amdahl, The City University of New York

Session D: A Case Study in An Unstructured Approach to Diplomacy and Conflict Resolution: the Constitutional Convention Course
Saturday, Jan. 17, 10:15 AM
James Hanley, Adrian College

Session E: Workshops
Saturday, Jan. 17, 12:45 PM

Session F: Dilating Pupils: The Pedagogy of Cyber Power and the Encouragement of Strategic Thought
Saturday, Jan. 17, 3:00 PM
Rick Bailey, School of Advanced Air and Space Studies

Session G: Designing New Simulation of Ethnic Conflict: Lessons and Evaluations from the Trenches
Sunday, Jan. 18, 8:00 AM
Joseph Roberts, Roger Williams University

Track Discussants:
Flannery Amdahl, The City University of New York
Rick Bailey, School of Advanced Air and Space Studies
Paige Berges, Hunter College and Fordham Law
Mark Hamilton, Inter-American Defense College
Molly Inman, Georgetown University
Peter Nardulli, University of Illinois at Urbana-Champaign
Joseph Roberts, Roger Williams University
Track: Core Curriculum/General Education

Moderator: Mark Johnson, Minnesota State Community and Technical College
Room: Columbia 7

Session A: Track Introductions
Friday, Jan. 16, 2:15 PM

Loose Connections? A Bibliographic Analysis of Recent Political Science Education Journal Papers
John Craig, Higher Education Academy, UK

Session B: Workshops
Friday, Jan. 16, 4:00 PM

Session C: Political Values and Civic Engagement
Saturday, Jan. 17, 8:00 AM

Active Learning and the Teaching of American Values
Sally Friedman, University at Albany

To Know or Not to Know Redux: The Role of American Government Courses in Engaging More Citizens
Erin E. Richards, Cascadia Community College
Dan Smith, Northwest Missouri State University
Terry Gilmour, Midland College

Session D: Student Interventions and Skill Building
Saturday, Jan. 17, 10:15 AM

An Ounce of Prevention: Assessment and Engagement Data and Early Identification of At-risk Students
Gregory Dixon, University of West Georgia

Meeting the Challenge: Improving Students’ Writing Skills in an Introductory Political Science Course
Peter Doerschler, Bloomsburg University
Ted Roggenbuck, Bloomsburg University
Megan Hicks, Bloomsburg University
Jessa Wood, Bloomsburg University

Session E: Workshops
Saturday, Jan. 17, 12:45 PM

Session F: Research Skills in General Education: Training Future Political Scientists
Saturday, Jan. 17, 3:00 PM

Helping Undergraduates Synthesize and Apply Scholarly Literature by Scaffolding: A Two-Tiered Project-Centered Approach
Brian Roberts, Principia College

Capturing the First Year Experience Class
Bruce Pencek, Virginia Tech
Courtney Thomas, Virginia Tech
Brandy Faulkner, Virginia Tech
Rachel Ellena, Virginia Tech

Session G: Technology as Pedagogy in General Education Courses
Sunday, Jan. 18, 8:00 AM

Back to the Future: Electronic Original Sourcebooks in the American Government Course
Shawna Brandle, Kingsborough Community College
Teaching With Animated Data Visualizations
Harvey Tucker, Texas A&M University

Track Discussants:
Craig Albert, Georgia Regents University
Merih Angin, The Graduate Institute of International & Development Studies
Shawna Brandle, Kingsborough Community College
Cathy Brigham, The College Board
Jason Caro, University of Houston- Downtown
John Craig, Higher Education Academy
Gregory Dixon, University of West Georgia
Peter Doerschler, Bloomsburg University
Rachel Ellena, Virginia Tech
Melinda Feredick, Prince George’s Community College
James Fairbanks, University of Houston Downtown
Shaun Gilligan, Cedar Valley College
Terry Gilmour, Midland College
Paul Gronke, Reed College
Juan Huerta, Texas A&M University- Corpus Christi
Lance Hunter, Georgia Regents University
Mark Johnson, Minnesota State Community & Technical College
Christina Lai, Georgetown University
Bruce Pencek, Virginia Tech
Brian Roberts, Principia College
Daniel Smith, Northwest Missouri State University
James Szymalak, George Mason University
Joshua Thompson, Arizona State University
Harvey Tucker, Texas A&M University
James White, Concord University
Track: Curricular and Program Assessment

Moderator: Kimberley Cowell-Meyers, American University
Room: Columbia 9

Session A: Active Learning in the Classroom and Library
Friday, Jan. 16, 2:15 PM

Active Learning Pedagogy and the Political Science Classroom: More than Simulations and Role Play
Ruth M. Ediger, Seattle Pacific University
Donghun Lee, Seattle Pacific University
Jung H. Hyun, Seattle Pacific University

Bringing in the Librarians: Rethinking Collaboration for Political Science Research Projects
Chad Kinsella, Lander University
Adam Haigh, Lander University

Session B: Workshops
Friday, Jan. 16, 4:00 PM

Session C: Assessing Assessment
Saturday, Jan. 17, 8:00 AM

How Do We Know what They Know? Feasibility, Reliability, and Validity of Undergraduate Program Evaluation through Portfolio Assessment
Lisa P. Argyle, University of California, Santa Barbara
Cecilia Farfan-Mendez, University of California, Santa Barbara
Margarita Safronova, University of California, Santa Barbara

Addressing a Central Dichotomy in Assessment: Did They Merely Learn Their Lessons or Were They Changed by what They Learned?
John Settich, Benedictine College

Session D: Effects of Curriculum Reform in Political Science on Student Learning and Institutional Change at a Small College: Ten Years of Outcomes Assessment Implementation and Results
Saturday, Jan. 17, 10:15 AM
Fletcher McClellan, Elizabethtown College

Session E: Workshops
Saturday, Jan. 17, 12:45 PM

Session F: Nontraditional Learning: Flipped Classrooms and International Students
Saturday, Jan. 17, 3:00 PM

Translating American Individualism: Measuring Success
Mary McGuire, State University of New York at Cortland

Don’t Flip Out Over Flipped Classes: A Comparison of Flipped and Traditional Teaching in US Government
Alvin Quackenbush, Valencia College
Christen Costello, Valencia College

Session G: Creating Pre-Professional Courses for Non-Professional Majors in order to Better Prepare Undergraduates for the Future Job Market
Sunday, Jan. 18, 8:00 AM
Arthur Auerbach, University of Southern California

Track Discussants:
Lisa P. Argyle, University of California, Santa Barbara
John Altman, York College of Pennsylvania
Arthur Auerbach, University of Southern California
Ruth Ediger, Seattle Pacific University
Rick Foster, Pikes Peak Community College
Adam Haigh, Lander University
Chad Kinsella, Lander University
Fletcher McClellan, Elizabethtown College
Cassandra McKeown, University of South Dakota
Lisa McKay, W. W. Norton
Shan Nordyke, University of South Dakota
Alvin Quackenbush, Valencia Community College
Margarita Safronova, University of California, Santa Barbara
John Settich, Benedictine College
Linda Young, Montana State University
Track Details

**Track: Distance Learning**

**Moderator:** Audrey A. Haynes, University of Georgia  
**Room:** Columbia 2

**Session A: Teaching Research Methods: Comparing Delivery Options and Student Outcomes**  
Friday, Jan. 16, 2:15 PM

*Teaching Research Methods using Synchronous and Asynchronous Online and Hybrid Approaches*  
Michael Ault, California State University, Bakersfield

*Teaching Research Methods across Delivery Modalities – Comparing Large Classes, Small Classes, and Hybrid Distance Offerings – a Pilot Study*  
Delton Daigle, George Mason University  
Aaron Stuvland, George Mason University

**Session B: Workshops**  
Friday, Jan. 16, 4:00 PM

**Session C: Generating Civil Engagement in an Online Learning Environment**  
Saturday, Jan. 17, 8:00 AM

*Building Civic Engagement in Online Learners*  
Chera LaForge, Indiana University East

**Session D: Web Learning Models for MOOCS: The IPSA Portal Examined**  
Saturday, Jan. 17, 10:15 AM

*The MOOCs Momentum: an International Laboratory or Political Science*  
Mauro Calise, University of Naples Federico II  
Fortunato Musella, University of Naples Federico II

**Session E: Workshops**  
Saturday, Jan. 17, 12:45 PM

**Session F: Innovation in Online Legal Education: Challenges and Opportunities**  
Saturday, Jan. 17, 3:00 PM

*Paper Title Not Provided*  
Roger Cusick

**Session G: Preventing Academic Dishonesty in Online Learning Environments**  
Sunday, Jan. 18, 8:00 AM

*Deterring Plagiarism in Online Education*  
Kristina Mitchell, Texas Tech University

**Track Discussants:**  
John Barkdull, Texas Tech University  
Jeffery Berry, South Texas University  
Maria Casa, Council on Foreign Relations  
Jennifer Clark, University of Houston  
Kathleen Cole, Metropolitan State University  
Nan DiBello, Empire State College  
Justin Ervin, Gateway Community & Technical College  
Frank Franz, James Madison High School  
Heather Frederick, Slippery Rock University  
Chera LaForge, Indiana University East  
Jennifer Miller, University of Southern California  
Kristina Mitchell, Texas Tech University  
Sara Moats, Florida International University  
Fortunato Musella, University of Naples Federico II  
Silviu Piros, Vrije University Brussel
Track: Diversity, Inclusiveness, and Equality
Moderator: Marcus Allen, CUNY Guttman Community College
Room: Fairchild

Session A: Life Happens! Teaching about Class and Wealth Distribution in the United States
Friday, Jan. 16, 2:15 PM
Patricia Stapleton, Worcester Polytechnic Institute

Session B: Workshops
Friday, Jan. 16, 4:00 PM

Session C: Gender Differences and Classroom Participation
Saturday, Jan. 17, 8:00 AM
TJ Kimel, University of South Carolina
Paige Price, University of South Carolina

Session D: Taking “Thera” Seriously: Reseeing Political Theory in the Age of Internet
Saturday, Jan. 17, 10:15 AM
Kenneth Betsalel, University of North Carolina, Asheville

Session E: Workshops
Saturday, Jan. 17, 12:45 PM

Session F: Race and Class Inequalities in the Americas
Saturday, Jan. 17, 3:00 PM
Rodney E. Hero, University of California, Berkeley

Track Discussants:
Kenneth Betsalel, University of North Carolina, Asheville
Erin Brown, W. W. Norton
Andreas Brosheid, James Madison University
Adeyinka Bruce Omotunde
TJ Kimel, University of South Carolina
Paige Price, University of South Carolina
Patricia Stapleton, Worcester Polytechnic Institute

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Leading Cases in Constitutional Law:
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By Jesse H. Choper, Richard H. Fallon Jr., Yale Kamisar, and Steven H. Shiffrin
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By Mark C. Alexander
This efficient book takes the complex subject matter of Constitutional Law and makes it easier to understand and digest. World-renowned Seton Hall Law Professor Mark Alexander carefully explains the key concepts involved in Con Law and also brings it home with straightforward explanations of why you are reading and discussing the cases you are assigned every day. The subject matter runs the gamut from Marbury v. Madison and the structural side of the course to Due Process and Equal Protection.
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Track: Graduate Education: Teaching and Advising Graduate Students

Moderator: Stephen Meinhold, University of North Carolina Wilmington
Room: Gunston

Session A: Assessing Graduate Education
Friday, Jan. 16, 2:15 PM
From Operational to Strategic: Intervening Variables Regarding Instructional Performance in Professional Security Studies Programs
Thomaz Costa, Independent Consultant
Jeffrey Meiser, University of Portland

Category Mistakes and Pedagogical Challenges in Teaching Graduate Cultural Policy
Constance DeVereaux, Colorado State University

Session B: Workshops
Friday, Jan. 16, 4:00 PM

Session C: Instructional Methods in Nontraditional Settings
Saturday, Jan. 17, 8:00 AM
Teaching Research Methods to a Multicultural Audience: Lessons from APSA Workshops in African and the Middle East North Africa
Denise DeGarmo, Southern Illinois University Edwardsville
Andrew Stinson, American Political Science Association

Teaching Military Professionals in the Digital Education Age
Jim Forsyth, School of Advanced Air and Space Studies, United States Air Force
Richard Muller, School of Advanced Air and Space Studies, United States Air Force

Session D: “Boyer’s Scholarship Reconsidered” at 25 Years
Saturday, Jan. 17, 10:15 AM
Who’s Listening? Measuring Faculty Engagement with SoTL Scholarship in Political Science
Thomas Doleys, Kennesaw State University

Session E: Workshops
Saturday, Jan. 17, 12:45 PM

Session F: Improving Graduate Assistant Teaching
Saturday, Jan. 17, 3:00 PM
Teaching the TA: The Effects of Pedagogical Instruction on Academic Success
Karen Ellis Rhone, University of Chicago
Track: Integrating Technology in the Classroom

Moderator: Renee Van Vechten, University of Redlands
Room: Columbia 4

Session A: Evaluating Technology in the Political Science Classroom
Friday, Jan. 16, 2:15 PM

How Does Political Science Evaluate Technology in the Classroom?
Mara Blake, University of Michigan
Catherine Morse, University of Michigan

Session B: Workshops
Friday, Jan. 16, 4:00 PM

Session C: Social Media and Political Science Education
Saturday, Jan. 17, 8:00 AM

The Permanent Professor: How the Long-Term Use of Social Media Transforms the Professor-Student Relationship
Robert Domanski, City University of New York - College of Staten Island

Medium and the Message: Can Twitter Increase Creativity and Engagement in a Political Campaign Project?
David Niven, University of Cincinnati

Session D: Advances in Online Learning
Saturday, Jan. 17, 10:15 AM

What Do We Know about Teaching and Learning in Political Science in the Digital Era?
Kirsten Hamann, University of Central Florida
Philip Pollack, University of Central Florida
Bruce Wilson, University of Central Florida
Gary Smith, University of Central Florida

From a Written Culture to Digital Culture, How MOOCs Can Change the Way We Teach Political Science?
Ella Hamonic, Catholic University of Louvain

Session E: Workshops
Saturday, Jan. 17, 12:45 PM

Session F: Innovative Teaching in Undergraduate Courses
Saturday, Jan. 17, 3:00 PM

Integrating Technology in Political Science Classroom: Using Blended Learning and Asynchronous Communication to Teach Political Philosophy/Theory Courses at the Undergraduate Level
Benjamin Arah, Bowie State University

Redistricting with Real Data: A Classroom Simulation
Thomas Ellington, Wesleyan College

Track Discussants:
Brent Anderson, University of Maine at Presque Isle
Aslaug Asgeirsdottir, Bates College
Mara Blake, University of Michigan
Robert Domanski, City University of New York
Patrick Donnay, Bemidji State University
Thomas Ellington, Wesleyan College
Kara Fisher-Flanigan, University of Charleston
Kerstin Hamann, University of Central Florida
Ella Hamanic, Universite Catholique de Louvain
Wendy Johnston, SUNY, Adirondack Community College
Becky Lubbers, St. Clair County Community College
Tracy McFarland, Jesuit College Preparatory School of Dallas
Alexandra Mihai, Vrije University Brussel
Catherine Morse, University of Michigan
Steven Rothman, Ritsumeikan Asia Pacific University
Christine Sylvester, Binghamton University
Michael Taylor, Seton Hall University
Valentina Tursini, JSTOR
Renee Van Vechten, University of Redlands
Jacob Wobig, Wingate University
Jennifer Woodward, College of William and Mary
Track: Internationalizing the Curriculum

Moderator: John Ishiyama, University of North Texas
Room: Columbia 1

Session A: International Relations
Friday, Jan. 16, 2:15 PM

* A Survey of International Relations Teaching*
Nina Rathbun, University of Southern California
Brian C. Rathbun, University of Southern California

Session B: Workshops
Friday, Jan. 16, 4:00 PM

Session C: Using Technology to Effectively Internationalize the Curriculum
Saturday, Jan. 17, 8:00 AM

* Using Technology without Losing Rigor Teaching About Conflict in the Digital Age*
Bidisha Biswas, Western Washington University

* From MOOCs to M-Study Abroad/Exchanges, & M-Internships: New Trends, Opportunities, Outcomes, & Best Practices*
Nanette Levinson, American University

Session D: Teaching Israel and Palestine in Iraq
Saturday, Jan. 17, 10:15 AM

* Teaching Israel and Palestine in Iraq*
Joy Samad, American University of Iraq

Session E: Workshops
Saturday, Jan. 17, 12:45 PM

Track Discussants:
Ulubek Aliyev, Academy of Public Administration
Aizat Bigali, Sabanci University
Donald Kerchis, Slippery Rock University
Nanette Levinson, American University - SIS
William Long, Georgia State University
Andrea Paras, University of Guelph
Tara Parsons, James Madison University
Nina Rathbun, University of Southern California
Ruth Sullivan, Council on Foreign Relations
Cirian Villavicencio, San Joaquin Delta College
Track: Simulations and Role Play

Moderator: Victor Asal, University at Albany, SUNY
Room: Columbia 12

**Session A: Assessing Simulations I**
Friday, Jan. 16, 2:15 PM

Assessment of Experiential Learning in the Washington Model
Organization of American States Simulation
Andrew Schlewitz, Grand Valley State University
Joan Andorfer, Frostburg State University

Simulating World Politics: Teaching as Research
Gavin Mount, University of New South Wales, Canberra

**Session B: Workshops**
Friday, Jan. 16, 4:00 PM

**Session C: Assessing Simulations II**
Saturday, Jan. 17, 8:00 AM

The Effects of Simulations on Cultural Awareness and Global Empathy
Chad Raymond, Salve Regina University

Measuring both Affective and Cognitive Learning in Simulations in Introduction to U.S. Government Courses
Robbin Smith, Central Connecticut State University

**Session D: Assessing Simulations and Discussing What We Have Learned**
Saturday, Jan. 17, 10:15 AM

But do they Remember? Assessing the Long-term Retention Effects of an International Relations Simulation
Michelle Allendoerfer, George Washington University

**Session E: Workshops**
Saturday, Jan. 17, 12:45 PM

**Session F: Simulation Demonstration and Discussion of Utility I**
Saturday, Jan. 17, 3:00 PM

Playing Poker with Hobbes
Nina Kollars, Franklin & Marshall College
Victor Asal, University at Albany, SUNY
Amanda Rosen, Webster University
Simon Usherwood, University of Surrey

**Session G: Simulation Demonstration and Discussion of Utility II**
Sunday, Jan. 18, 8:00 AM

Simulations + Blended Learning + World Politics = “Hey, I Know What a Chechen Black Widow Wants!”
Gretchen Gee, Northern Arizona University

**Track Discussants:**
Michelle Allendoerfer, George Washington University
Victor Asal, University at Albany, SUNY
George P. Brown, Slippery Rock University
John Public, Barton College
Casey Delehanly, Florida State University
Devin Ellis, University of Maryland
Gretchen Gee, Northern Arizona University
James Hanley, Adrian College
Nina Kollars, Franklin & Marshall College
Joseph Luna, Harvard University
Toni Maygar, W. W. Norton
Lauren McKee, Berea College
Gavin Mount, University of New South Wales, Canberra
Richard Powell, University of Maine
Chad Raymond, Salve Regina University
Leigh-Anne Regenold, Tarrant County College- Northeast Campus
Andrew Schlewitz, Grand Valley State University
Robbin Smith, Central Connecticut State University
Ora Szekely, Clark University
Paige Tan, Radford University
Simon Usherwood, University of Surrey
Track: Teaching Political Theory and Theories

Moderator: Michelle Deardorff, University of Tennessee at Chattanooga
Room: Columbia 10

Session A: Introductions, Structure, and Overarching Questions
Friday, Jan. 16, 2:15 PM

Session B: Workshops
Friday, Jan. 16, 4:00 PM

Session C: Simulating Interest in Political Theory
Saturday, Jan. 17, 8:00 AM

Learning Political Skills Through Historical Simulations
Mark S. Jendrysik, University of North Dakota
Anne Kelsch, University of North Dakota

Using Game-Based Learning to Teach Theory
Lynne Chandler-Garcia, Pikes Peak Communitge

Session D: The Traditions of Teaching Political Thinking
Saturday, Jan. 17, 10:15 AM

Instructing Information, Imparting Judgment: Michael Oakeshott on Learning and Teaching
Benjamin Mitchell, U.S. Military Academy, West Point

Techne before Technology: How Cognitive Science Confirms what Classical Pedagogy Knew All Along
Anthony Kammas, University of Southern California
Mike Tyszka, California Institute of Technology

Session E: Workshops
Saturday, Jan. 17, 12:45 PM

Session F: Making Theory Relatable to the Political World
Saturday, Jan. 17, 3:00 PM

Thinking about Contemporary Economic Inequality through Ancient and Early Modern Political Theory
Christopher Buck, St. Lawrence University

Session G: Conclusions, Additional Questions, and Further Plans
Sunday, Jan. 18, 8:00 AM

Track Discussants:
Christopher Buck, Saint Lawrence University
Michelle Deardorff, University of Tennessee at Chattanooga
Danielle Gougon, Rowan University
Mark Jendrysik, University of North Dakota
Anthony Kammas
Whitney Manzo, Meredith College
Benjamin Mitchell, U.S. Military Academy - West Point
Jerome Sibayan, Army War College
Track: Teaching Research Methods

Moderator: Cameron Thies, Arizona State University
Room: Columbia 11

Session A: Using an Experimental Design to Assess the Impact of Student Research on Research Methods Learning
Friday, Jan. 16, 2:15 PM
Gregory Petrow, University of Nebraska-Omaha

Session B: Workshops
Friday, Jan. 16, 4:00 PM

Session C: Overcoming Obstacles to Teaching Research Methods
Saturday, Jan. 17, 8:00 AM

Research Methods as an Exercise in Information Literacy: Using Practical Strategies to Overcome “Fear and Loathing” in the Lab
Stephanie A. Slocum-Schaffer, Shepherd University
Robert E. Bohrer II, Gettysburg College

Teaching Research Methods Without the Barbed Wire: Lessons from a Methodology ‘Crash Course’
Alexandru Voicu, University of Amsterdam

Session D: The Birth of a Bright Idea: A Proof of Concept Video Module for Use in Teaching Research Methods to Undergraduate Students
Saturday, Jan. 17, 10:15 AM
David D. Chambers, Indiana University of Pennsylvania
Dighton M. Fiddner, Indiana University of Pennsylvania
Brittany L. Pavolik, Indiana University of Pennsylvania

Session E: Workshops
Saturday, Jan. 17, 12:45 PM

Session F: Using Big Data in a Political Science Research Methods Course: A Description and Initial Assessment
Saturday, Jan. 17, 3:00 PM
William Wilkerson, SUNY Oneonta

Session G: Improving Accessibility for Students with Visual Disabilities in the Technology-Rich Classroom
Sunday, Jan. 18, 8:00 AM
Michael Taylor, Seton Hall University

Track Discussants:
David Chambers, Indiana University of Pennsylvania
Dighton Fiddner, Indiana University of Pennsylvania
Peter Lesser, W. W. Norton
Lisa Mueller, Clark University
Brittany Pavolik, Indiana University of Pennsylvania
Gregory Petrow, University of Nebraska-Omaha
Heather Silber Mohamed, Clark University
Stephanie Slocum-Schaffer, Shepherd University
Cameron Thies, Arizona State University
Alexandru Voicu, University of Amsterdam
William Wilkerson, SUNY Oneonta
Kirsten Williams, Clark University
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**WORKSHOPS**

Workshops provide a forum for interactive presentations on practical pedagogical topics. They are designed to create an intensive learning environment for attendee experience onsite in the tracks. All workshops will run twice to allow the opportunity to attend your top choices.

**Friday, January 16**

4:00 PM–5:30 PM

**Saturday, January 17**

12:45 PM–2:15 PM

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**Using Team-Based Learning to Engage Students in Central Course Concepts**

Rob Alexander, James Madison University  
Andreas Broscheid, James Madison University  
Nina Kasniunas, Goucher College  
Jessica Lavariaga-Monforti, University of Texas Pan-American

Room: Columbia 5

This interactive workshop invites participants to explore the use of Team-Based Learning (TBL) as a teaching approach that engages students in central course questions. Participants will receive a hands-on introduction to TBL, an approach to working with in-class student teams that combines content coverage with in-depth structured discussions for use in both small and large classes. In particular, this workshop will focus on the type of applied, in-depth questions used by TBL practitioners in US Government courses to engage students with central (subfield) questions. These questions ask students to find solutions to important problems, report their solutions in a simple manner, and engage each other in an intellectual exchange to justify the solutions of their choice. Workshop participants will identify the central questions that they want students to answer in their courses and will practice designing engaging TBL-style activities based on those questions. The workshop will conclude with a discussion of how the “standard” TBL model developed by Michaelsen et al. (2004) is adaptable to multiple instructional needs. While the workshop is open to all conference participants, the instructional examples used will be based on courses in the US Government subfield and the workshop will be particularly beneficial to instructors teaching in that subfield.

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**Developing Political Science Proficiencies Through Web-based Exercises**

Brent Andersen, University of Maine at Presque Isle

Room: Columbia 3

This workshop will demonstrate to attendees how to develop hands-on classroom exercises that are inter-connected, building upon the prior exercise, and which are designed to develop students’ specific political science-related proficiencies. Attendees will collaboratively complete three such exercises designed for introductory American government and politics courses that include sections on political ideologies, federalism, and campaigns and elections with the goal of building skills for conducting basic comparative policy research, data analysis, and developing a political product. For a political ideology section, attendees will take the Pew Research Center’s online political typology quiz to learn which ideological group they belong to, based on their own policy preferences. Then, for a section on federalism, they will extract data from pre-identified online sources that compare states on such quantifiable policy dimensions as per-capita spending on public education and incarceration rates. Using that data, attendee work groups will create a state-to-state policy comparison matrix for states in different regions of the country. Drawing upon the Pew Research Center data on ideological groups, they will then match states with ideology groups, based on how closely state polices and policy group preferences align. Finally, for campaigns and elections (and also relevant to interest groups), work groups will be shown how to use an online template to create faux video campaign advertisements.

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**Teaching U.S. and Comparative Government Introductory Courses Effectively: Using Equivalent Advanced Placement Curriculums and Assessments to Meet College Expectations and Improve Student Engagement**

Moderator: Stephen Meinhold, University of North Carolina – Wilmington  
Glenn Hastedt, James Madison University  
Jim Riddlesperger, Texas Christian University  
Cathy Brigham, College Board  
Bill Tinkle, College Board

Room: Columbia 12

This session discusses core competencies covered in college introductory United States/Comparative Government courses and compares these expectations to the AP US Government and Politics and Comparative Government and Politics courses. Participants will get a hands-on review of the AP course frameworks, participate in a syllabus audit, review assessment strategies, and learn about student performance in sequent college classes. Specific strategies, including Project-based Learning Challenges, will be assessed in terms of enhancing student engagement.

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**Building Teamwork in the Classroom**

Jennifer Miller, USC Price School of Public Policy

Room: Columbia 2

The ability to work in teams is essential to students’ ability to apply classroom knowledge in their professional work. Employers consistently list teamwork among the skills they seek from new graduates joining their organizations. Educators preparing students for careers in the public sector have responded by incorporating team projects into their courses. These team projects range from one-time events like a case analysis to semester-long practicum or capstone projects with external clients. The stakes are high for students, faculty, and sometimes even external audiences to have a successful teamwork experience. However, many faculty and students acknowledge significant challenges in making student team projects successful. When interpersonal conflict derails a team, it distracts students from the intended learning outcomes, results in lower quality projects, and often places large and unanticipated demands on faculty time. Faculty may also struggle to fairly evaluate students’ differential contributions to team projects and to provide students with actionable feedback on their teamwork skills in addition to their mastery of course material. The CATME Smarter Teamwork suite of tools (www.catme.org) provides solutions to these challenges suitable for use in both on-campus and online courses. The CATME development team, under the direction of Matt Ohland, Professor of Engineering Education at Purdue University, developed this tool based on a thorough review of the evidence on best practices for student teams. With funding from two National Science Foundation grants, the CATME team incorporated these evidence based best practices into a flexible online tool that is available to educators at no charge. The tool uses algorithms to identify patterns in feedback such as overconfidence or cliques within teams. This session will demonstrate the CATME tool and prepare faculty to use it for student team projects in their courses. Specific examples will be shared from successful use of CATME for semester long projects in an online economics course for Master of Public Administration students and an on-campus public policy course for an interdisciplinary group of Masters students.
Are Your Registered Online Students Really the Ones Participating in the Course?
Terry Gilmour, Midland College
Room: Columbia 1

Hear first-hand how a college is developing new policies and procedures for online and hybrid courses. One of the big changes universities face is including procedures to comply with the Higher Education Opportunity Act (HEA) which reauthorized the 1965 Higher Education Act (HEA). Midland College looked to its staff for making recommendations for compliance with the new requirement: to develop a process to ensure that the student registered for the course is actually the person who is participating in and receiving credit for the course. To prepare, different companies and products were researched that could assist in this task. Examples include Proctor U, Digital Proctor, Respondus, Examity, Tegrity, B Virtual or Acxiom. This workshop will include a discussion of these tools with assessment of the pros and cons of each, and of how the college made the choice it did. This is an issue of interest to everyone in higher education, especially as the number of online and hybrid courses expand. Walk away prepared to create a plan of your own to comply with the legislation.

How to Organize and Moderate Webinars: The Art of Mastering the Virtual Classroom
Alexandra Mihai, Institute of European Studies, Vrije Universiteit Brussel
Silviu Piros, Institute of European Studies, Vrije Universiteit Brussel
Room: Columbia 9

Education today is no longer limited to the classroom. Informal and mobile learning are becoming an integral part of the educational process. The offer of online and blended learning programs is constantly increasing, thus opening up the learning experience to new audiences – whether they be professionals engaged in full time work or students who are not in the position to use the mobility schemes but want to take advantage of the benefits of studying in an international environment – is critical. But engaging in these new teaching methods in an efficient manner requires a redefinition of the teacher’s role and a thorough analysis of pedagogical strategies to adapt to the virtual environment. This workshop aims at offering practical suggestions for organizing webinars addressed to students and/or to a broader audience. The workshop is based on the four years experience of the IES with webinars addressed to students and/or to a broader audience. The workshop will focus on the role of the teacher as convener and moderator of the webinars and the pedagogical challenges involved. Practical exercises in the context of a real-time webinar demonstration will be organized to allow the participants to experience and engage with the new environment.

Using Diplomacy in the Classroom
Victor Asal, University At Albany SUNY
Room: Columbia 11

A growing body of literature identifies simulations as successful tools for teaching students about political science. This workshop will focus specifically on the game Diplomacy, which many educators have found to be particularly helpful in teaching international relations and international conflict from a realist perspective. Participants will play the game to learn how it can be used effectively in class and how it can be linked to a variety of readings to shed light on the strengths and limitations of a realist perspective on international relations and conflict.

Model United Nations: Class, Club, or Both?
Gretchen Gee, Northern Arizona University
Room: Columbia 10

This workshop will share the presenter’s experience in organizing both an MUN club and class, what is covered in each entity, and how they are related to one another. It will discuss class curriculum, how to use MUN-style simulations in the class, and how the class functions as a recruitment and training base for the club. Hear how the club operates, the degree to which it is student-led and run, and what training activities and conferences it takes part in and carries out. Throughout the presentation attendees will be encouraged to share their experiences in similar class and club activities, and to ask questions. The workshop will conclude with a conversation among the attendees about the presenter’s approach, their own experiences with MUN, successes and challenges about running MUN, and helpful tips and lessons learned.

Learning Communities 101 for Political Scientists
Juan Carlos Huerta, Texas A&M University, Corpus Christi
Room: Columbia 7

Learning Communities (LCs) promote student academic and social success and are found in all types of institutions of higher education. Learning communities link two or more courses and integrate the course material. Professors teaching in learning communities collaboratively develop assignments that have students apply the disciplinary knowledge or skills they gain from the individual courses to produce work that integrates that knowledge, leading to an interdisciplinary understanding. Learning communities are particularly attractive because they provide opportunities for professors to pursue deep learning opportunities for their students. The linked courses allow students to explore issues and topics with the knowledge and skills from multiple courses. This workshop will introduce learning communities to political scientists. In addition, participants will have an opportunity to develop learning community activities or assignments that allow students to integrate the material from various learning community courses.

The Future of Development Assistance
Culver S. Ladd
Room: Columbia 4

Formal American Policy for Future Foreign Aid should be focused in Regional Demonstrations to encourage larger neighboring nations to follow the examples being developed. This workshop explores ways to build Community broadly across a country so that a feeling of Oneness develops within the body politic. As this feeling grows the possibility of an on-going growth leading toward a democracy may build until the development assistance is withdrawn and the country moves forward on its own, utilizing elements in the areas of economic development, which are fundamentally present to continue this on going process. The workshop will examine this community building process through a focus on the combination of either a Central American and African country, or an Eastern and Western African country.

Friday, January 16

Short Course
4:00 PM–5:30 PM

Teaching Representation: Arranging a Congressional Member’s Visit to the Classroom
Lara Brown, George Washington University
Steve Billet, George Washington University
David Rehr, George Washington University
Room: Fairchild

Discuss the value of inviting members of Congress and similar high-level officials to political science classes and understand the process of securing a member’s visit to the classroom. Hear an overview of the benefits of engaging with members of Congress in the classroom; discuss different ways that members can be involved in political science courses; and walk away with a practical guide to the process of securing a member visit and organizing the classroom session to maximize opportunities for civic education and engagement. The workshop demonstrates the effectiveness and positive impact of such visits through first-hand accounts. Address benefits to students of learning from practitioners who bring to life the complexity of legislative politics courses surrounding the nature of representation.
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