

LILLY CONFERENCE ON DESIGNING EFFECTIVE TEACHING

Creating Innovative Learning Experiences in Higher Education – Asheville, NC | Aug. 1-3, 2016

Plenary Presenters



Terry Doyle
Ferris State University



Claire Major
University of Alabama



Todd Zakrajsek
University of North Carolina,

Welcome! Lilly-Asheville is part of the overall Lilly Conference Series. For 36 years, Lilly Conferences on College and University Teaching and Learning have provided opportunities for the presentation of the Scholarship of Teaching and Learning. Over the years, thousands of conversations among a diverse population of teachers have focused on sharing ideas, debating issues, and forming lasting friendships. We sincerely hope this conference extends that fine tradition. In the hundreds of hours of work completed to make this conference possible, right at the forefront was the concept of a close-knit “community of learners” coming together to learn from one another. We hope you notice over the next few days the small touches provided to help that feeling of community develop and grow.

Agenda Overview

Monday

8:00a - 4:30p	Registration Open
9:30a - 10:00a	Welcome & Opening Remarks
10:10a - 11:00a	Concurrent Sessions
11:20a - 12:10p	Concurrent Sessions
12:10p - 1:00p	Lunch Served & Posters
1:00p - 2:15p	Plenary Presentation
2:30p - 3:45p	Concurrent Sessions
4:00p - 4:50p	Concurrent Sessions
5:00p - 6:00p	Reception

Tuesday

7:30a - 5:00p	Registration Open
7:30a - 8:15a	Breakfast Served
8:15a - 8:45a	Round Table Session
9:00a - 9:50a	Concurrent Sessions
10:00a - 10:50a	Concurrent Sessions
11:00a - 12:15p	Concurrent Sessions
12:15p - 1:00p	Lunch Served
1:00p - 2:15p	Plenary Presentation
2:30p - 3:20p	Concurrent Sessions
3:40p - 5:00p	Concurrent Sessions

Wednesday

7:45a - 8:30a	Breakfast Served
8:30a - 10:30a	Closing Plenary Presentation

Conference Information

Meals/Snacks

Registration includes lunch and a afternoon refreshments on Monday; breakfast, morning coffee, lunch, and afternoon refreshments on Tuesday; and breakfast on Wednesday. Name badges are required for entrance to meals.

Maker Greener Choices

We continue to evolve into a “greener” conference by making conscious decisions to curb waste and reduce our environmental impact. We significantly reduce paper consumption by reducing print materials. Abstracts and session information can be found on our website and in the Guidebook mobile app.

Evaluation of Sessions and Conference

Assessment is important to us. We encourage you to complete session evaluations following each concurrent session; and to complete an overall conference evaluation following the conference. If you have any concerns during the conference, please come to the conference registration desk and speak to an ITLC staff member.

Award for Outstanding Poster

This year we again present the Award for Outstanding Poster. The award includes \$200 in credit toward a registration at the **2017 Lilly Conference in Asheville** AND \$200 credit toward the **2017 Lilly Conference in Asheville** registration to be given by the poster winner to any ONE person who has never been to a Lilly Conference.

Welcome & Opening Remarks

9:30am - 10:00am

Monday Concurrent Sessions

10:10am - 11:00am

Taking the Flip: Plans, Tools, and Assessment Strategies for Creating a Flipped Classroom

Jayne Swanke - *Southern Illinois University Edwardsville*

Participants will gain insight on the benefits of flipping, develop instructional plans, demonstrate technology tools for flipping, and discuss outcome measurement.

Abstract: The Flipped Classroom is a hot instructional approach and the advantages have been documented since the early 2000s. The challenge for faculty members is how to deliver lectures electronically and how to create active learning opportunities for students during classroom time. This presentation is packed with information about “flipping” plans, technological tool demonstrations used to “flip”, and exciting information on measuring learning outcomes from “flipping” the classroom. This presentation will provide the insight participants need to take the leap to “flip”.

Session Objectives: (1) Develop flipping instructional plans. (2) Be introduced to technological tools used to flip the classroom. (3) Discuss methods for measuring the effectiveness of flipping the classroom.

Exploring Lived Experiences of Students in a Living Learning Community

Amy Felder – *Johnson & Wales University*

This presentation is based upon a qualitative study in which the lived experiences of LLC students was examined and the various family units LLC students construct were explored and defined.

Abstract: This presentation is based on a study designed to explore the lived experiences of students while members of a Living-Learning Community (LLC). The findings suggest a close link between the development of the LLC group identity and the personal growth each participant experienced throughout the year in relation to the larger group. Although participants had various levels of connection to the LLC group, it served as the catalyst for every student’s individual personal and intellectual growth. Participants constructed both emotional and intellectual families within the LLC which were able to fulfill the individual needs of each member, connecting them to the LLC as well as to the larger university environment.

Session Objectives: (1) Gain an understanding of the emotional family students create when part of a living learning community. (2) Gain an understanding of the intellectual family students create when part of a living learning community. (3) Understand how learners can create a community outside of the formal structure of living learning communities.

Digital Storytelling Refreshed

Kristi Roth – *University of Wisconsin, Stevens Point*

Rediscover digital storytelling, a proven method for instructional engagement. Participants will learn rationale, workflow, and current instructional technologies that provide engaging student content creation.

Abstract: This session will revisit storytelling as a means for student engagement and critical thinking. Digital storytelling is a multisensory assignment that integrates visual and verbal representation of a story based on course content and facilitates an emotional connection to the content. Voice narration, images, video clips, music, and even interactive elements can all be incorporated into a digital story. Emerging technologies that allow for creative development of digital stories will be introduced, along with strategies for project development, project management, technology training, and assessment.

Session Objectives: (1) Summarize evidence-based practices for digital storytelling. (2) Explore trending technology tools for digital storytelling. (3) Discuss effective pedagogy, including student support and evaluation, in digital storytelling projects.

The Power of the Three “C’s” on Student Motivation & Learning

Dina Battaglia - *Embry-Riddle Aeronautical University*

Together, participants will discover strategies for intrinsically motivating students using the three “C’s” of self-determination theory.

Abstract: This workshop will discuss the tenets of self-determination theory and how we can apply the three key components of the theory for increasing student motivation and learning via course design. Seminal motivation research from social psychology as well as research from self-determination theory will serve as the theoretical basis for the contents of this workshop. Participants will work together in a round robin activity and other collaborative small group discussions to discover strategies for implementing the three “C’s” of self-determination theory into their own courses.

Session Objectives: (1) Understand the value of intrinsic motivation on learning. (2) Learn about the “three C’s” of self-determination theory. (3) Applications of self-determination theory for student learning.

Effectiveness of Online Teaching Modules from Student and Professor Perspectives

Archana Hegde – *Eastern Carolina University*

With the end in mind, a carefully crafted class can meet multiple demands to align learning experiences with compliance guidelines all while ensuring student success.

Abstract: Students and professors evaluated the effectiveness of online teaching tool using ongoing assessments, student and professor surveys. Results indicated that, overall, students and professors were very satisfied with the implementation of these modules. Students indicated that their learning was enhanced by the use of these modules which made them think critically and made learning more real and applicable for them. Similarly, professors appreciated how real life examples and teacher videos made teaching difficult topics more manageable and applicable. Implications for using this online tool as a resource to enhance classroom teaching and student learning are further discussed in detail.

Session Objectives: (1) Help faculty design their individual lessons for maximum impact with the end in mind, (2) Help faculty design their individual lessons aligning to course, program, and institutional objectives. (3) Help faculty coordinate all aspects of the course to ensure student success.

Monday Concurrent Sessions

11:20am - 12:10pm

“Flip” Your Instructional Design

Beverly Funkhouser - *Widener University*

Join a conversation about “flipping” the instructional design process, shifting more of the responsibility for content – and for learning – to our students.

Abstract: Computers are powerful learning tools, but our hybrid and online courses often constrain them to delivering information, collecting assignments and enabling conversation. In fact, in a traditional instructional design, it is often the instructional designer who learns the most from the process (Jonassen, Wilson, Wang, and Grabinger, 1993). This session is a conversation about the responsibilities and learning opportunities of instructors, instructional designers, and students in the instructional design process. Participants will discuss and develop strategies for shifting more responsibility for content – and for learning – to our students.

Session Objectives: (1) Identify the roles of participants in a traditional instructional design. (2) Consider how technology tools can help “flip” these roles and allow students to take more responsibility for their learning. (3) Develop and share strategies for face-to-face, hybrid and online courses.

Using Critical Reading Strategies in Literature Courses to Enhance Students’ Learning

Gladys Huggins & Rita Edwards - *Winston-Salem State University*

Session Objectives: (1) Understand how to assist learners as they make meaningful connections from assigned literary readings to increase their knowledge of the world through literature. (2) Learn about practices that are used in two literature-based courses to help develop critical reading and critical thinking skills. (3) Engage in an interactive, thorough discussion about using literature courses to develop critical reading and critical thinking skills.

Engaging Graduate Learners Through Active Learning and Universal Design for Learning

Jan Tillman - *East Carolina University*

Active learning and Universal Design for Learning, used together, amplifies retention of material and leads adult learners toward improved engagement and ownership of course content.

Abstract: Teaching strategies and student engagement are keys to transforming information to knowledge and knowledge to wisdom. Using non-traditional strategies to mitigate the potential variability of learning styles among students enrolled in graduate education will assist student learners in that transformation of knowledge. Participants in this presentation will couple active learning strategies and the principles of Universal Design for Learning (UDL) to harness the potential to improve translation of information into formative, significant learning for students involved in graduate and professional education. These principles will provide learners with learning options that foster understanding and ownership of course content.

Session Objectives: (1) Define Universal Design for Learning and active learning. (2) Apply the principles of Universal Design for Learning and the tenets of active learning to assignments in graduate education. (3) Critique the benefit of application of the principles of Universal Design for Learning and active learning in graduate courses.

Using Structured Reflection to Improve Digital Literacies

Sally Blomstrom - *Embry-Riddle Aeronautical University*

Attendees will learn more about one university's digital literacies initiative and how structured reflections have improved both faculty and students' digital literacies.

Abstract: In their 2016 Horizon Report, the New Media Consortium named improving digital literacies as an important challenge for higher education institutions. In this 50-minute workshop, participants will learn more about a university-wide digital literacies initiative and the ways in which structured reflections have been used to improve both faculty and students' digital literacies. Presenters include a faculty developer and two participating faculty members.

Session Objectives: (1) Identify potential digital literacy projects for their courses. (2) Understand some of the strengths and weaknesses of software and hardware they might consider using in their digital literacy projects. (3) Gain familiarity with reflection tools for students and faculty engaged in digital literacy projects.

Infusing Universal Design for Learning Across Campus: Lessons from Bronco STAR at FSU

Emily Lenning, Sarah Brightman, Tanya Hudson - *Fayetteville State University*

This session describes the process of introducing Universal Design for Learning, recruiting and retaining learning community members, and supporting faculty and staff in class/space redesign

Abstract: Bronco STAR is a program at Fayetteville State University in North Carolina that is just one branch of a larger program called College STAR, which seeks to assist students with learning differences and encourage faculty and staff to redesign their curriculum and services to compliment the principles of Universal Design for Learning. This session describes the process of introducing UDL at FSU, recruiting and retaining learning community members, and supporting faculty and staff in class/space redesign. There will also be time devoted to sharing the various ways that faculty and staff incorporated UDL and to discuss various challenges and successes.

Session Objectives: (1) Learn strategies and techniques for becoming UDL leaders on their campus and for infusing UDL throughout the curriculum and services provided to students. (2) Understand the benefits and challenges that faculty and staff face related to course and unit redesigns. (3) Learn about the various ways UDL can be incorporated on their own campuses by learning from the work that is being done by faculty and staff at FSU.

Lunch & Poster Session

12:10pm - 1:00pm

Real Purpose, Real Audience, Real Inquiry: How Situated Learning Produces Real Writing

Kim Becnel - *Appalachian State University*

Using student responses and products, the presenters will illustrate the differences between the traditional research paper and a situated learning assignment rooted in students' own lives.

Abstract: The researchers will describe the REAL (Rhetorical Exigence and Active Learning) project, a situated learning assignment in an undergraduate composition course which asked students to investigate and address, through research and rhetoric, a significant issue in their lives. These students also completed a more traditional research paper with specific requirements regarding the number and type of resources they used. We will describe the differences between the student perception of these two assignments as well as the resulting products. Finally, we'll use our experience and the results of this pilot study to offer tips for creating engaging and effective writing assignments.



Session Objectives: (1) Identify the drawbacks to traditional research paper assignments. (2) Learn about an alternative to the traditional research paper, the REAL (Rhetorical Exigence and Active Learning) project, which asks students to explore issues in their own lives. (3) Gain concrete ideas for creating assignments that maximize student engagement while teaching writing and researching skills.

Combining Gamification and Interactive Learning Spaces in a Writing Course

Robin Blom - *Ball State University*

Gamification could lead to better writing assignments, but may be limited to qualitative aspects and not writing skills.

Abstract: Students from four sections of the same journalism reporting course were compared on their writing skills, as well as story quality by source selection. The students in two sections were placed in smaller groups to form a news organization to compete against each other. It was expected that students exposed to this gamification element would provide better stories. A content analysis of more than 150 writing assignments indicates that there was no difference among the groups when it comes to writing skills. Yet, a difference was noticeable for source selection. The sections without gamification had interviewed fewer authorities and experts.

Session Objectives: (1) Designing gamification strategies in writing courses. (2) Flipping classrooms to increase assignment feedback. (3) Adopting teaching strategies in interactive learning spaces.

Developing College Self-Efficacy, Distress and Stress Inventory for Use with Chinese Populations

Chiuchu Chang and Ki Chae - *University of North Carolina, Pembroke*

Developed Chinese version “College Self-Efficacy, Distress and Stress Inventory” and analyzing Chinese students’ responses, the researchers identified factors impacting their academic performance and psychological adjustment.

Abstract: This research presents the development of a Chinese version of the College Self-Efficacy Inventory (CSEI), College Stress Inventory (CSI), and College Distress Inventory (CDI). After translating inventories into Chinese, the researchers created online surveys (both Chinese and English versions) and conducted a pilot study with Chinese-English international students who took both versions. Having established the Chinese survey’s clarity, conciseness, readability, and content reflection, the researchers distributed the revised survey to the participants in China. The quantitatively analyzed data and results will be shared and the factors affecting Chinese college students’ academic performance and psychological adjustment will be discussed during presentation.

Session Objectives: (1) The process in, and the necessity of, developing a Chinese version of College Self-Efficacy Inventory (CSEI), College Stress Inventory (CSI), and College Distress Inventory (CDI) to be used with Chinese populations. (2) The factors affecting Chinese college students’ self-efficacy, distress and stress levels. (3) Future directions for cross-cultural studies in college students’ academic performance and psychological adjustment.

Teaching Digital Graphics to Students with Learning Disabilities: Challenges and Tactics

Erik Day - *Beacon College*

Students with learning disabilities are often visual learners, and consequently often artistic. Instruction of digital art, design, and animation requires alternate teaching methodologies.

Abstract: Students with learning disabilities/differences such as ADHD, dyslexia, and autism are typically visual learners and, consequently, often artistically gifted. But how can they express their artistic inclinations with art-forms such as digital animation and design, especially considering that software interfaces and functionality have become increasingly complex? This presentation will briefly identify and define the most common difficulties

in teaching digital media to students with various LDs, demonstrate current methodologies for teaching digital media at other universities and colleges, and then offer alternate teaching strategies for students with LDs.

Session Objectives: (1) Gain a stronger understanding of the challenges involved with teaching visual.

Problem-Based Learning: An Inter-Disciplinary Collaborative Student Experience

Linda Hensel - *Concordia University, Wisconsin*

Interdisciplinary groups of education and therapy students participated in an active, problem-based learning experience. Research was conducted to measure shifts in interprofessional attitudes and understandings.

Abstract: Effective collaboration and communication skills are essential in many professional fields. Seeing this need, faculty from several departments collaborated to create an interactive learning experience requiring students from multiple disciplines to work together to problem solve. Annually, interdisciplinary groups of students participate in a 3-session, problem-based learning (PBL) case developed around planning and writing an Individualized Education Plan (IEP). Our research study utilized a pre-post-test questionnaire and follow-up survey to measure any shift in interprofessional attitudes and understandings of our participants. Attendees will apply knowledge to their own disciplines to design their own Problem-Based Learning projects and research studies.

Session Objectives: (1) Learn how a Problem-Based Learning project can engage students and enhance student learning. (2) Apply knowledge to their own disciplines to design their own Problem-based Learning projects and research studies. (3) Value the benefit of collaboration across and within disciplines to engage and motivate students in active, process based learning.

Diffusion of Teaching Critical and Creative Thinking Strategies Through a Department: A Case Study”

Erin Robinson - *North Carolina State University*

How does a conceptual framework for teaching and learning diffuse through a department? Come discuss ideas for best practices relative to curriculum integration.

Abstract: This presentation will focus on the initial findings of a case study looking at the integration of curriculum ideas across two departments. Highlights that can be generalized will be shared including identifying key personnel and determining training methods. Additionally, two models of integration will be presented and the impact of various departmental cultures and disciplinary perspectives will be explored. Research questions explored were:

How does a conceptual framework for teaching and learning diffuse through a department?

Who are the key players?

What components of the institutional structure facilitate/inhibit diffusion?

What components of the department structure facilitate/inhibit diffusion?

In what formal and informal trainings do faculty participate?

Who sets the expectations for integration? What are they?

How is diffusion being incentivized?

The findings from these two cases will be presented and outcomes and best practices will be presented.

Session Objectives: (1) Discuss methods for dissemination of curriculum innovations through a department. (2) Develop a list of stakeholders and other interested parties for curriculum integration at their university. (3) Share current successes and challenges related to institutionalizing curriculum elements.

Plenary Presentation

1:00pm - 2:15pm

Understanding How Students Learn: The First Step to Improving College Teaching

Practices

Terry Doyle - *Ferris State University*

By better understanding how the human brain learns teaching practices can be improved. This presentation explores current research on learning and its application to teaching.

Abstract: This session will explore current research on how the human brain takes in, processes, and retrieves information. As higher education professionals, we must enhance our understanding of this learning process, or we are limited in building effective learning experiences. The decision as to what learning activities, assessments, and teaching approaches will be most effective depends on our understanding of how the brain learns. Otherwise, we are just guessing, which is not fair for our students.

Monday Concurrent Session

2:30pm - 3:45pm

Redefining Participation: How Well Did You Do? How Much Did I Help?

Steven Benko and Julie Schrock - *Meredith College*

Participation is an important measure of student engagement. In this session participants will develop a participation rubric students can use to assess their participation.

Abstract: Participation is one of the most important measures of student engagement. Students who ask questions show that they are prepared, engaged, and interested. Asking students to assess their own participation is one method for improving student participation. Developing a rubric that explains participation and asking students to assess their performance at regular intervals gives students more control over their classroom experience by clearly articulating expectations and motivating students to raise their performance to those levels. Participants will develop their understanding of classroom participation, develop a rubric students can use to self-assess their participation, and learn strategies for encouraging student participation.

Session Objectives: (1) Examine how they define participation. (2) Create a participation rubric based on their definition of participation. (3) Share strategies for how they will use the rubric to support student participation.

Turn Your Lilly Conference Presentation Into a SoTL Publication

Milt Cox - *Miami University*

Participants will discuss and engage seven steps that can help them organize their Lilly Conference presentation into a draft outline for a SoTL publication.

Abstract: You have now prepared and delivered (or soon will deliver) a Lilly Conference presentation. The presenter of this workshop is an editor-in-chief of a journal that publishes the scholarship of teaching and learning (SoTL) and is a director of a Lilly Conference. He will facilitate participants through seven steps that can help organize a Lilly Conference presentation into a draft outline for a SoTL publication. We will use a template that can assist a transition from SoTL conference presenter to manuscript author. We will review reasons why submitted manuscripts may not be accepted for publication.

Session Objectives: (1) Describe SoTL and a template that can help organize a draft for a SoTL manuscript. (2) Organize a draft outline for a SoTL publication by transforming a SoTL presentation. (3) Give reasons why some manuscripts are not accepted for publication.

Flip or Flop

Ellen Turnell - *Lone Star College, North Harris*

The purpose of this presentation is to discuss how to design a flipped classroom and present data of the success rates of the flipped classes.

Abstract: Discuss the roadblocks of creating and maintaining a flipped classroom. The presentation is a discussion of the structure of a flipped course--Infancy to Implementation. The use of different technology (Tablets, PCs, Google Forms, Apps) to develop the course will be demonstrated. Present data from three years of flipped courses ranging from Beginning Algebra to Pre-Calculus. The data compares the success rates of flipped versus traditional. Have audience develop a flipped lesson.

Session Objectives: (1) Learn about the development of a flipped classroom—from conception to implementation. (2) Gain data of success rates of flipped model. (3) Develop one flipped lesson.

Fostering Creativity and Metacognition Through Digital Portfolio Assignments

Karen Hornsby - *North Carolina A&T State University*

This workshop will guide participants through the creation, scaffolding, and assessment of digital portfolio assignments designed to encourage creative expression and reflection on semester-long learning.

Abstract: This workshop will guide participants through the creation, scaffolding, and assessment of digital portfolio assignments designed to encourage creative expression and reflection on semester-long learning. Using free digital materials, we will review construction of baseline assignments, strategic chunking of requirements, exemplar portfolio design, assessment rubrics and sample formative comments for students. These digital portfolio assignments are discipline neutral and can be adapted for any educational level.

Session Objectives: (1) Design a digital portfolio assignment. (2) Create an exemplar portfolio for students. (3) Assess metacognitive and creative components of a digital portfolio.

Going Long: Engaging Students in Long Classes

Brian Smentkowski and Scott Weir - *Queens University of Charlotte*

In this session, participants will explore a series of high-impact and evidence-based practices to engage learning in long classes.

Abstract: As higher education has experienced a super-sizing of the curriculum, resulting in larger classes, longer classes, and credit hour allocation changes, most of our thinking and practices have continued to revolve around instructional models designed for smaller and shorter classes. This session is dedicated to the long class, defined as any synchronous learning experience lasting longer than 2.5 hours, and techniques faculty can deploy to engage students in different types of learning experiences per session and throughout the semester. Our goal is to share practices and experiences from across the curriculum that will enable participants to design effective teaching strategies within their own disciplines, and to scale in any direction –large, small, long, or short. In short, to affirm that “time flies when you’re having fun (or working intentionally) with active learning.”

Session Objectives: (1) Discover, develop, and share strategies to shorten the long class; that is, to manage time in creative ways in order to make a long class feel shorter and more focused. (2) Explore and refine strategies to engage students in different types of well-timed individual and collaborative learning opportunities. (3) Learn how to achieve tangible learning goals through well-facilitated and student-led modes of inquiry, synthesis, and presentation.

Monday Concurrent Session

4:00pm - 4:50pm

Five Steps for Better Course Evaluations...and Better Teaching

Mary Clement - *Berry College*

When we start with the end in mind, we can plan our courses for better teaching, and the result will be better course evaluations.

Abstract: As a college instructor, have you received a course evaluation where students said, “too much homework,” “tests were too hard,” or “didn’t know what I was supposed to learn”? The last week of the semester is NOT the time to think about course evaluations. By looking at five premises for good teaching, not only will course evaluations be higher, but student learning will improve. Knowing our students, providing clarity in assignments and tests, and using clear assessment/grading are steps to make instructors more organized. Getting early feedback from students will also help instructors to better understand our students.

Session Objectives: (1) Have clarity and alignment in assignments. (2) Have a crystal clear grading policy. (3) Give and get better feedback from students.

The Convergence of Learning Through Theory and Practice

Michael Crumpton - *University of North Carolina, Greensboro*

The presentation will describe the workings of the Real Learning Connections model, the benefits to the participants, and mentorship into the classroom and work environments.

Abstract: A new venture, completing its seventh year, which has triangulated the work of a faculty member, a practitioner and a student, demonstrates the learning power that could be shared among these three in a unique way. Experiential learning opportunities for students are work experiences that allow them to sample professional environments in which they might seek a career and can include internships, practica, and service learning. The beautiful question raised in this presentation is about what happens for both the practitioner supervisor and the educator during an internship experience. This program of convergence of experience and theory lets everybody learn.

Session Objectives: (1) Learn the value of a blended curriculum that includes theory and practice. (2) Gain insight into how learning can occur by all parties involved. (3) This presentation will show proven results of projects that have been successful through this collaboration.

Using Digital Badges to Prepare Students for Online Learning

Poonam Kumar - *Saginaw Valley State University*

The presentation will share an online student orientation program that incorporated digital badges to motivate students to develop these skills and to serve as evidence.

Abstract: To be successful in online courses, students need to have certain skills and competencies so that they can learn effectively in online environments. The presentation will share the design and development of an online orientation program for students that incorporated digital badges to motivate students to develop these skills and to serve as evidence of competency and accomplishment of identified skills. Presentation will highlight current research, best practices and effective design elements of creating such an online student experience.

Session Objectives: (1) Discuss and apply evidence-based practices that support students’ academic success in online and hybrid courses. (2) Learn about the design and development of an online student orientation program. (3) Explore the concept and use of Digital Badges to support student engagement and learning.

Writing Circles: Engaging Faculty Through Communal Learning

Dodi Hodges and Jennifer Shinaberger - *Coastal Carolina University*

We share the framework, structure, rules and appeal of writing circles for faculty. Participants will develop ideas and plan to start their own learning communities.

Abstract: Writing circles have become a popular concept at our university and have expanded into other “circles” with the same general principles of a learning community. A small group of scholars come together, share, write, and end up with a product. The biggest difference between the writing circles and a learning community, as defined by Cox & Richlin (2004), is that the participants end up with their own product, not a group product and no stipends are given. We will also discuss our newly-developed badge program for writing circles. Participants will discuss plans for implementing learning communities on their campuses.

Session Objectives: (1) Review one university’s experience establishing communities of learners through the framework of writing circles. (2) Discuss the “tipping point” or what is the critical mass to move toward communities of learners. (3) Develop ideas of circles that can be developed at their college or university and draft a basic implementation plan.

Universal Design for Learning: Modeling Accessible Practices for Higher Education

Natsuko Takemae-Sells, Stephanie Kurtts, and Teresa Little - *University of North Carolina, Greensboro*

This presentation will share how the foundations of Universal Design for Learning (UDL) can support teacher education candidates through practice and modeling by faculty.

Session Objectives: (1) Application of Universal Design for Learning (UDL) as a foundation for creating an accessible and engaging learning environment in higher education classrooms. (2) Examination of how UDL training and modeling by faculty can lead to support and benefits for teacher candidates. (3) Exploration of common challenges to applying UDL principles to university classroom teaching and field-based experiences in order to help teacher candidates overcome these challenges.

Tuesday Round Table Session

8:15am - 8:45am

How Humor Influences Student Writing

Michael Berntsen - *University of North Carolina, Pembroke*

Results from a pilot study reveal that a student’s academic discourse can be altered by the tone of a writing prompt.

Abstract: In asking students to adopt an academic tone or academic language, instructors invite them to participate in a community that produces scholarly work. However, what constitutes academic discourse is elusive, demonstrating how the idea of the academic community seems to be in flux throughout institutional history. Since college instructors are one group within the campus community who introduce and guide students to this language, this presentation looks at how the use of humor affects how students perceive and execute academic discourse.

Session Objectives: (1) Demonstrate how a teacher’s personality affects student outcomes. (2) Demonstrate how students respond to perceived expectations. (3) Motivate teachers to reflect on their approach.

Sustaining or Initiating Your Faculty Learning Community Program

Milton Cox - *Miami University*

Many colleges and universities have faculty learning communities (FLCs) as part of their development programs. We will discuss your questions about building and sustaining FLCs.

Abstract: Many colleges and universities have faculty-learning communities (FLCs) as part of their faculty/educational development programs. Research results about the effectiveness of FLC impact on faculty and staff participants, student learning, and implementation strategies are helpful in designing, implementing, and sustaining FLCs. At our table we will discuss 16 recommendations for building and sustaining FLCs and FLC programs. We will provide opportunities for participants to ask questions about FLCs and meet others who are working with initiating or facilitating FLC Programs on their campuses.

Session Objectives: (1) Describe 16 recommendations for building and sustaining FLC programs. (2) Provide some solutions for questions you have about FLCs. (3) Take home some resources about working with FLCs.

Short Term Study Abroad and its Impact on Undergraduate Students

Archana Hegde - *East Carolina University*

In this interactive session participants will learn about planning and impact a short-term study abroad experience can have on undergraduate students.

Abstract: Study abroad experiences are considered an important aspect of education within any field of study. Benefits include appreciation and understanding of cross-cultural behavioral differences, cultural and professional development of students, and students greater understanding of issues related to social justice and advocacy. However, to date there aren't many studies that have documented how short term interdisciplinary study abroad experiences can impact student learning and change their lives. Utilizing a qualitative methodology students' related experiences were examined and analyzed. Implications for using study abroad as a powerful tool of learning within higher education settings will be discussed in detail.

Session Objectives: (1) Gain insights on how a short-term interdisciplinary and service learning oriented study abroad to Santiago, Dominican Republic was planned. (2) Learn how this program truly impacted students. (3) Be given an opportunity to reflect on how this teaching and learning strategy could be used within their own field of study.

Using Technology to Support Team-Based Learning and Address Social Loafing

Michael Howell - *Appalachian State University*

This discussion will address ways technology and apps can be used to support team-based learning, facilitate team collaboration, and proactively address social loafing.

Abstract: Team-Based Learning is an active approach where students work together in teams using course content to solve problems while developing teamwork skills. One drawback is having a social loafer as a team member. Another is the difficulty students experience with collaborating outside of class due to their conflicting schedules. Technology such as mobile applications like Asana®, Trello®, and RealTimeBoard® facilitate easier collaboration away from classrooms and can be used to proactively address social loafing. This discussion will introduce relevant technology, providing an opportunity to discuss concerns and to learn from others' experiences trying to employ technology to support team-based learning.

Session Objectives: (1) Learn about Team-Based Learning and how it supports and enhances learning and developing teamwork skills. (2) Examine the ways technology, including mobile devices and software applications, can be used to support team-based learning and address social loafing. (3) Describe, compare, and critique technology and software applications based on the presenter's and participants' experiences employing them in courses.

Sign Language in Early Childhood Classrooms: Inclusion of all Children

Stradley Smith and Meredith Highfill - *University of North Carolina, Greensboro*

We will demonstrate how sign language is beneficial in the ECE classroom. Participants will gain knowledge about a variety of uses for sign language.

Abstract: In this session we will investigate how sign language is beneficial in the classroom in the following ways: reduce frustration; by: reducing frustration; increasing family involvement; decreasing aggressive behaviors; help teachers be more observant and responsible; build affection and trust between caregivers and children; and provide a universal language. We will explore how to use sign language with infants through kindergarteners, children who are typically developing and those with special needs, and English Language Learners. All children in the classroom will be active participants and engaged in learning and utilizing sign language with their peers.

Session Objectives: (1) Apply information learned in this session to share different strategies of communication (2) Gain information on how sign language can assist those whose home language is not English to acclimate more quickly to the classroom. (3) Understand how sign language can be the universal way to communicate in the classroom, overcoming the diverse language barrier.

Tuesday Concurrent Session

9:00am - 9:50am

How to Facilitate Engaging Class Discussions Using Research-Based Techniques

Kevin Kelly - *Association of College and University Educators*

Abstract: What is an engaging discussion? In this session, we will explore this question and participate in activities that prepare you to launch and conduct productive and engaging class discussions such as Hatful of Quotes and Sentence Completions. We will review research-based techniques including using wait time to balance student participation; using prompts to manage dominant talkers and to encourage quieter students; and limiting your own talking as the instructor to increase student-to-student interaction. We will watch classroom demonstration videos of the techniques in action, discuss effectiveness and even practice some of those techniques. You will leave this session ready to apply techniques as soon as you return to your campus!

Memoir: Reading and Writing Life in a Learning Community (20 minute session)

Cynthia Curtis and Robbie Pinter - *Belmont University*

This session explores a learning community consisting of two courses in different disciplines, English (Memoir Writing) and Religion (Understanding the Bible), taught by different professors.

Abstract: Connected by the common issue of universal stories, these two courses in religion and writing, comprised of the exact same set of students, continues exploring the understanding of “ways of knowing” developed in our institution’s First-Year Seminar. The experience of “crossing borders,” is practiced regularly as the classes move across the border between two disciplines by completing a common memoir project that could be replicated by faculty in other disciplines. Examples of several intersections in the learning community will be shown so that participants can begin to develop their own thinking about potential learning communities of their own.

Session Objectives: (1) Describe the connections between our two separate courses that act as a Learning Community and articulate the goals of our Learning Community. (2) Explain the rationale used to develop this particular Learning Community and begin to think about what a rationale for a learning community course of their own might look like (Listing two or three teaching areas on their own campus with whom they might explore the possibility of proposing Learning Community courses, we hope). (3) Implement a particular memoir reading and writing activity and adapt them to their own with a view to their own future learning community course.

BeATLe Readers: A New Spin on Book Groups (20 minute session)

Mike Pinter and Jennifer Thomas- *Belmont University*

Small Belmont faculty groups participated in reading groups for *Teaching Naked* and *Make It Stick*, considering classroom applications as they read and discussed the books.

Abstract: During the fall and spring semesters of 2015-16, several groups of faculty members on our campus met to read, discuss and apply ideas articulated in the *Teaching Naked* and *Make It Stick* books. We will describe the Teaching Center's role in organizing the Applied Teaching and Learning reading groups, establishing some goals for the groups, and facilitating their progress. We will share how ideas from the book were implemented by group members and follow-up actions that are being planned. Session participants will leave with ideas and potential actions for similar groups on their campuses.

Session Objectives: (1) Describe applied teaching and learning groups at Belmont University, including goals for the groups and assessment of the outcomes. (2) Equip Lilly participants with ideas and actions for similar groups on their campuses. (3) Encourage ongoing and sustained conversations about how we, as teachers, do our work with students on a regular basis.

One (Day) and Done! Bite-size Service Learning Makes a Difference (20 Minute Session)

Sadie Leder-Elder - *High Point University*

This presentation details a done-in-a-day service project that produced significant gains in students' self-reported engagement in ethically and socially responsible behaviors.

Abstract: This work sought to answer the national call to action commissioned by the U.S. Department of Education entitled, *A Crucible Moment*, by investigating pedagogical practices that foster civic engagement and social responsibility. Specifically, this presentation details a one-day activity completed in an Introduction to Psychology class where students selected and completed a helping behavior activity linked to the course material on altruism and pro-social behaviors. Analyses revealed significant gains in ethical awareness and volunteer activity. Following participation, students also reported higher intrinsic motivation for the class and greater endorsement of the belief that the course contributed to their overall development.

Session Objectives: (1) Discuss action teaching. (2) Detail how small-scale service projects can be implemented within a course at the university level. (3) Provide evidence of the benefits gained by having students participate in a one-day pro-social activity.

Use of GIS and History to Engage Students in a General Education Weather/Climate Course (20 Minute Session)

Keith Schimmel and Ademe Mekonnen - *North Carolina A&T State University*

This presentation will provide guidance on how to form interdepartmental STEM-Social Science collaborations to add historical and GIS content into courses to improve student success.

Abstract: Weather and Climate Studies is a non-technical survey course of the atmosphere and oceans that is available for all majors across campus to fulfill the general education science requirement. It is designed to address the common misunderstandings and misconception in weather and climate, climate change, and global warming. To engage, motivate, and expose the students in the course to the interdisciplinary nature of weather and climate issues, some historical case studies and geographic information system (GIS) demonstrations and exercises have been added to the course.

Session Objectives: (1) Learn how geographic information system (GIS) demonstrations and exercises can be added to a course to increase student motivation and engagement. (2) Learn how weather/climate history can be added to a course to increase student motivation and engagement. (3) Learn how collaboration between a STEM department and a social science department in the offering of a general education course can increase student motivation and engagement.



Teaching Undergraduates STATA® as a Tool for Applied Economic Analysis (20 Minute Session)

Megan Regan - *Salem College*

This presentation will equip attendees with methods to teach their students how to use Stata® through a series of lectures and how to subsequently use Stata® across the undergraduate economics curriculum.

Abstract: Engaging students in applied economic analysis, including experience collecting and analyzing data, enriches the understanding of economic theory and increases marketability upon graduation. This presentation will equip attendees with methods to teach their students how to use Stata® through a series of lectures and how to subsequently use Stata® across the undergraduate economics curriculum, including econometrics, economic development, intermediate macroeconomics and labor economics.

Session Objectives: (1) Use empirical analysis to understand complex economic theories. (2) Use current data to apply economic theory to practice. (3) Learn statistical software programs for professional development.

Engaging the Local Community to Support Student Learning Outcomes (20 Minutes)

Peter Abramo and Peter Eberle - *College of Wooster and Pennsylvania State University Fayette*

A review of the process used at two different institutions to engage students in active learning through local engagement as part of a course.

Abstract: Students from a business marketing class and a liberal arts entrepreneurship class were given team assignments that had them engage with the community local to the school. The resulting experiential learning activities augmented what the students were learning in the classroom and deepened their learning outcomes. These activities were set up by the faculty with the goal of reinforcing content knowledge about the class subject and broader skill development. The process for establishing these activities are critical to ensuring the desired outcomes. This session focuses on the process and reviews the outcomes.

Session Objectives: (1) Provide ideas to the audience on how to set up local connections to use in experiential learning activities in a course. (2) Show the audience how to effectively connect the experiential activities with the theoretical framework being presented in the classroom. (3) Explain the learning outcomes of connecting students locally as part of a class.

Aesthetic Learning to Foster Transition to Research Role Development (20 Minutes)

Teresa Sakraida - *Florida Atlantic University*

Discovery of research roles is essential for undergraduate BSN learners. Learn about Aesthetic Learning activities and participate in designing one useful to your course too.

Abstract: With less than 1% of nurses doctorally prepared, nursing celebrates a learner's discovery of research roles for career development. Intersecting science and aesthetics by using Aesthetic learning (AL) fosters new cognition by deconstructing, then reconstructing the professional self. AL transforms impressions into expressions with a medium, processes experiences, and communicates about yourself and the surrounding world concurrently. After theory reflection, two AL activities in an undergraduate online research course will be appraised: Let's Word-Cloud My Study, and Aesthetics & Science: Professional Self in Research. Get your "create" on by designing an AL to achieve role development for your discipline too.

Session Objectives: (1) Examine theory and evidence about aesthetic learning and creative thinking. (2) Appraise two learning activities designed to promote discovery of research role opportunities. (3) Prepare a teaching-learning blueprint that includes an aesthetic learning method to achieve role development for your discipline.

Tuesday Concurrent Session

10:00am - 10:50am

Appy Time

Ellen Turnell - *Lone Star College, North Harris*

So many apps to choose. Which ones work? Which ones are free? How can they be used inside and outside of the classroom?

Abstract: So many apps to choose. Which ones work? Which ones are free? How can they be used inside and outside of the classroom? The presenter will demonstrate many apps that have been used successfully for face to face classes, as well as online classes. The attendees will be encouraged to download the apps and participate in their uses. Attendees will also be highly encouraged to share what apps they have used.

Session Objectives: (1) Understand the potential that iPads offer in their daily practice in and out of the classroom. (2) Gain teaching skills in the use of tablets and new media to promote learning. (3) Explore new ways in which tablets and new media can help the learner to develop communication and self-expression.

Crafting the Lesson: The Art of Teaching

Ann Pearson – *San Jacinto College District*

With the end in mind, a carefully crafted class can meet multiple demands to align learning experiences with compliance guidelines all while ensuring student success.

Abstract: College faculty need to balance many demands to comply with department and college regulations as well as to align lessons, exams, and learning experiences with external compliance guidelines. Starting with the end in mind, a carefully crafted class can meet these demands and make lasting impressions on students. Dr. Ann Pearson serves as the Assistant Director for the Center for Excellence in Teaching & Learning (CETL) for San Jacinto College in Pasadena, TX. Dr. Pearson will discuss ways faculty can design individual lessons for maximum impact while aligning to multiple objectives and coordinating the course to ensure student success.

Session Objectives: (1) Help faculty design their individual lessons for maximum impact with the end in mind, (2) Help faculty design their individual lessons aligning to course, program, and institutional objectives. (3) Help faculty coordinate all aspects of the course to ensure student success.

Creating Global Community Through Online Collaboration and Professional Development

Teresa Little, Samantha Harlow, & Stephani Kurtts - *University of North Carolina, Greensboro*

This presentation will share the tools of design and delivery of an online professional development course developed for students across two countries and cultures.

Abstract: Shared in this presentation will be how the instructional design and delivery of an online professional course supported the development of inclusive and collaborative teaching practices for teacher education students at a regional university in the US and a South African university. In presenting global collaborative practices between teachers and students, a teacher education and instructional technology department at the US university collaborated on the instructional design to create three interactive and accessible modules. Tools used to design the online professional development course, including Canvas Free for Teachers, synchronous webinars, and video creation, will be shared.

Session Objectives: (1) Share how the instructional design and delivery of a professional development course can contribute to the implementation of culturally-responsive teaching for a community of global learners. (2) Present the technology tools, including Canvas Free for Teachers, synchronous webinars, video creation, and closed captioning, that provide for collaboration and engagement within a community of global learners. (3) Assist the community of global learners, including teacher education students and faculty members, with the use of technology tools in developing instructional practices to meet the educational needs of diverse learners and their families across cultures and countries.

21st Century Engagement Techniques that Transform Caterpillars into Butterflies: Observe as They Metamorphous into Transformational Leaders

Maria Thompson and Marie Powell - *Life University*

Active student engagement in this dynamically changing global economy with collaborative social tools and real-world engagement activities, require an infusion of contemporary methodologies to ignite and excite students.

Abstract: In this rapidly changing economy, it is imperative to prepare 21st Century learners with tomorrow's skills today. Integrating real-life experiences into class room activities allow learners to connect the dots equipped to compete in a global economy.

Session Objectives: (1) Embedding multifaceted tasks within the syllabus facilitates student engagement allowing facilitators to assess academic levels and make adjustments to maximize performance. (2) Encourage collaborative active learning, inspires students to identify, unforeseen resources. Contemporary resources incorporated into existing materials can usher new life to an existing course and increase participation. (3) Introduction of alternative learning activities can be transformative and keeps learners motivated and the process invigorated.

Seven Tools for Seven Principles

Michael Meyer - *Michigan Technological University*

We'll explore novel tools and techniques for engagement, feedback, interaction, and cooperation that make implementing Chickering and Gamson's 7 principles of good practice easy!

Abstract: When Chickering and Gamson wrote their Seven Principles for Good Undergraduate Practice in 1987, there were no learning management systems, no in-class response systems, and certainly no mobile devices. In this session, we'll explore 7 technologies (not all of them electronic!) and discuss ways each can be used to increase interaction, promote cooperation, and provide efficient and timely feedback. Techniques reviewed include: Computer/paper hybrid testing, responsive community homework help, in class use of mobile devices, student whiteboarding, pre-class multi-modal delivery, and immediate feedback review sessions.

Session Objectives: (1) Gain experience with novel, inexpensive low and high tech tools that promote student engagement. (2) Consider time-effective, contemporary ways to implement Chickering and Gamson's Seven Principles for Good Practice in Higher Education in larger classes. (3) Reflect on similar tools available at participants' institutions.

Tuesday Concurrent Session

11:00am - 12:15pm

Using Hypothes.is for Group Annotation to Increase Student Comprehension

Melissa Johnson - *Virginia Commonwealth University*

Case study of using Hypothes.is for group annotations in a first-year interdisciplinary general education course and a hands-on exploration of its functionality and potential applications.

Abstract: I used Hypothes.is, a new online annotation tool, in the second semester of first-year interdisciplinary general education course for group annotations of course readings and assignments both inside and outside of class. Compared to my previous practice of asking students to read and respond to the readings and assignments individually or in a Blackboard discussion board, group annotations lead to clearer understanding of the assignments and a more layered discussion of the assigned readings. By annotating along with students, I was able to answer questions and correct misunderstandings as they arose.

Session Objectives: (1) Explore the potential of Hypothes.is for online group annotations. (2) Demonstrate how online group annotation improved student comprehension of and success on a complex writing assignment and discussion of a class reading. (3) Discuss other possible applications of online group annotations with Hypothes.is.

Online Classroom Culture Best Practices

Lisa Martino - *Embry-Riddle Aeronautical University*

This session will engage participants with group work, feedback, and an action plan deliverable.

Abstract: Many universities strive to meet student demands for the online course modality. In 2013, over five million post-secondary students enrolled in online courses in America (National Center for Education Statistics, 2016). Challenges for online students continue to exist with social isolation, coursework confusion, and lack of teacher presence (Milheim, 2012). Studies show that by creating an online classroom culture, faculty can overcome these challenges to foster and motivate online student engagement (Ladyshevsky, 2013; Milheim, 2014; Vesely, Bloom, Sherlock, 2007). In this session, we will create an action plan of best practices for successful online classroom culture.

Session Objectives: (1) Survey online classroom culture best practices; (2) Examine an online classroom culture action plan; (3) Collaborate with peers to produce an action plan.

Faculty Professional Learning Community: Blending Brookfield and Fink to Re-design Syllabi and Learning Experiences

Karen Swanson, Jane West, Sherah Carr, Michelle Vaughn - *Mercer University*

Faculty utilized several Brookfield texts to inform our pedagogy and applied pedagogical ideas to redesign syllabi using Fink's (2013) Significant Learning Model in education classes.

Abstract: Our professional learning community focuses on being critically reflective teachers and creating impactful learning opportunities for students. We read a variety of Stephen Brookfield texts to inform our pedagogy and then to applied these pedagogical ideas to redesign syllabi using Fink's (2013) Taxonomy of Significant Learning Model. Courses ranged from initial teacher certification to doctoral level courses in education. The intersection of Brookfield and Fink provided for reflection, conversation, and redesign of courses, and student experiences. The outcome has been that we have articulated our critical rationale, re-evaluated our course design and encouraged each other in teaching and learning.

Session Objectives: (1) Gain insight into a successful PLC that impacts course re-design. (2) Understand how to apply Brookfield's critical reflection to their teaching. (3) Understand how critical reflection informs the design of significant learning experiences.

A Specifications Grading Experiment: What Worked and What Didn't

Catherine Ross - *Wake Forest University*

After a grading experiment in my spring course, I will share what I learned about implementing specifications grading and how the students responded to it.

Abstract: Many faculty are interested in trying out specifications grading (Nilson, 2015) in their courses but find it daunting to actually make the switch. While specifications grading is purported to have many benefits, the actual practice of implementing it can be troublesome for faculty due to fear of what their colleagues might think, fear that the students will resist it, or the difficulty in aligning it with existing institutional systems such as mid-term grade reports. After experimenting in my own class, I will share the results and participants can begin to create their own plans.

Session Objectives: (1) Define and explain specifications grading. (2) Evaluate an example of specs grading. (3) Create a design for using specs grading in their own courses.

Written Feedback Your Students WILL Use: Follow These 5 Essential Principles

Michael Howell - *Appalachian State University*

This workshop addresses written feedback and introduces 5 essential empirically-grounded principles for providing it. These lead to effective written feedback that supports learning and performance.

Abstract: Written feedback can powerfully support learning and performance. Instructors may spend hours writing feedback--and feel resentment and frustration over time and energy invested, often feeling students ignore it, if they even read it. Students express similar feelings. Resentment comes from receiving negative, often sharply critical feedback. Their frustration arises from receiving confusing feedback they do not know how to use. Students report that they do ignore feedback--when they do not understand it or feel attacked by it. This workshop will introduce strategies, grounded in empirical evidence, for providing effective written feedback--feedback students will actually use--with opportunities to practice them.

Session Objectives: (1) Understand the potential impact quality written feedback can have on students' learning and performance. (2) Learn four metacognitive precursory strategies that help students successfully use written feedback. (3) Learn five principles for providing effective written feedback.

Tuesday Plenary Presentation

1:00pm - 2:15pm

Teaching for Learning: Using Evidence and Intuition to Identify the Best Instructional Approach

Claire Major - *University of Alabama*

Abstract: The research on teaching and learning in higher education is better than ever. There are, however, challenges to the research. Studies typically are done at a single institution in a single course by a single faculty member who is applying a specific version of an instructional method used with a unique cohort of students. Meta-analyses and meta-syntheses consider evidence from multiple studies together, and while this research approach has potential to add to our understanding, even it has challenges. In this session, I will present an overview of research findings on several different methods but argue that we must necessarily be savvy consumers of pedagogical evidence. We must hold evidence to high standards of quality. Moreover, when making instructional decisions, we must consider what our intuitions suggest about the applicability of specific methods to our own unique educational contexts.

Tuesday Concurrent Session

2:30pm - 3:20pm

Creating Communities of Learners: Recognizing Strengths in Ourselves and Students

Cheryl Purvis & Yuri Zagvazdin - *Nova Southeastern*

Recognizing strengths in ourselves and our students helps us to understand group dynamics, build a community of learners and inspire successful team work in academia.

Abstract: As educators, one challenge we face daily is dealing with different personality types. Creating a working team is the key to success in any organization or endeavor. As part of their training, we encourage students to engage in group studies with classmates. To achieve this goal, we should be able to identify strengths in ourselves and others. Four categories of traits will be distinguished as assets. It is crucial to develop awareness of our own strengths and the ability to evaluate their spectrum in other people. This knowledge can be instrumental in utilizing individual strengths most effectively for productive work.

Session Objectives: (1) Engage in the positive psychology of identifying their strength. (2) Discuss how they can implement their personal strengths for productive teamwork. (3) Identify their potential role in the kingdom of academia and discuss how knowing yourself and others can maximize team building.

Globalizing Learning: Opportunities and Challenges with Five International Partner Institutions

Ray Miller, Kate Brinko, and Jessica Wood - *Appalachian State University*

This presentation will engage the participants in small group work, large group brain-storming and in one-on-one pair sharing around specific prompts.

Abstract: Global Understandings is a Freshman Year Seminar course supported by the QEP Global Learning initiative and the Office of International Education and Development. Freshman students are linked with students from partner institutions in China, Mexico, Taiwan, Thailand and Vietnam through interactive video conferencing. Then they are paired with their counterparts engage in one on one conversation and collaboration using various social media. The purpose is to provide multiple opportunities for students to engage in meaningful intercultural communication in order to develop their own communication skills and to learn about the cultures and people from each country in a vitally engaged real time experience.

Session Objectives: (1) Engage in a dialogue about Global Learning challenges and opportunities related to a liberal arts foundations as it is expressed at their home institutions. (2) Bring your own experiences and understanding of what it means to engage in global learning in collaboration with their counterparts in various countries employing digital technologies and other social media. (3) Develop a list of resources with the participants on Global Learning materials that encourage a true collaboration with partner institutions around the world.

Fostering a Decolonized Education in an Inclusive Liberal Arts Education

Tiece Ruffin, Trey Adcock, Agya Boakye-Boaten, and Jeramias Zunguze - *University of North Carolina, Asheville*

We decolonize higher education by calling for inclusion of different epistemologies from minority groups to allow multiple voices to be heard in the classroom and empowers students through critical examination and reflection.

Abstract: This presentation highlights decolonizing education in American university. The proposal stems from the premise that the epistemic pedagogy on Africans, African and Native Americans is still overwhelmingly Eurocentric. The teaching methods and practices in the humanities and social sciences, in particular, are predominantly anchored on the episteme instituted since the Doctrine of Discovery, Manifest Destiny to



Neoliberalism. This Westernized knowledge continues to relegate Africans, African and Native American to the margins, thus reflecting a “coloniality of education.” This presentation calls for decolonizing education; that is, the inclusion of African, African and Native Americans epistemologies in pedagogy. What does the Doctrine of Discovery as a historical knowledge mean to Africans, African and Native Americans? Decolonizing higher education allows a polyphony of voices to be heard in the classroom and empowers students through critical examination of various human experiences.

Session Objectives: (1) Highlight current problems in higher education and society at large and describe the rationale or basis for a decolonized education. (2) Understand and describe the following concepts: critical pedagogy, decentering and deconstructing dominant narratives, modernity, ancestry, critical education, and culturally responsive pedagogy. (3) Examine a list of resources used in fostering a decolonized education (decentering dominant narratives) that promotes inclusivity.

Developing a Predictive Model for Success in Online Learning

Tammie Kaufman - *University of Central Florida*

This presentation will introduce a theoretical model predicting success in an online environment. Audience members will interact with other educators to determine other attributes necessary for success.

Abstract: There is a trend towards online learning at the college level. Students enjoy the flexibility distance learning affords and colleges enjoy the opportunity to expand instruction to greater quantities of students without the need for additional classroom space. However, every student adjusts to the online environment as easily as others. Developing an assessment for students to take before enrolling in an online class could help determine if this is a good educational medium and help give them tools to help them succeed. The predictive model to be presented will share variables that may determine success in an online environment.

Session Objectives: (1) Share the results of the Predictor of Success in Online Learning Model pilot test. (2) Convey how the results can be utilized to create an assessment for students to take prior to enrolling in online classes to determine if they will need extra help to succeed. (3) Learn from fellow educators what attributes are needed for students to be successful in an online environment.

Tuesday Concurrent Workshops

3:40pm - 5:00pm

Effective Lecturing: Concepts, Strategies, and Tips

Todd Zakrajsek - *University of North Carolina, Chapel Hill*

Abstract: Although lecturing has been demonized over the past several years, it continues to be one of the most frequently used strategies in higher education. Faculty may well be denied promotion, not granted tenure, or even dismissed for using this “tainted approach.” In comparing active learning to lecturing, flaws in the current literature have resulted in misconceptions about the value of lecturing. In this session we will critique foundational studies, examine components of the effective lecture, and integrate lectures with other educational strategies to create meaningful experiences for our students.

A New Paradigm for Student Learners

Terry Doyle - *Ferris State University*

Abstract: The challenges facing American Higher Education cannot be solved by faculty and administrators alone. If educational outcomes are going to improve in the United States, it is essential that our students, both those who struggle and those who do well, learn how to be better learners. This session will discuss how the findings from neuroscience, cognitive science and biology research, over the past fifteen years; demands a new paradigm for student learners. This new paradigm requires students first, to prepare themselves for learning and second, to apply the findings from brain research on how the human brain learns best to their learning and studying practices. The specific actions students need to take to adopt this new paradigm will be shared in this session.

Teaching Online as Instructional Change

Claire Major - *University of Alabama*

Abstract: While suggestions to “move your face-to-face class online” abound, the fact is that doing so is not a simple act. Technology is not neutral, and integrating it into our teaching, teaching through it, requires a fundamental rethinking of our work as teachers. When we teach online, we must frequently update our knowledge of learning, teaching, and media, and we need to develop new forms of instruction, revise and reconceptualize classroom materials, and refresh our patterns of communication. We must also reconsider the student experience and determine what changes for students ultimately mean for our own work and for our institutions. In this session, we will consider the “technological revolution” focusing specifically on changes that accompany it. We will discuss real-world strategies for surmounting digital teaching challenges.

Wednesday Closing Workshop

8:30am - 10:30am

What We Know (and Believe We Know) about Effective Teaching and Learning

Todd Zakrajsek - *University of North Carolina, Chapel Hill*

Abstract: In the proliferation of information it is imperative that we rely on credible sources to inform us as to how best to teach. The more degrees of separation from the source, the more easily it becomes misunderstood or misinterpreted. As a result, in the application of new educational trends, many of us have spent time and energy developing strategies that are inconsistent with sound educational principles. The focus of this session will NOT be on merely challenging commonly held positions, but rather identifying a few fundamental learning principles that consistently demonstrate a better way to teach and for students to learn.

Session Objectives: (1) Evaluate credibility of information pertaining to effective teaching. (2) Explain at least three fundamental principles of learning in the cognitive domain. (3) Select strategies based on credible sources.