2015 Conference Theme

Envisioning and Designing a Faculty Identity: Scholar, Teacher, and University Citizen

Conference Session Abstracts

MSC = Memorial Student Center
Drinko = Drinko Library

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PLENARY ADDRESS
8:30 - 9:15 AM
MSC BE5

Who Am I? Gaining Perspective on Faculty Identity

Presented by

Dr. Andrew Nichols
Professor of Engineering
2015 Hedrick Outstanding Faculty Award Winner
2015 Distinguished Artists & Scholars Award, Senior Recipient in Sciences & Technology

In line with the theme of this year's conference to "Envision and Design a Faculty Identity", Dr. Nichols will share experiences that have shaped his identity and attitudes as a faculty member at Marshall University. While that identity has evolved during during his 11 years in academia, he will describe how his work as a teacher, scholar, and university citizen has become more integrated and his productivity has increased. Dr. Nichols will highlight lessons learned with the hope that the audience members will find something that they can apply in the evolution of integrated faculty identities. The presentation will provide insight into how to navigate faculty responsibilities, including how to allocate their time efficiently.

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CONCURRENT SESSION 1
9:30 - 10:45 AM

Option 1A: MSC Shawkey (2E28)

Connecting Service with Scholarship in the 21st Century

Facilitator: David Trowbridge, History

Format: Interactive Presentation

In 1915, Huntington's Carter G. Woodson launched a movement to preserve and incorporate the contributions of African Americans into the larger narrative of American history. Many refer to Woodson as "The Father of Black History" because he was so successful in reaching both scholarly and general audiences in the 20th century through print media. It seems fitting, that precisely one hundred years after Woodson began his efforts, a diverse team of scholars from Woodson's hometown is working with digital technologies designed to reach the public in the 21st century.

Dr. David Trowbridge, associate professor and Director of African and African American Studies, has led the Marshall team with the creation of Clio, a free website and mobile application that connects the public with thousands of historical and cultural sites throughout the United States. Each entry in Clio www.theclio.com includes a concise history, images and multimedia, and links to books and primary sources so users can learn even more. Students and faculty create each entry, a project that blends service with authentic learning experiences. Students learn research and writing skills, and they serve their communities by sharing this knowledge within a free and open platform that reaches people where they live and connects them to the best information about museums, cultural centers, art galleries, historic sites, public spaces, monuments, and public art.

Option 1B: MSC John Spotts Room (2E37)

Talking about Teaching in Honors

Facilitator: Susan Gilpin, Honors College

Format: Interactive Presentation

Honors education is a laboratory for innovative pedagogy and self-directed learning. Faculty develop dream courses, work with talented students, and engage in integrative teaching. In the flexible environments of faculty-designed honors seminars, faculty explore new content as co-learners with students, practice Palmer's "capacious habit of mind," and think the university world in new ways.

The Honors College invites all faculty to a conversation about teaching in honors. In addition to receiving a folder of teaching resources, participants will have the opportunity to ask questions, think and write about their "dream" courses, and discuss possibilities for teaching and collaboration with their colleagues.

Option 1C: MSC 2W22

A Community of Scholarship of Teaching and Learning: Lessons Learned

Panelists: Brittany Riley, Pharmacy Practice & Administration; Jeanne Widener, Nursing

Format: Panel Presentation

Scholarly teaching refers to the intellectual tasks associated with the work of teaching. During the academic year of 2014-2015 six faculty members from various schools and departments came together to form a Community of

Scholarship of Teaching and Learning. During this panel session, the group will highlight the work that was accomplished during our year together and the lessons learned and field questions from attendees on ways to incorporate scholarship into their teaching. Highlights will include discussion on the importance of collaboration and idea sharing, strategically designing scholarship and remembering that research takes time.

Option 1D: MSC Student Resource Center (2W16)

Teaching and Learning Strategies: Interview, Story, and Design

Format: Panel Presentation

Undergraduate Research: Students and Faculty as Co-Learners, Scholars and University Citizens

Panelist: Peggy Proudfoot-Harman, Social Work

This presentation highlights how faculty and students in a senior Social Work Capstone course collaborated on a qualitative research course which provided insight into the issues faced by military veterans returning to college at Marshall University.

The professor of the course consulted with colleagues in the Department of Communication Disorders with experience in teaching and conducting qualitative research. These collaborations provide excellent examples of how faculty learning communities generate linkages between teaching, scholarship, and university citizenship.

Products included a report to Marshall University, and a journal publication featuring students as first authors.

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Opening Windows in the Silos: Design Education Across the Curriculum

Panelist: Christine Ingersoll, Journalism

It is a well established interdisciplinary learning method to employ writing across the curriculum. The application of writing assignments in a design classes assists students in developing conceptional thinking from which to make sound design decisions. In turn, design thinking is a design process that elevates problem solving and identifies that human needs must align with both economics and technology in order for a product or process to be successful. Can the practice of design thinking be as effective to learning as writing? This session will test a few samples and petition your feedback.

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Monkeys, Rickshaws, and "Monsoon Wild Fever": Stories and Story-Telling in Faculty Life

Panelist: Jeffrey Ruff, Religious Studies

Attendees will walk away from this talk with a practical outline for how to integrate a story with their information and domain of knowledge. The session will work in two ways: I will conduct the session using the story-telling techniques that are our subject. Additionally, the "take-away" outline will include demonstration of practical techniques and some words of caution. One of these issues is an articulation of the differences between a confusing distraction and a productive digression regarding narratives, anecdotes, and stories. A second is how to time a teaching routine: how to tell a story at one point and return to it later for repetition and to cement the lesson self-consciously in the students' minds. Another portion briefly illustrates memory techniques and how they relate to retention. Finally, the session will address the differences across disciplines: all fields can use these techniques, but in some cases they need to be applied differently and with some forethought. And, of course there will be monkey stories.

Option 1E: CLOSED   Drinko 138

Blackboard Collaborate: Teaching a Live, Online Class While Snowed In

Facilitator: Dawn Howerton, Psychology

Format: Interactive Presentation

This session will focus on how to use Blackboard Collaborate in online courses (asynchronous), and host synchronous, online meetings (e.g., advising, student conference, office hours, research teams). Blackboard Collaborate allows instructors to engage students online as they would in a traditional classroom with multi-way cameras, audio, interactive whiteboards, desktop sharing, breakout rooms, and session recording.

Option 1F: Drinko 349

Tell Me a Story…Digitally

Facilitator: Harold Blanco, Education

Format: Interactive Presentation

Digital Storytelling is in simple words a multimedia movie that combine photographs, video, animation, sound, music, text, and often a narrative voice, and may be used as an expressive medium within the classroom to unlock the creative potential of students. This presentation will provide hands-on experience with the entire digital storytelling process, including storyboards, script writing and recording, and video editing, using digital tools/platforms, as well as sharing ideas and resources for the production and publication of digital stories.

Option 1G: Drinko 402

MU Research and Faculty Development Grants Opportunities

Facilitators: Majed Khader, MU Libraries; Rachael Ward, Faculty Senate

Format: Interactive Presentation

Due to an ongoing increase of travel expenses and decrease and/or very competitive funding opportunities in support of moderate scholarly and professional development travel plans, windows of opportunities to secure funds to offset some of these travel expenses are still open and promising.

The Research and the Faculty Development Committees have been given responsibilities for recommending the disbursement of funds available from the Quinlan and INCO Foundations.   The presenters will elaborate on these funding opportunities, discuss requirements and eligibility, grant guidelines, proper form and required documents for submission for a designated grant, submission procedures, and due dates. The Presenters will also give hints and tips for submitting strong proposals.

CONCURRENT SESSION 2
11:00 AM - 12:15 PM

Option 2A: MSC BE5

A University and K-12 Collaboration: A Journey in the Making

Facilitators: Jeradi Cohen, Literacy; Angela Abbot, STEM/Literacy Coordinator

Format: Interactive Presentation

A funny thing happened on the way to a school to conduct research...a collaborative partnership was born! What initially began as a tentative research project has become a continuing collaboration evolving into an authentic long-term investment of service and learning on the part of the professor. The presenters will offer insights and current outcomes of a collaboration that is continuing to develop between an elementary school and a faculty member in the graduate literacy program. In the absence of a defined goal a genuine partnership continues to grow.

Option 2B: MSC Shawkey (2E28)

Teaching Techniques for Discussion-Based Classes

Facilitators: Elizabeth Niese, Mathematics; Anna Mummert, Mathematics

Format: Interactive Presentation

There are many opportunities at Marshall to teach classes outside of your discipline. However, the pedagogical approach for classes such as FYS or an honors seminar can be very different than those required in your discipline. After volunteering for such a course and creating your syllabus, the question 'But what do I actually do during class?' may run through your mind. The goal of this session is to describe basic teaching techniques and best practices for discussion-based classes. The session should be most helpful for instructors teaching a discussion-based class for the first time coming from a typically content-based discipline.

Option 2C: MSC John Spotts Room (2E37)

No Zone of Shade: Assessing the Assessors in the Modern University

Facilitator: Jamie Warner, Political Science

Format: Interactive Presentation

Most of us feel quite comfortable in our traditional role as assessors of student learning, even if we know there are ways we can improve. Most of us, however, do not feel as comfortable in our newer role as the assessed. State legislators, accreditors, and administrators want us to present increasing amounts of data for their inspection and judgement. This session will raise interesting questions about the dual role of assessment in higher education for discussion: How can we use our discomfort in being watched to rethink our roles as watchers? When is assessment legitimate? Illegitimate?

Option 2D: MSC 2W22

Scholar, Teacher, Citizen: Achieving Wholeness by Incorporating Service Learning into the Curriculum

Facilitator: Kristi Fondren, Sociology, Service Learning Program

Format: Interactive Presentation

Combining theory with service enhances student learning by offering hands-on experiences outside the classroom; however, service learning simultaneously provides faculty with additional benefits regarding scholarship, teaching, and service. This session will provide you with examples of how you can connect teaching, research, and service by incorporating service learning into the curriculum. Participants will leave this session with new ideas for engaging students in the classroom through discipline-specific applications and prompt you to consider scholarly publications related to applied learning as you and your students participate in both direct and indirect service to the university, as well as to the community.

Option 2E: MSC Student Resource Center (2W16)

The Pedagogy of Advising: The Faculty Role in Comprehensive Academic Advising of the Murky Middle

Facilitators: Sherri Smith, Academic Affairs; Michael Smith, Institutional Research; Maurice Cooley, Intercultural Affairs; Monika Sawhney, Public Health; Kateryna Schray, English; Laura Stapleton, Mathematics

Format: Interactive Presentation

As faculty who are daily engaged in "teaching and advising," we tend to connect our advising work strictly with our own disciplines and to the majors in our own departments. But is there a role for faculty advising beyond this more narrow disciplinary model?

In this session, we will introduce MU EDGE, an experimental comprehensive academic mentoring program designed for middle ability students whose retention rate is only marginally better than our lower performing conditionally admitted students. Because the latter already receive intrusive advising through University College, we believe a similar approach is worth testing with a population of students that many are calling "the murky middle." Beginning Fall 2015, the experimental project will draw four faculty members out of their discipline-specific work for one quarter of their time in order to mentor 35-40 students each during the freshmen and sophomore years. Meeting at least four times per semester, mentor and student will focus squarely on developing a constructive student mindset, aligning ambitions with skills, leveraging failure, and identifying curricular bottlenecks and other social/financial/personal barriers to student success. Beyond the mentor-mentee relationship that develops, the cohort of students themselves will have opportunities to interact with one another and with the campus and city, together.

Those interested in becoming an EDGE mentor in Year Two of the project and beyond are particularly encouraged to attend.

Participants in this conference session will also have an important opportunity to shape the EDGE curriculum in ways that draw from but also go beyond their own disciplines. How, for example, do we ensure that all students, not just some, have powerful EXPERIENCES through which they can make meaning of their learning? How do our pedagogies encourage students to DESIGN their own paths, to think strategically about the internships, service learning, minor, and study abroad opportunities that lead from major to career? How might comprehensive mentoring help students to unpack their decisions, to see the long view, to GRADUATE sooner and with less debt? To what extent do we still believe a liberal education can EMPOWER our graduates to face social and global problems that do not yet exist?

Option 2F: Drinko 138

Scholarship and Information Literacy: How MU Libraries Can Help You and Your Students

Facilitators: Kelli Johnson, MU Libraries; Christine Lewis, MU Libraries

Format: Interactive Presentation

This session will focus on presenting, demonstrating, and discussing the Credo Information Literacy Course Modules (ILCM) which support university initiatives in critical thinking and information literacy. Both critical thinking and being information literate are key elements in developing a strong sense of scholarship. The flexible modules allow faculty to use as much or as little of the available content to improve student research, study, and critical thinking skills.

The Library continues to obtain resources that support teaching, learning, and research for the entire university community. As we continue to transition from print to online resources, it is crucial that faculty know what we have and how it can be used. One of our newest additions, the Credo ILCM, takes a multidisciplinary approach to helping students develop skills that support scholarship.

Option 2G: Drinko 402

Internationalizing the Marshall Student Body and Faculty through Study Abroad

Facilitator: Chris White, History

Format: Interactive Presentation

Study abroad can be a rewarding and transforming experience for both Marshall students and faculty. In the 8 study abroad trips I have led to Latin America, I have had a wide variety of experiences. These range from touring the museums and ancient ruins of Mexico to interviewing former rebels and refugees in El Salvador and Nicaragua. I'd like to both share those experiences and exchange ideas with other faculty (with or without study abroad background) in order to improve our collective knowledge about this invaluable yet challenging alternative classroom setting.

CONCURRENT SESSION 3
1:30 - 3:30 PM

Option 3A: MSC BE5

Thriving in the Classroom: Teaching Strategies for Graduate Teaching Assistants

Facilitator: Mindy Allenger, Center for Teaching and Learning

Format: 2-hour Workshop

Teaching for the first time can be a daunting experience, especially for teaching assistants, who have a unique dual role in the university. In this workshop we will identify teaching practices and common teaching strategies for surviving the first day (and week), stimulating and facilitating class discussions, managing groups and group work, and developing effective and manageable assessment strategies. *This session is open only to graduate teaching assistants.*

Option 3B: MSC Shawkey (2E28)

Seeing the Whole Picture: Integration of Teaching, Research, & Service

Facilitator: Jane Bogan, Special Education

Format: 2-hour Workshop

This session will provide practical strategies that you can use immediately to help you successfully integrate your teaching, research, and service. We will discuss how you can use scholarship to examine your teaching practices; use critical reflection in teaching and scholarship; collaborate within and across disciplines to impact all three areas; use your passion to enhance your roles as teacher, scholar, and servant; and balance your responsibilities to self and others. You will be given an opportunity to collaborate with other participants and will leave the session with a plan to implement strategies during the fall semester.

Option 3C: CLOSED   MSC John Spotts Room (2E37)

Creativity, Risk, and Failure within Assessment Culture

Facilitators: Jamie Warner, Political Science; Joel Peckham, English; Rachael Peckham, English; Anna Rollins, English; Walter Squire, English

Format: 2-hour Workshop

How do we encourage students who have been introduced to learning through high stakes, standardized testing to be imaginative in their thinking? Conversely, how do we allow students to take intellectual risks when they have been conditioned to think of failure as the worst possible thing that could happen? This roundtable will present five, ten minute variations on this theme, including connections to research, the pedagogical use of pop culture, and the use of reflective assignments. Participants should leave with questions on their own role in facilitating creativity and the uses/abuses of failure within contemporary assessment culture.

Option 3D: MSC 2W22

Tackling Active Learning: How to Find Inspiration to Create Dynamic Active Learning Sessions

Facilitators: Nicole Winston, Pharmacy Practice; Brittany Riley, Pharmacy Practice

Format: 2-hour Workshop

Developing robust and creative active learning activities often seems like a daunting task. However, looking closely at our own scholarly work and university responsibilities can serve as an incredible source of inspiration. Additionally, the work submitted by student groups can serve as a platform for you to pursue as a scholar. Several examples will be presented and explained and attendees will have the opportunity to create an active learning activity collaboratively. Attendees will be inspired to search within their scholarly activities and day-to-day responsibilities to create dynamic active learning sessions that enhance the material they present in their own classrooms.

Option 3E: MSC Student Resource Center (2W16)

High Impact Practices: Constructing Linked Classes as Learning Communities

Panelist Pairs: Donna Sullivan, Sociology & Jennifer Sias, FYS; Kristi Fondren, Sociology & Harold Blanco, FYS, Education; Peggy Proudfoot-Harman, Social Work & Charles Damien Arthur, Political Science

Format: 2-hour Panel Presentation

High Impact Practices (HIPs) are pedagogical strategies that encourage learners to engage with the subject matter, therefore providing opportunities for deeper learning to occur. Students at Marshall University are already exposed to many types of HIPs through writing intensive, service learning, undergraduate research experiences, capstones, and

opportunities to study abroad. A Faculty Learning Group (FLG) was developed in Spring 2015 to explore and evaluate best practices related to another type of HIP--that of constructing linked classes as learning communities.

Members of this FLG were paired (one teaching an FYS course and one teaching in a content area) to create linked cross-disciplinary courses for incoming freshman for Fall 2015. Students take both courses as a group and work closely with one another and their professors to explore a common topic and/or common readings through the lens of different disciplines. Faculty pairs as panelist will report how they identified globally and locally relevant "big questions," and how they developed course plans that target integrative thinking organized around those big questions.

Option 3F: Drinko 349

Adventures in Visual Learning: Unlocking the Power of Visuals as a Means of Learning and Communication

Facilitator: John Sammons, Integrated Science and Technology

Format: 2-hour Workshop

It's undeniable that visuals are powerful. They can help us learn and communicate in ways that spoken words and text never will. This 2-hour interactive workshop will include a mixture of presentations, discussions, and hands-on exercises with concept maps, doodles, and Microsoft PowerPoint slide design. Join us to learn:

- *How to push concept mapping to a higher level. Attendees will get hands-on experience constructing concept maps using the Visual Understanding Environment (VUE) free software.*
- *How powerful doodling can be used as a learning and teaching tool.*
- *How to help your students be far better communicators using PowerPoint.*

CONCURRENT SESSION 4
3:45 - 5:00 PM

Option 4A: MSC Shawkey (2E28)

Developing and Maintaining a Student-Centered Research Program

Facilitator: Carl Mummert, Mathematics

Format: Interactive Presentation

Have you found it challenging to balance your research with the time pressure of teaching and service? Do you worry about working with undergraduates who don't have the background to understand "research-level" topics in your field? Does thinking about getting research done make you worried and depressed? This interactive presentation will give practical, hands-on advice for developing and maintaining a productive, student-centered, and enjoyable research program at Marshall.

Option 4B: MSC John Spotts Room (2E37)

Embracing ALL Learners: Tips for Faculty Teaching Students with Disabilities

Facilitator: Lori Howard, Special Education

Format: Interactive Presentation

Exploring what it means to be a student with a disability at Marshall. How can the campus community begin to understand what it means to have a disability in a classroom? It is often easy to identify someone with a physical disability, but what about hidden disabilities? How can we as teachers embrace the wholeness of our community by recognizing/supporting those with disabilities? This interactive discussion will focus on problem-solving classroom situations related to providing accommodations and adapting instruction for students with a range of disabilities. Services available at Marshall for these students will also be shared.

Option 4C: MSC 2W22

Writing Letters of Recommendations: Best Practices

Facilitators: Michael Schroeder, Mathematics; Elizabeth Niese, Mathematics

Panelists: David Cusick, Mathematics; Sam Dameron, Criminal Justice; Joan St. Germain, Theatre; Nancy Norton, JCESOM; Jamie Warner, Political Science.

Format: Interactive Presentation

How should you write a letter of recommendation for someone applying to graduate/medical school? For an internship? For tenure? When would you be willing to write a letter of recommendation for a student? What are letter-readers looking for in a letter? These questions, among others, will be discussed in our session. We will have an "expert" panel consisting of faculty from a variety of disciplines: Science, Liberal Arts, Arts and Media, and the Medical School, who will lead a discussion with the audience, answering these questions and more.

Option 4D: MSC Student Resource Center (2W16)

Short Term (Faculty) Commitment: Contingent Faculty's Role at Marshall University

Facilitators: David Robinson, English; Sarah Chavez, English; Daniel Lewis, English; Daniel O'Malley, English; Cody Lumpkin, English; Nicole Lawrence, English

Format: Interactive Presentation

What is the identity of a contingent (non-tenure-track) faculty member at Marshall University? Traditionally, we are strictly thought of as temporary teachers, but do we contribute to the institution in other ways, as committed scholars and university citizens? This interactive presentation will be an open conversation led by a group of contingent faculty from the English department with diverse roles and experience. By sharing our ideas with colleagues from a variety of colleges and disciplines, we hope to gain a fuller understanding and definition of contingent faculty identity in the context of university citizenship.

Option 4E: Drinko 138

It's a Bird! It's a Plane! It's a Research Superhero!: Librarians Can Help Save the Community Learning Experience

Facilitators: Eryn Roles, MU Libraries; Sabrina Thomas, MU Libraries

Format: Interactive Presentation

Librarians at Marshall University collaborate with most faculty and students to create a community of informed world citizens. Our intent with every interaction is to educate students on not just where to find information sources but on how to evaluate and use them responsibly. Our intent with faculty collaboration is to facilitate cohesive learning experiences that last well beyond the classroom. Attendees will leave this session with multiple ways in which to improve their student information literacy learning experiences and also their own.

Option 4F: Drinko 349

Increasing Faculty Efficiency Through Advising, Mentoring and Technology

Format: Panel Presentation

Effective and Efficient Office Hours Through a Collaborative Learning Community

Panelist: Ron Bieniek, Engineering

Most faculty want to enhance the learning of students, not only with course material but also career/life insights. But only a small percentage of students come to office-hours in an instructor's lair. One efficient and effective way to improve this situation is for faculty to hold office-hours in an open-environment where they are facilitators of collaborative learning and interactions amongst students in a course. Students are attracted because of social need and dynamics. They will see faculty as caring for their success, and faculty will become more aware of student struggles and dreams. Possibilities for SoTL research will be discussed.

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Teacher, Mentor, Hacker

Panelist: Bill Gardner, Integrated Science and Technology

My session will focus on the many hats we wear as university professors and how we must look beyond our traditional roles as professors to become mentors and hackers in addition to being great teachers.

Last semester, I taught my first semester of FYS with the theme of "Hacking as Critical Thinking" with some unexpected results. I found myself mentoring students on issues not directly related to the class and hacking the class to make it better with the help of feedback of my students. There were many successes and many failures. As teachers we are also students, and being a good university citizen requires that we pay attention to what our students teach us in the feedback of the pedagogical process.

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Using Technology to Better Organize your (Academic) Life

Panelist: Andrew Nichols, Engineering

Do you still take a USB drive when you leave for the day so that you can work from home? Ever needed to access software that is installed only on your office computer while you are sunbathing at Myrtle Beach? Do you frequently waste valuable time looking for old PowerPoint files with slides you want to use for an upcoming lecture? Is the outside of your computer monitor littered with post-it note reminders of the things you have to do? If you answered YES to any of these questions, you might benefit from attending this presentation. Attendees will be introduced to the free (or relatively low cost) tools Dropbox, SyncToy, Remote Desktop, and Wunderlist. Tips for folder and file organization will also be presented that might help faculty members avoid wasting time looking for files on their computer.

Option 4G: Drinko 402

The MU Center for Wellness in the Arts—An Interdisciplinary Collaboration

Facilitators: Mark Timmons, Kinesiology; Henning Vauth, Music

Format: Interactive Presentation

The Marshall University Center for Wellness in the Arts (CWA) is a collaborative project between the College of Arts and Media and the College of Health Professions. The CWA was established on the theory that the performing arts community is a unique population with specific health and wellness needs that are dictated by the individual artist's creative pursuits. These needs frequently result in reduction in performance quality. The CWA began offering services to the students and faculty of the College of Arts and Media during the 2014-15 academic year, with plans to expand magnitude and scope of services in 2015–16. The presenters will describe their interdisciplinary partnership, its genesis and evolution, along with the impact on teaching and learning.

Option 4H: MSC BE5

2015 WV Great Teacher's Seminar: The Down-Low for Marshall Professors

Facilitators: Bennie Eng, Management/Marketing; Marybeth Beller, Political Science; Robin McCutcheon, Finance & Economics; Avishek Mallick, Mathematics

Format: Panel Presentation

The WV Great Teacher's Seminar is an annual workshop that focuses on the art of teaching and is geared towards those who are and aspire to be great teachers. With registration and travel expenses funded by the HEPC and MU Office of Academic Affairs, four Marshall University professors from diverse disciplines attended the 2015 seminar in North Bend State Park from June 15 – June 18, 2015. During this iPed session, these four professors will: 1) provide a general overview of the seminar, 2) summarize the variety of academic genres represented at the seminar, 3) describe the culture and atmosphere of the seminar, and 4) offer teaching tips learned at the seminar.