A common frustration of instructors across the country is the never-ending challenge to get students to care about what they are learning (or at least what we are trying to teach them). Despite our best efforts, there just seem to be some students who remain disinterested or bored with course content. Albert Einstein is noted as saying, “Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop questioning.” Thus, in an effort to keep our wits about us, it seems like the time to take a fresh approach to this problem.

This presentation works to do just that. So, regardless of whether you are fairly new in the classroom or a “seasoned veteran” there is something for everyone to take away. Together, participants will acquire a variety of strategies to change the dynamics in their classrooms in ways that work best for them.

**When:** Tuesday, August 26, 2014  
**Workshop:** 1:00pm – 3:45pm  
**Where:** UC 259

*Lunch is at 12:15pm for session attendees only*

**Part I:** 1:00pm – 2:15pm

Part I tackles issues related to student engagement, with the focus on three areas: (1) what do faculty associate with student engagement? (2) what does engagement look like for “today’s” student? and (3) how do we get students to care about their own engagement with course content?

**Part II:** 2:30pm – 3:45pm

Part II shifts the focus to instructors. Here the emphasis is on: (1) determining what our role is in engaging students, (2) dealing with issues of ethics, teaching standards, and sanity when working towards student engagement, (3) learning new approaches to engage today’s students, and (4) working to maintain “your teaching voice” in the midst of it all.

**Presenter**

**Dr. Marian Houser** is the Associate Dean of Faculty Development and Research for the College of Fine Arts and Communication at Texas State University and is a Professor in the Department of Communication Studies. Dr. Houser has developed a national reputation as an expert in the field of instructional communication, with a special emphasis on student learning and the student-teacher relationship. She also currently serves as editor of *Communication Teacher*, and has created and published scales in Learner Empowerment, Learning Indicators, and Classroom Engagement and these instruments are used throughout the communication, education, and psychology disciplines. Her work has been featured in *Men’s Health Magazine* and *Psychology Today*.