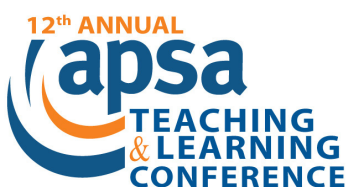




# 2015 Teaching & Learning Conference

January 16–18  
Washington, DC  
Washington Hilton



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*\* This programme should not be confused with the LSE's own Parliamentary internship scheme.*

# 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 evaluate, consume, 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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# CONFERENCE SPEAKERS

## 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.

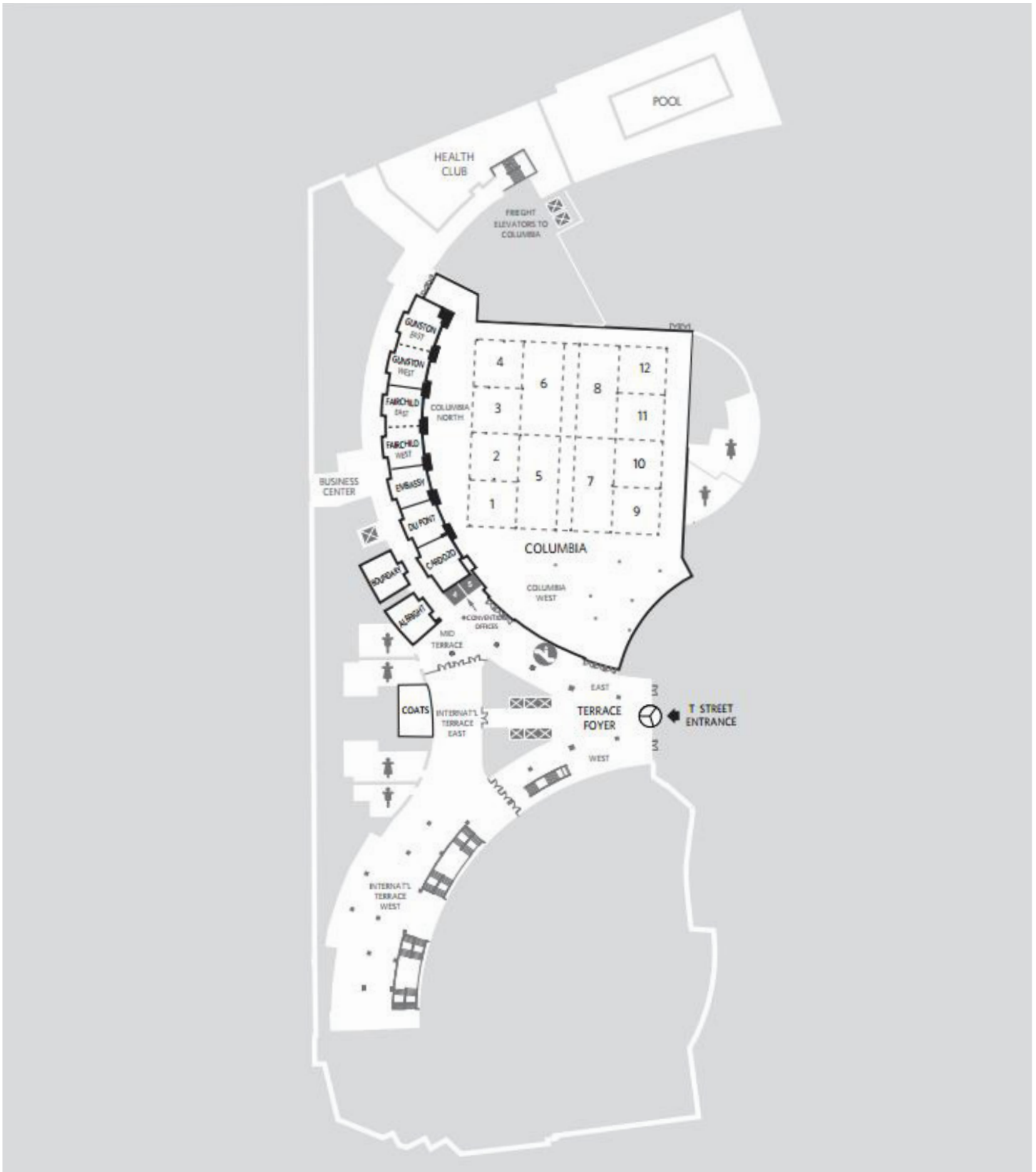
# 2015 SCHEDULE AT A GLANCE

<b>Friday, January 16</b>	
8:00 AM–5:30 PM	Registration Open
9:00 AM–11:30 AM	Teaching and Learning APSA Committee Meeting
12:00 PM	Exhibit Hall Opens
1:00 PM–2:00 PM	Opening Plenary: Keynote Address & Presentation of the CQ Press Award for Teaching Innovation
2:00 PM–2:15 PM	Break
2:15 PM–3:45 PM	Track Sessions
3:45 PM–4:00 PM	Break
4:00 PM–5:30 PM	Workshops
5:30 PM–7:30 PM	Opening Reception

<b>Saturday, January 17</b>	
7:30 AM–5:30 PM	Registration and Information Open
8:00 AM–9:30 AM	Track Sessions
9:30 AM–10:15 AM	Break
10:15 AM–11:45 AM	Track Sessions
11:45 AM–12:45 PM	Lunch Break
12:45 PM–2:15 PM	Workshops
2:15 PM–3:00 PM	Pearson Product Demo & Coffee Break
3:00 PM–4:30 PM	Track Sessions
5:00 PM–6:00 PM	Teaching & Learning in Political Science Organized Section Meeting (open to all)
5:00 PM–6:00 PM	Political Science in Education Organized Section Meeting

<b>Sunday, January 18</b>	
7:30 AM–11:00 AM	Registration and Information Open
8:00 AM–9:30 AM	Track Sessions
9:30 AM–9:45 AM	Break
9:45 AM–10:45 AM	Track Summaries Working Session
10:45 AM–11:00 AM	Break
11:00 AM–12:00 PM	Closing Plenary

# HOTEL FLOOR PLAN



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#### **Council on Foreign Relations (CFR)**

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The ICONS Project provides online team-based role play simulations on complex and contentious issues in political science.

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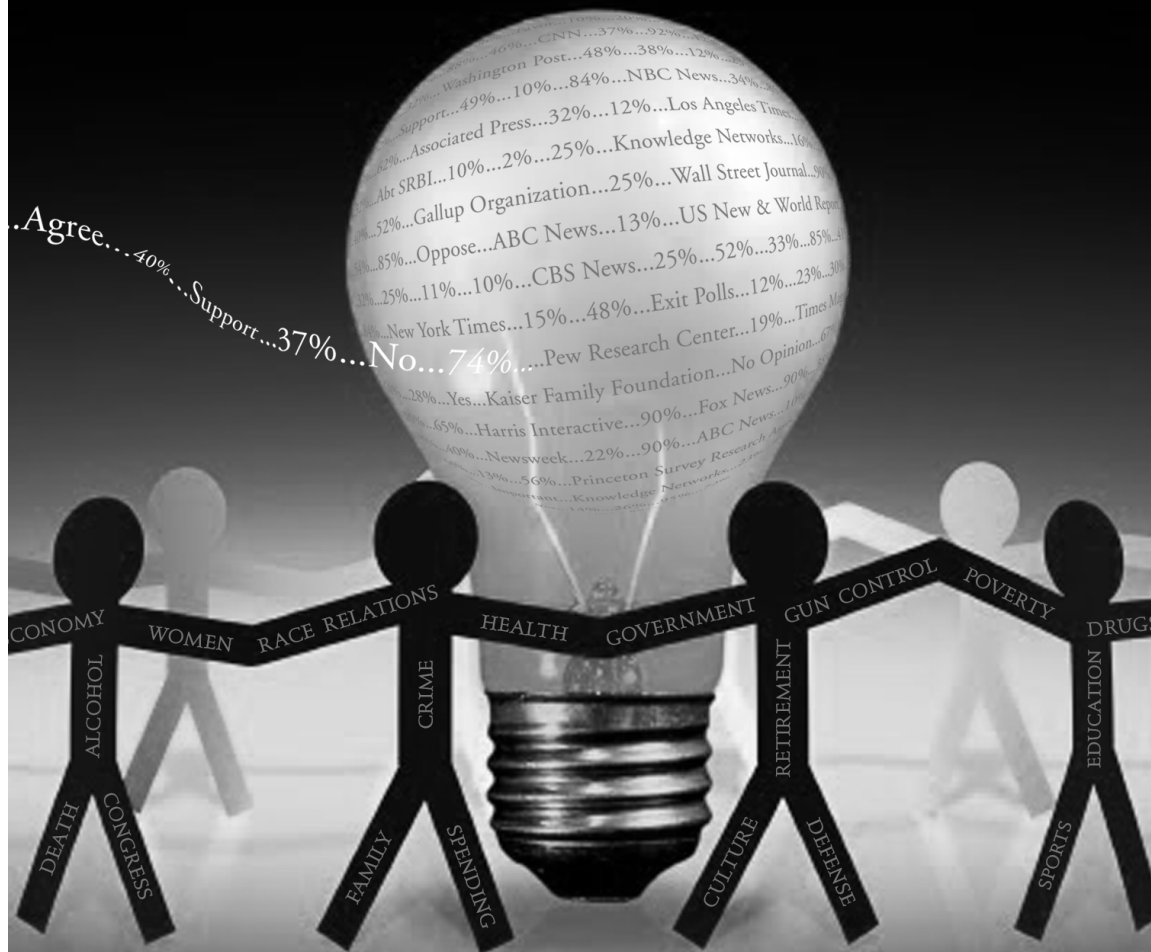
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# DAILY SCHEDULE

Friday, January 16	
8:00 AM–5:30 PM	<b>Registration Opens</b>
12:00 PM	<b>Exhibit Hall Opens</b>
1:00 PM–2:00 PM	<p><b>Opening Plenary</b> (Columbia 6/8)</p> <p><b>Welcome Comments:</b> Steven Rathgeb Smith, APSA  <b>Keynote Address:</b> John Sides, The George Washington University  <b>CQ Press Award for Teaching Innovation,</b> presented by CQ/Sage Press and Mark Johnson, Minnesota State Community and Technical College (TLC Program Committee Chair)</p>
2:00 PM–2:15 PM	<b>Break</b>
2:15 PM–3:45 PM	<p><b>Track Breakouts – Session A</b></p> <p><b>Civic Engagement:</b> Innovative Approaches for Faculty Development  <b>Conflict and Conflict Resolution:</b> Improving the Teaching of Research Design and Methods in Conflict Resolution Graduate Programs  <b>Core Curriculum/General Education:</b> Track Introductions  <b>Curricular and Program Assessment:</b> Active Learning in the Classroom and Library  <b>Distance Learning:</b> Teaching Research Methods: Comparing Delivery Options and Student Outcomes  <b>Diversity, Inclusiveness, and Equality:</b> Life Happens! Teaching about Class and Wealth Distribution in the United States  <b>Graduate Education:</b> Assessing Graduate Education  <b>Integrating Technology in the Classroom:</b> Evaluating Technology in the Political Science Classroom  <b>Internationalizing the Curriculum:</b> International Relations  <b>Simulations and Role Play:</b> Assessing Simulations I  <b>Teaching Political Theory and Theories:</b> Introductions, Structure, and Overarching Questions  <b>Teaching Research Methods:</b> Using an Experimental Design to Assess the Impact of Student Research on Research Methods Learning</p>
3:45 PM–4:00 PM	<b>Break</b>
4:00 PM–5:30 PM	<p><b>Workshops– Session B</b></p> <p>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  <b>Short Course:</b> Teaching Representation: Arranging a Congressional Member’s Visit to the Classroom (Fairchild)</p>
5:30 PM–7:00 PM	<b>Opening Reception</b> (International Terrace West)
Saturday, January 17	
7:30 AM–5:30 PM	<b>Registration and Information</b>
8:00 AM–9:30 AM	<p><b>Track Breakouts – Session C</b></p> <p><b>Civic Engagement:</b> Innovative Pedagogy for Civic Engagement I  <b>Conflict and Conflict Resolution:</b> Climbing Up Backwards: Using Backward Design and Scaffolding to Teach Conflict Resolution and Advocacy Skills  <b>Core Curriculum/General Education:</b> Political Values and Civic Engagement  <b>Curricular and Program Assessment:</b> Assessing Assessment  <b>Distance Learning:</b> Generating Civil Engagement in an Online Learning Environment  <b>Diversity, Inclusiveness, and Equality:</b> Gender Differences and Classroom Participation  <b>Graduate Education:</b> Instructional Methods in Nontraditional Settings  <b>Integrating Technology in the Classroom:</b> Social Media and Political Science Education  <b>Internationalizing the Curriculum:</b> Using Technology to Effectively Internationalize the Curriculum  <b>Simulations and Role Play:</b> Assessing Simulations II  <b>Teaching Political Theory and Theories:</b> Simulating Interest in Political Theory  <b>Teaching Research Methods:</b> Overcoming Obstacles to Teaching Research Methods</p>
9:30 AM–10:15 AM	<b>Break</b>
10:15 AM–11:45 AM	<p><b>Track Breakouts – Session D</b></p> <p><b>Civic Engagement:</b> Innovative Pedagogy for Civic Engagement II  <b>Conflict and Conflict Resolution:</b> An Unstructured Approach to Diplomacy and Conflict Resolution: the Constitutional Convention Course  <b>Core Curriculum/General Education:</b> Student Interventions and Skill Building</p>

# DAILY SCHEDULE

	<p><b>Curricular and Program Assessment:</b> Effects of Curriculum Reform in Political Science on Student Learning and Institutional Change at a Small College</p> <p><b>Distance Learning:</b> Web Learning Models for MOOCs: The IPSA Portal Examined</p> <p><b>Diversity, Inclusiveness, and Equality:</b> Taking “Thera” Seriously: Reseeing Political Theory in the Age of Internet</p> <p><b>Graduate Education:</b> “Boyer’s Scholarship Reconsidered” at 25 Years</p> <p><b>Integrating Technology in the Classroom:</b> Advances in Online Learning</p> <p><b>Internationalizing the Curriculum:</b> Teaching Israel and Palestine in Iraq</p> <p><b>Simulations and Role Play:</b> Assessing Simulations and Discussing What We Have Learned</p> <p><b>Teaching Political Theory and Theories:</b> The Traditions of Teaching Political Thinking</p> <p><b>Teaching Research Methods:</b> The Birth of a Bright Idea: A Proof of Concept Video Module for Use in Teaching Research Methods to Undergraduate Students</p>
11:45 AM–12:45 PM	<b>Lunch Break</b>
12:45 PM–2:15 PM	<p><b>Workshops – Session E</b></p> <p>Are Your Registered Online Students Really the Ones Participating in the Course?</p> <p>Building Teamwork in the Classroom</p> <p>Developing Political Science Proficiencies through Web-based Exercises</p> <p>The Future of Development Assistance</p> <p>How to Organize and Moderate Webinars: The Art of Mastering the Virtual Classroom</p> <p>Learning Communities 101 for Political Scientists</p> <p>Model United Nations: Class, Club, or Both?</p> <p>Teaching U.S. and Comparative Government Introductory Courses Effectively: Using Equivalent Advanced Placement Curriculums and Assessments to Meet College Expectations and Improve Student Engagement</p> <p>Using Diplomacy in the Classroom</p> <p>Using Team-Based Learning to Engage Students in Central Course Concepts</p>
2:15 PM–3:00 PM	<p><b>Break</b></p> <p><b>Pearson Product Demo &amp; Coffee Break (Columbia 5)</b></p>
3:00 PM–4:30 PM	<p><b>Track Breakouts – Session F</b></p> <p><b>Civic Engagement:</b> Innovative Projects for Enhancing Civic Activism</p> <p><b>Conflict and Conflict Resolution:</b> Dilating Pupils: The Pedagogy of Cyber Power and the Encouragement of Strategic Thought</p> <p><b>Core Curriculum/General Education:</b> Research Skills in General Education: Training Future Political Scientists</p> <p><b>Curricular and Program Assessment:</b> Nontraditional Learning: Flipped Classrooms and International Students</p> <p><b>Distance Learning: Innovation in Online Legal Education:</b> Challenges and Opportunities</p> <p><b>Diversity, Inclusiveness, and Equality:</b> Race and Class Inequalities in the Americas</p> <p><b>Graduate Education:</b> Improving Graduate Assistant Teaching</p> <p><b>Integrating Technology in the Classroom:</b> Innovative Teaching in Undergraduate Courses</p> <p><b>Simulations and Role Play:</b> Simulation Demonstration and Discussion of Utility I</p> <p><b>Teaching Political Theory and Theories:</b> Theory Relatable to the Political World</p> <p><b>Teaching Research Methods:</b> Using Big Data in a Political Science Research Methods Course: A Description and Initial Assessment</p>
5:00 PM–6:00 PM	<b>Teaching &amp; Learning in Political Science Organized Section Meeting (open to all) (Columbia 3)</b>
5:00 PM–6:00 PM	<b>Political Science in Education Organized Section Meeting (Columbia 7)</b>
<b>Sunday, January 18</b>	
7:00 AM–11:00 AM	<b>Registration and Information</b>
8:00 AM–9:30 AM	<p><b>Track Breakouts – Session G</b></p> <p><b>Civic Engagement:</b> Innovative Survey Research on Civic Education and Engagement</p> <p><b>Conflict and Conflict Resolution:</b> Designing New Simulation of Ethnic Conflict: Lessons and Evaluations from the Trenches</p> <p><b>Core Curriculum/General Education:</b> Technology as Pedagogy in General Education Courses</p> <p><b>Curricular and Program Assessment:</b> Creating Pre-Professional Courses for Non-Professional Majors</p> <p><b>Distance Learning:</b> Preventing Academic Dishonesty in Online Learning Environments</p> <p><b>Simulations and Role Play:</b> Simulation Demonstration and Discussion of Utility II</p> <p><b>Teaching Political Theory and Theories:</b> Conclusions, Additional Questions, and Further Plans</p> <p><b>Teaching Research Methods:</b> Improving Accessibility for Students with Visual Disabilities in the Technology-Rich Classroom</p>
9:30 AM–9:45 AM	<b>Break</b>
9:45 AM–10:45 AM	<b>Track Summaries Working Session</b>
10:45 AM–11:00 AM	<b>Break</b>
11:00 AM–12:00 PM	<b>Closing Address (Columbia 6/8)</b>

\*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, Keele 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 Caito, Corban University

Kathleen Cole, Metropolitan State University

Elsa Dias, Pikes Peak Community College

Ben Duke, Keele University

John Forren, Miami University Hamilton

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Aleisha Karjala, University of Science & Arts of Oklahoma

David Kershaw, Slippery Rock University

Chris Kypriotis, 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 Kadayifci, Georgetown 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

## **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: 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 Seltich, Benedictine College

Linda Young, Montana State University

# Track: Distance Learning

**Moderator: Audrey A. Haynes, University of Georgia**

**Room: Columbia 2**

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## **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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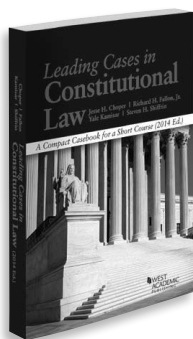
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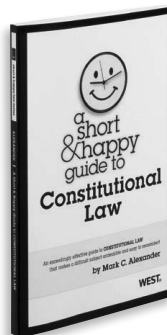
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# Track: Graduate Education: Teaching and Advising Graduate Students

**Moderator:** Stephen Meinhold, University of North Carolina Wilmington

**Room:** Gunston

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## **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 Discussants:**

Denise Degarno, Southern Illinois University Edwardsville

Irfan Nooruddin, Georgetown University

Karen Rhone, University of Chicago

Andrew Stinson, American Political Science Association

Bill Tinkler, The College Board

# 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

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## **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**

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## **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 Community College

## **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

### 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 Lavariega-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.

### 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 policies and group policy 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.

### 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 Tinkler, 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.

### 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](http://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 (HEOA) 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 organizing webinars and virtual roundtables on European affairs and specifically EU foreign policy and diplomacy. 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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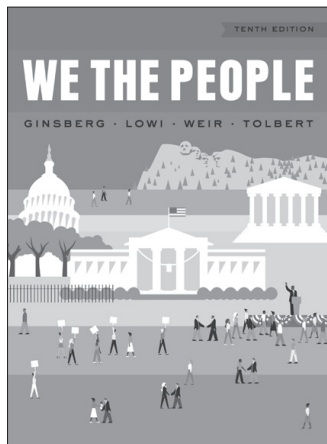
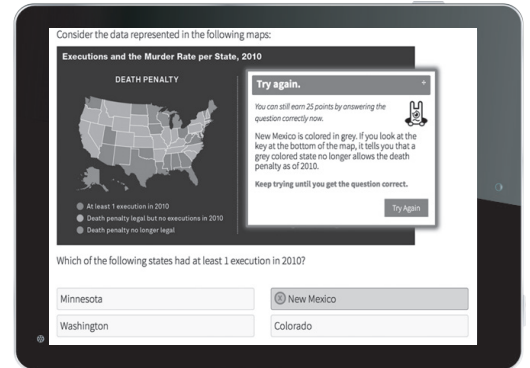
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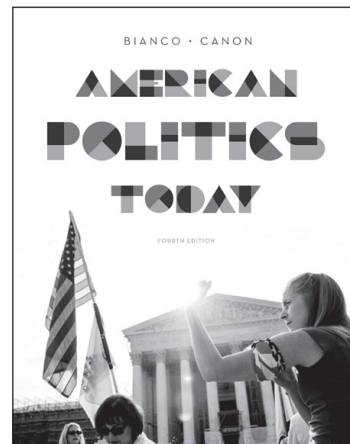
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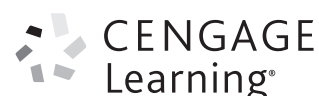
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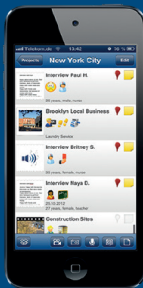


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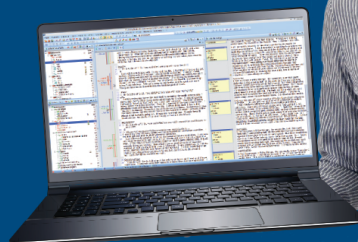
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