Lilly Conference

COLLEGE AND UNIVERSITY TEACHING AND LEARNING

Asheville, NC
August 7-9, 2017

DESIGNING EFFECTIVE TEACHING

Conference Program/Abstracts

HOSTED BY: ITLC | INTERNATIONAL TEACHING LEARNING COOPERATIVE, LLC

Welcome - we're glad you're here!

For nearly 40 years, the Lilly Conferences on College and University Teaching and Learning have provided opportunities for the presentation of the scholarship of teaching and learning. Individuals from a variety of disciplines have gathered at Lilly Conferences to discuss issues related to teaching and student 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.

Our conference theme, "Designing Effective Teaching" reflects the importance of scholarly teaching. The conference also has subthemes, identified to reflect the newest challenges and accomplishments with respect to student learning. The subthemes focusing our discussions consist of: Academic Success; Assessment/Student Learning; Creating Communities of Learners; Course/Curriculum Design/Redesign; Engaging and Motivating Students; Innovative Pedagogical Approaches; Multiculturalism/Diversity/Inclusion; Online Learning and Teaching; Service/Experiential Learning; STEM; and Teaching Well with Classroom Technologies.

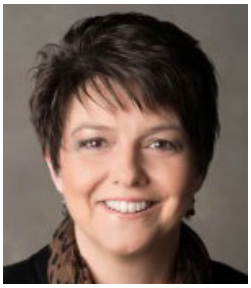
In the hundreds of hours of work completed to make this conference possible, right at the forefront was the concept of a close-knit "community of learners" coming together to learn from one another. We hope you notice over the next few days the small touches provided to help that feeling of community develop and grow. The conference pace is brisk, there are many choices among concurrent sessions, and the risk of information overload is always present. If you need a break, Asheville is a wonderful place to wander and Biltmore Village, which offers quaint shopping, variety of dining opportunities, and stunning architecture, is within walking distance of the DoubleTree. Spend an evening out with a few of your new colleagues to check out what this great city has to offer.

Please note that you are part of a truly remarkable gathering of individuals. Those around you have a deep commitment to student learning and we trust the conversations over the next few days, and the new friendships formed, will influence you for years to come. Casual conversations in the lobby, during the reception, or during a walk to restaurants can be as informative and uplifting as scheduled sessions. As you attend sessions, pay attention to not only the content of the session but also the delivery of the message. Seek out those with interests similar to your own and build new professional contacts. It is our hope that as the conference unfolds, participants will develop a sense of community that will become future friendships and collaborations. This sense of connection and community is referred to as the Lilly Conference Spirit!

Best,

Todd Zakrajsek, Ph.D.
Conference Director

2017 Plenary Presenters



Christy Price

A professor of Health & Wellness and the former founding director of the Center for Academic Excellence at Dalton State College, Dr. Christy Price has been teaching at the collegiate level for 20 years. She is a nationally recognized authority on innovative teaching techniques to engage modern learners, a former US Case Professor of the Year, and was chosen by the Carnegie Foundation for the Advancement of Teaching as the Outstanding U.S. Professor for 2012 in the Baccalaureate Colleges category, among many other awards. Dr. Price's awards are, in part, a result of her use of innovative strategies in assisting students to achieve learning outcomes. She regularly presents as a keynote speaker and has led faculty development workshops and retreats at over seventy institutions across the United States and abroad. As a recipient of an institutional foundation grant award, Dr. Price has studied teaching techniques that influence student motivation. Her most recent research focuses on engaging Millennial learners and preventing incivility in the classroom.

Why Don't My Students Think I'm Groovy? The New "R"s for Engaging & Motivating Modern Learners

Tuesday, August 8 at 1:00pm

Marilla Svinicki

Dr. Marilla Svinicki began her professional life teaching at Macalester College in St. Paul, Minnesota, after which she moved to Texas and began a 30 year journey of development with the Center for Teaching Effectiveness at the University of Texas at Austin. In August of 2004, she retired from the Center and became a full time faculty member in Educational Psychology, where she taught undergraduate and graduate courses in instructional psychology, learning, cognition and motivation. She also served the department as the chair of her area. Dr. Svinicki is the editor of McKeachie's Teaching Tips, and writes a column on teaching for the National Teaching Learning Forum. In August of 2014 she retired from full time teaching, but is serving in an advisory capacity for the Dell Medical School, which is the newest part of the University of Texas at Austin.

Getting Students Over the Motivational Rubicon

Monday, August 7 at 1:00pm

Todd Zakrajsek

Dr. Todd Zakrajsek (PHD, Industrial Organizational Psychology) is an Associate Professor and Associate Director of the Faculty Fellowship in the Department of Family Medicine at the University of North Carolina School of Medicine, and Adjunct Associate Professor of Faculty Development in the College of Veterinary Medicine at North Carolina State University. He is the immediate past Executive Director of the Center for Faculty Excellence at UNC Chapel Hill. Prior to his work at UNC, Dr. Zakrajsek started and directed centers for teaching and learning at Central Michigan University and Southern Oregon University. Currently, he directs 5 national Lilly Conferences on Evidence-Based Teaching and Learning. His recently co-authored books include *Dynamic Lecturing: Research-based Strategies to Enhance Lecture Effectiveness*; *Teaching for Learning*: *101 Intentionally Designed Education Activities to Put Students on the Path to Success*; and *The New Science of Learning: How to Learn in Harmony with Your Brain*.

Myths and Evidence About Teaching and Learning: Guided Reflections and Applications

Wednesday, August 9 at 8:30am

Conference Information

Name Badges

Please wear your name badge at all times during the conference, as it will help others to learn your name and facilitate a feeling of community. Please note that it is the tradition of Lilly Conferences to *not* include titles or contributions on name badges, such as "Dr." or "Presenter." We certainly understand you have all worked very hard to achieve your titles and also worked diligently to prepare the materials for your presentation. That said, it is our belief that the absence of such titles for this conference helps to facilitate building community. Your name badge is necessary for entrance to sessions and access to conference meals and refreshments.

Attending Sessions

Scheduling rooms for sessions is one of the most difficult of all conference tasks. We do our best to schedule topics, rooms, and presenters in ways to maximize conference space. There may be occasions when sessions draw many more participants than expected. In those instances, please be patient about the seating and/or consider another concurrent session. For sessions in which you are particularly interested, we strongly suggest you arrive as early as possible.

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. Session evals will be scanned and emailed to presenters. We do care about your conference experience. If you have any concerns during the conference, please come to the conference registration desk and speak to an ITLC staff member.

Meals/Guest Meals

Your conference registration includes: morning coffee, lunch, afternoon snack and a reception on Monday; breakfast, morning coffee, lunch, and an afternoon snack on Tuesday; and breakfast on Wednesday. Name Badges are required for entrance to meals. Unfortunately, due to space limitations, it is not possible to have individuals pay for meals as a guest and dine with you or to join us for the reception. However, Asheville is known as a "foodtopia" as it is "home to a community of culinary collaborators," many of which are within walking distance of the conference hotel. There is also a TGI Fridays on-site and a grab & go cafe in the lobby.

Book Raffle

Through kind donations from Stylus Publishing, we have approximately $500 in value of books to give away to conference participants this year. You received book raffle tickets with your conference registration materials. The drawing will be held during lunch on Tuesday. Although you do not need to be present to win, you must pick up the book by Tuesday at 2:30 pm at the registration desk. Book winners will be posted at the registration desk by ticket number.

Social Media

Stay connected with us all year long through social media. Make sure to like us on Facebook, find us on LinkedIn as Lilly conference group, and tweet about your experience with #lillycon. You can also use the Guidebook App, you can message participants, make a personalized schedule, and share photos of the conference.

Networking

Networking is one of the most valued aspects of the conference. Opportunities to network can be arranged through emails or messaging within the Guidebook app. You may connect with colleagues during table topic discussions at lunch, round-table discussions after breakfast, the poster reception, or during breaks between sessions.

Acknowledgments

Thank you to our presenters and participants who have made the commitment to come to Asheville for this conference. We appreciate that you have many obligations, both professional and personal, and your presence demonstrates your commitment to your work and to your commitment to the outcome of student learning. By attending this conference you also show that you value the opportunity to come together to think about, talk about, and apply new ways of approaching teaching and learning. We trust you will leave this gathering with an understanding of how many faculty like yourself, are committed to teaching and learning.

We also appreciate our Cosponsoring Institutions. Early in the planning stages, cosponsors pledge to bring a minimum of five participants to the conference as well as to assist with program development and selection of speakers.

Reviewers

We wish to take this opportunity to recognize our proposal reviewers. The following individuals took time out of their very busy schedules to help us make programming decisions.

2017 Lilly-Asheville Reviewers:

Poonam Kumar, *Saginaw Valley State University*
Bernie Gee, *Western Connecticut State University*
Jerry Dimaria, *Central Michigan University*
Christine Harrington, *New Jersey Council of County Colleges*
Star Swift, *Grand Valley State University*
Jody Horn, *The University of Central Oklahoma*
Corrie Harris, *The University of Alabama*
Jill Rulfs, *Worcester Polytechnic Institute*
Sarah DeHaas *Juniata College,*
Edwina Helton, *Indiana University East*
John Zubizaretta, *Columbia College*
Sherrill Hamman, *Indiana Institute of Technology*
Oren Hertz, *Johnson & Wales University*
Ida Jones, *California State University, Fresno*
Deborah Keller, *Indiana University–Purdue University Indianapolis*
Vicki Martineau, *National University*
April Tallant, *Western Carolina University*

Special Thanks

Our gratitude goes out to Milt Cox and Laurie Richlin. Laurie founded the regional Lilly Conferences on College and University Teaching, which have each grown into national conferences, and we thank her for planting those seeds from which so many have benefited. Milt Cox founded the original Lilly Conference on College Teaching nearly 40 years ago. He recognized the importance of bringing together individuals from a variety of disciplines to discuss issues that face us all, and did this before the concept of a conference centered on teaching and learning was common. He has done so much for so many, and been an exceptional friend to all who care about student learning and faculty development. Thank you.

Session Abstracts and Outcomes

In alphabetical order by the lead presenter's last name

Diversity in the Classroom: Incorporating the Strengths of Hidden Differences as a Developmental Skill for Students

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

A review of how "hidden" diversity can be leveraged to increase the effectiveness of a class for college students and help them develop skills for the workplace.

Abstract: America's higher education classrooms have become increasingly diverse over the past twenty years. This diversity has led to intentional methodologies for including many different types of students and leveraging the diversity to increase student learnings. This session will look at some types of diversity beyond race and gender that are less well recognized and show how professors in two different settings, a large public state university and a small private college, use different strategies to build an inclusive classroom and help prepare the students for the workplace.

Session Outcomes: (1) Highlight different types of diversity within the college classroom. (2) Stimulate thinking about teaching methodologies to help all students feel included. (3) Explore how intentionally incorporating the existing diversity can increase student learning and skill development.

Session Type: 20-Minute Concurrent

Facilitator or Hindrance: Technology and Social Media in the Classroom

Donna W. Bailey - *University of North Carolina at Chapel Hill*

Is the solution to managing technologies in the classroom a total ban? This session explores the underlying mechanisms for poor student performance and suggests solutions.

Abstract: The evidence exists to justify excluding technologies such as laptops, smartphones, and tablets from the classroom because of their association with lower academic performance. Without needing a degree in cognitive psychology, instructors can use a basic understanding to realize that the solution is not to ban these devices from the classroom but to use them effectively in helping students succeed in class and outside of class. This session will provide a background on why these technologies create performance issues in the classroom and how they can be managed with time-tested teaching strategies.

Session Outcomes: (1) Explore the causes for poor academic performance related to technology use in a course through an interview with another participant. (2) Discuss the literature results related to the underlying causes for why technology interferes with learning. (3) Develop one strategy for use in their course that could decrease or eliminate the influence of technology on student learning.

Session Type: 50-Minute Concurrent

Courageous Conversations in Online Graduate Education

Michelle Bartlett and Diane Chapman - *North Carolina State University*

A discussion of tools for designing effective teaching that engage difficult but effective conversations about equity in the online graduate class environment.

Abstract: Courageous conversations are happening more and more in face-to-face classrooms, yet, how are they encouraged in online classrooms? This discussion will examine how courageous conversations around topics

of equity can be woven into effective course design and teaching. Tools for engaging in difficult but effective conversations in the online environment for graduate education will be detailed. Also, we will discuss setting guidelines for these discussions to ensure respectful interactions. Lastly, participants will brainstorm more ideas for integrating courageous conversations into the online learning environment so that we all leave with a larger toolkit for designing effective teaching.

Session Outcomes: (1) Recognize the importance of integrating courageous conversations around equity into an online classroom. (2) Determine appropriate guidelines to ensure respectful interactions for learners having courageous conversations in an online classroom. (3) Identify tools to integrate courageous conversations around equity into an online classroom.

Session Type: 50-Minute Concurrent

Integration of e-Service Learning in an Online Graduate Course

Michelle Bartlett - *North Carolina State University*

This best practices presentation aims to examine service-learning in an online course, its benefits, barriers, and ways to overcome the barriers of integration.

Abstract: Service-learning components integrated into face-to-face courses have been found to have increased content engagement and student retention. With the increase of students enrolling in online education, this presentation aims to examine service-learning in an online course, its benefits, barriers, and ways to overcome the barriers of integration. Presentation objectives include the exploration of the integration of e-Service Learning in an online graduate course. Conference attendees will be taken through a visual online 'field trip' of online graduate courses that contains and does not contain e-Service Learning. Results and barriers of using e-Service and how to overcome barriers will be discussed.

Session Outcomes: (1) Discuss the integration of e-service learning in a graduate course. (2) Examine barriers and benefits of integrating e-service learning. (3) Discuss ways to overcome barriers of integration.

Session Type: Round Table Discussion

Using Debates to Strengthen Analysis

Michael Berntsen - *University of North Carolina at Pembroke*

Debates in the classroom can increase students' abilities to communicate, close read, analyze, and critically think.

Abstract: After one year of experimenting with using debates in general literature courses, I have discovered that debates can increase students' abilities to communicate, close read, analyze, and critically think. Rather than reading the scholarly controversies of text, I formulate a pro and con side to one of the key issues then divide the class accordingly. During the stages of the debate, the students work together to provide sufficient evidence in order to support their premises. Conference participates will learn methods to create their own engaging debate oriented activities that they can use for any discipline.

Session Outcomes: (1) Learn more about the theories concerning the effectiveness of debates in the classroom. (2) Learn how to introduce critical thinking and analysis through in class debates. (3) Learn how to structure engaging in class activities.

Session Type: 50-Minute Concurrent

Reflective Writing and Graduate Student Engagement in Service Learning Experience

Jan Bradshaw, April Garrity, and Casey Keck - *Armstrong State University*

This presentation will highlight the methodology used to incorporate reflective writing and critical thinking skills for graduate students in a service-learning experience in speech-language pathology.

Abstract: Service-learning (SL) is an instructional technique that incorporates community-based opportunities to highlight and augment the academic content presented in a course (Stacey, Rice, & Langer, 2001). Students engaged in SL opportunities demonstrate better reasoning skills and an increase in critical thinking that positively influences academic success (Frederickson, 2000). An important component to critical thinking is reflective thinking skills (Choy & Oo, 2012). Reflective thinking via journaling can promote analytical reflection and deep learning of content. This presentation will highlight the methodology used to incorporate reflective writing and critical thinking skills for graduate students in a service-learning experience in speech-language pathology.

Session Outcomes: (1) Describe the implementation of a reflective writing piece as integrated in a service learning experience. (2) Identify techniques used to promote critical thinking skills via writing prompts. (3) Discuss the authors' methods for evaluating student learning and growth through reflective writing.

Session Type: Poster

From the Classroom to the Community: Inspiring Students to Get Involved

Molly Brennan - *University of Michigan Flint*

Every student is a potential change maker outside of the classroom. Inspiring calls to action for emerging community and globally impactful issues as educational enrichment is easier than you think. Discover evidence-based ways to get students thinking and acting beyond the classroom.

Abstract: Ever heard your students say "Why do I need to know this? I'll never use this!" Come to this session to learn how to never hear that phrase again! Every student is a potential change maker outside of the classroom. Inspiring calls to action for emerging community and globally impactful issued as educational enrichment is easier than you think. Join our session to discover evidence based ways to get students thinking and acting beyond the classroom. Nothing is as exciting as watching that spark ignite as your students connect to their own inner change maker.

Session Outcomes: (1) Learn how to ignite the call to action in students. (2) Gain an understanding of what motivates students. (3) Learn how to teach students to draw connections from the classroom to real, everyday life.

Session Type: 50-Minute Concurrent

Quality Improvement Strategies for Effective Internship Programs

Molly Brennan - *University of Michigan, Flint*

Workshop will discuss effective strategies to continually develop effective internship programs. Toolkit included.

Abstract: The session will focus on creating and implementing effective internship program regardless of discipline. Common challenges and barriers will be discussed, as well as problem based solutions to these barriers. All participants will receive a toolkit that may be used, modified, or used as building blocks for their own programs.

Session Outcomes: (1) Understand common challenges and barriers to internship programs as well as solutions to these problems. (2) Become knowledgeable about effective internship programs and the components associated with these programs. (3) Develop an action plan to bring back to their institution for possible future implementation.

Session Type: Round Table Discussion

A Longitudinal Study of Learning Communities Across Academic Disciplines

Kim Buch - *University of North Carolina at Charlotte*

This presentation will highlight the effectiveness and versatility of the learning communities pedagogy through the description of an institutional program that spans five academic colleges.

Abstract: This presentation will describe the implementation and evaluation of a learning communities program at the University of North Carolina Charlotte. At the time of the study, the program consisted of 15 learning communities for first-year students and enrolled one-quarter of the freshmen class. The program's goals focused on promoting the academic success and engagement of students through the intentional creation of curricular learning communities around a major, theme, or interest. Results of a 3-year study comparing program participants with all first-year students showed a positive effect on first-year retention rates, first-year GPA, first-year suspension rates and measures of student engagement.

Session Outcomes: (1) Learn about the versatility and effectiveness of the learning communities pedagogy. (2) Learn design and implementation variables that seem to moderate learning community success and how they can guide the development of effective and engaging learning communities across disciplines. (3) Discuss the study's implications for implementing and sustaining effective learning communities at their institutions.

Session Type: Poster

One-to-One Service-Learning: A Simplified and Scaled-Down Approach

Ted Cascio - *Palm Beach State College*

This session will familiarize participants with a novel approach to service learning that is simpler to implement than conventional service learning assignments.

Abstract: Have you resisted incorporating a service learning (SL) element into your courses because it seems too arduous, complicated, and problematical? This session will familiarize you with a simplified approach to SL that is much easier to design and implement than many conventional SL assignments. You will learn about the basic paradigm for designing these projects and empirical evidence to support their effectiveness. The ultimate goal is for you to walk out with a clear sense of how you might incorporate this sort of assignment in your own courses.

Session Outcomes: (1) Gain insight into some of the problems and possibilities of service learning assignments. (2) Learn how to design simplified service learning projects. (3) Develop a potential plan for implementing such a project in your own courses.

Session Type: Poster

Learning by Playing

Dennis Chen - *Belmont University*

Students progress through levels of learning: first by watching, then doing, and finally teaching. Experiential learning (games, role plays, and simulations) have deeper impact on students' learning.

Abstract: Kolb (1984) suggests learning cycles with a concrete experience, reflective observation, abstract conceptualization, and active experimentation. My experience also suggests students progress through levels of learning: first by watching, then doing, and finally teaching. Observational learning (lectures) can be effective. However, experiential learning (games, role plays, and simulations) have deeper impact on students' learning. Finally, (student) teaching may have the greatest impact on students' learning. Various methods of experiential learning are shared through this session.

Session Outcomes: (1) Compare and contrast the levels/deepness/richness of student learning (from observational to experiential, to instructional. (2) Discuss and observe various methods to bring experiential learning into the classroom. (3) Have participated in an experiential learning exercise engineered for the session.

Session Type: 50-Minute Concurrent

Applying Faculty Learning Community Structures Directly in Courses and Classrooms: Why? How? Outcomes? A SoTL Project!

Milt Cox - *Miami University*

FLCs produce faculty learning and development. How can we apply FLC structure and operations directly in courses to create course learning communities for student learning?

Abstract: Faculty Learning Communities (FLCs) have produced important faculty learning and development outcomes. How can we move the structure and operations of FLCs directly into a course and classrooms to create course learning communities (CLCs)? What FLC faculty outcomes will repeat in CLC student learning and development? We will examine the 16 recommendations for building effective FLCs to determine which may work or can be modified for use with courses, classrooms, and students. Participants will be invited to investigate such a transformation and make it a SoTL research project. We will also discuss what implementation science advises us about this project.

Session Outcomes: (1) Describe FLC items that may be applied to a course learning community (CLC) approach. (2) Compare possible CLC student outcomes with known FLC faculty outcomes. (3) Describe potential SoTL projects that could be generated from investigating CLCs.

Session Type: 50-Minute Concurrent

Sustaining or Initiating Your Faculty Learning Community Program

Milt 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 Outcomes: (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.

Session Type: Round Table Discussion

Forecasting the Future: Cognitive Learning Beyond the Digital Divide

Alana Dagenhart - *Johnson & Wales University, Charlotte*

Cognitive learning research is important to inform our pedagogy to teach students right now for their changing world and uncertain future.

Abstract: In a world of rapidly changing technology, 3-D printers, globalization, and artificial intelligence, it is hard to imagine that traditional education is going to meet the needs of future generations. To educate for a world we may not recognize, we need to be able to forecast the future. Using education research along with cognitive learning research and projections of skills needed in coming decades, we can build a pedagogy to teach future generations right now. This session will provide a background of research, and strategies and ideas to implement in your classroom this week.

Session Outcomes: (1) Realize the changing aspects of the human brain in relation to cognitive learning and the need for growing, adapting pedagogy. (2) Find resources to help them adapt their pedagogy to the needs of future generations. (3) Incorporate new pedagogical activities in their classrooms.

Session Type: 20-Minute Concurrent

Twitter, Reddit, and Other Tools: The Use of Online Public Technologies in the College Classroom

Corinne Dalelio - *Coastal Carolina University*

This presentation will showcase unique ways in which publicly available, free online tools such as social media can be used in the college classroom.

Abstract: For college students today, everyday use of interactive, digital media is the norm. Having grown up with the Internet's ever increasing presence in their lives, it has become so ubiquitous that its use is unquestioned and rarely thought about in any in-depth way. The presenters in this panel will showcase the unique ways that they have used publicly available, online technologies such as social media in their classrooms. Engaging these tools for learning can help students to understand their broader value when used in meaningful ways, and also to embrace new, technology-enabled models for collaboration and professional work.

Session Outcomes: (1) Understand how using interactive media for learning can benefit and engage students. (2) Identify new ways that commonly used and publicly available tools such as social media can be used for educational purposes. (3) Apply the use of these tools in ways that are most appropriate across disciplines.

Session Type: 50-Minute Concurrent

Photography and Videotaping as Active Learning Strategies: Enhancing Skills Development

Vileitha Davis-Morrison - *University of the West Indies Mona*

This session is based on the presentation of students' photographs and videotaping of features as active learning strategies to develop knowledge, skills values and attitudes.

Abstract: Twenty first century quality education demands that students be engaged in active learning strategies that develop life skills, enabling participation in the world of work and for live long learning. Such skills include cognitive, social, interpersonal and technological skills and are integral in higher learning institutions. This presentation explores the use of students' engagement in photography and video taping of features on a University campus as a course assignment for a multidisciplinary class. It highlights the course unit and objectives, relevance of the course work, team work, skills development, reflection on experiences and responsibility in an active learning strategy.

Session Outcomes: (1) Reflect on the value of using photographs and video taping as active learning strategies in enhancing cognitive, social and emotional skills after examining the selected course outline, the unit of study, the objectives and the criteria for course work. (2) Participate in viewing , interpreting and analyzing students' photographs and video tapes to consider whether engaging students in photography and videotaping can enhance teamwork and skills development in their disciplines (3) Develop a framework, integrating knowledge, skills, attitudes and values through students' engagement in photography and videotaping in a unit in their disciplinary area after examining students' reflection on their experiences.

Session Type: 20-Minute Concurrent

The Often-Overlooked Diversity: Addressing Religion and Spirituality in Secular Classes

Miriam Rosalyn Diamond - *Simmons College*

Religion influences academic disciplines, professions, and world events. We will explore ways secular studies faculty can address this sensitive and sometimes contentious form of diversity.

Abstract: Immigration referenda affecting Muslim-majority countries, vandalism of Jewish institutions, discourse between native tribes and politicians - religion is a key form of diversity. It affects most disciplines, including arts, management, health care and social sciences. Yet addressing this personal and potentially volatile topic can raise concerns among professors whose scholarship falls outside this area. Through reflection, discussion, scenarios, interactive exercises, and a review of scholarship on the subject, participants will identify means of addressing

religion and spirituality with students of diverse backgrounds. We will explore student perspectives, environments and formats that foster learning on this vital and heated subject.

Session Outcomes: (1) -Identify scholarly imperatives for addressing religion and faith in their secular studies courses. (2) Create classroom environments that support exploration of faith as a form of personal belief, motivation, identity, diversity, privilege and oppression. (3) Generate plans for conducting lessons on this subject.

Session Type: 50-Minute Concurrent

Facilitating Feedback Cycles in Effective Teaching and Course Design

Angela Dills and Laurie Grupp - *Western Carolina University and Providence College*

Formative assessments check student learning and can be used to gather teaching feedback. We describe effective two-way feedback and share examples for enhancing course design.

Abstract: Effective feedback needs to be timely, descriptive, and help the recipient to make progress toward reaching a goal. Providing ongoing and consistent feedback to students improves learning outcomes. But feedback facilitates both learning and teaching. The presentation explores feedback for the college classroom in depth. We focus on ways faculty can receive feedback on their teaching while providing feedback to students on their learning. Participants will experience providing and receiving feedback as well as plan how to incorporate effective two-way feedback mechanisms in their courses.

Session Outcomes: (1) Interpret the term "feedback" in a variety of ways and adopt an understanding of feedback as a cycle of interaction between faculty and students. (2) Provide examples of the importance of feedback in effective teaching, student engagement, and course design. (3) Develop strategies for consistent collection and utilization of feedback.

Session Type: 50-Minute Concurrent

Cognitive Science and First-Year Seminar: Contradictory Approaches to Creating Learners?

Theresa Donofrio, Katie Rodgers, and Steve Singleton - *Coe College*

This session interrogates the (in)compatibilities among approaches to "creating communities of learners," including cognitive science-informed pedagogies, First-Year Seminar objectives, team teaching, and faculty development efforts.

Abstract: This session interrogates the (in)compatibilities among distinct approaches to "creating communities of learners" through an assessment of an interdisciplinary, team-taught First-Year Seminar. The faculty members designed the seminar utilizing cognitive science-informed pedagogies and created curricular activities intended to empower students to work collaboratively, solve interdisciplinary problems, and transfer learning across contexts. Though successful in meeting some learning outcomes, this experiment in course design reveals the contradictory demands on student learning created by melding divergent pedagogical approaches. This comparative evaluation of pedagogies employed to cultivate skilled first-year learners raises broad questions about pedagogical priorities.

Session Outcomes: (1) Compare and contrast the competing learning outcomes underlying distinct approaches to "creating communities of learners." (2) Assess external and/or structural challenges to implementing cognitive-science informed pedagogy. (3) Identify ways to promote cognitive science-informed pedagogies as part of campus conversations about teaching and learning.

Session Type: 20-Minute Concurrent

Intellectual Property and the Online Classroom

Leslie Ann Dunn - *Georgia State University, Perimeter College*

Overview of different intellectual property concerns in the online class environment, including the applicability of trademark, copyright and fair use exception.

Abstract: The presentation will cover an overview of the current posture of intellectual property law relevant to online course delivery. Specific review of trademark and copyright protections, and analysis of the applicability of Fair Use exception. Examples, discussion and review of recent court decisions relative to fair use. Attendees will develop a deeper understanding of the applicability of intellectual property protections, and will receive a take away of "best practices" for course design and delivery.

Session Outcomes: (1) Understand the basic forms of intellectual property and the applicability of these intellectual property forms in the online classroom. (2) Develop a strong understanding of the "fair use" exception to copyright protection and how "fair use" applies in the classroom. (3) Receive a list of best practices for designing online classes to deliver content that is consistent with existing intellectual property protections.

Session Type: 20-Minute Concurrent

Designing Curriculum to Promote Social Justice Learning

Bonnie Farley-Lucas - *Southern Connecticut State University*

Explore integrated course designs that promote social justice. Participants will engage in case study and discussion and draft an outline for their own curriculum goals.

Abstract: Social justice learning makes a difference! This interactive workshop combines the benefits of integrated course design with the powerful learning and community engagement of social justice education. Participants will explore integrated curriculum design strategies, with attention to promoting social justice education. Through case study and discussion, participants will examine a variety of course designs highlighting varying degrees of commitment to social justice. Following discussion, participants will reflect upon their own curriculum goals. A template for meshing curriculum design and social justice will be introduced to guide efforts during, and beyond, this workshop.

Session Outcomes: (1) Cite key components of integrated course design. (2) Describe how social justice learning can be infused in course design and classroom practices. (3) Outline a course design that features Social Justice components.

Session Type: 50-Minute Concurrent

Increasing Student Interactions with Learning Objectives

Emily Faulconer - *Embry-Riddle Aeronautical University*

This presentation outlines strategies to encourage students to meaningfully engage with the learning objectives through self-reflection and metacognition.

Abstract: While educators recognize benefits of both developing strong student learning objectives and communicating them clearly, existing literature offers little guidance in methods to meaningfully engage with learning objectives. To fill this important gap in the literature, this research presents teaching strategies to achieve this meaningful interaction. The influence of implementing these strategies on student opinions regarding learning objectives were measured using a survey. Because pre-implementation opinions were already high, no statistically significant influence was found. However, student opinions may not be the best measure of the impact of these strategies; a future study will investigate the influence on content mastery.

Session Outcomes: (1) Be able to increase student awareness of student learning objectives. (2) Engage students with student learning objectives through self-reflection and metacognition. (3) Guide students in connecting student learning objectives to course activities and deliverables.

Session Type: Poster

The Radio Active Classroom: Flipping and Retrofitting Wall-less Classroom Pedagogy

Paulette Feraria - *The University of the West Indies*

The Radio Active Classroom inspired by situated cognition theory and cognitive apprenticeship theory is an alternative learning space for "learners –at – risk" in Jamaican classrooms.

Abstract: The Radio Active Classroom was first conceptualized as a curriculum unit built on simulations for students on an alternative pathway to secondary education. The call from these learners for real hands on experiences resulted in a weekly program on radio. This has resulted in the breaking down of four-walled classroom spaces, compartmentalized subject teaching; school-based-only teaching and learning into wall-less teaching –learning-assessment spaces that retrofitted regular school classrooms and cross-disciplinary curriculum inquiry into university- directed radio in education curriculum enterprising. These practices in cross disciplinary curriculum conversations, radio- based classroom teaching and workshops have created new teaching learning and assessments spaces in Jamaica's educational landscape.

Session Outcomes: (1) Flip a regular classroom into simulated Radio Active Classroom for language in-use in authentic communicative settings. (2) Apply cognitive apprenticeship principles in scaffolding learner achievement and success in simulated/ situated learning. (3) Retrofit teaching and assessment in a Radio Active Classroom setting for greater experiential learning.

Session Type: 50-Minute Concurrent

Rethinking Peer Review in Technology-Rich Spaces

Jeff Frawley - *Ball State University*

Presentation discusses opportunities for more meaningful peer review activities in technology-rich classrooms.

Abstract: Presentation discusses opportunities for more meaningful peer review activities in technology-rich classrooms, including roles instructors can play to enhance students' feedback and facilitate technology use. In sharing a specific peer review conferencing activity from a first-year composition course taught in a technology-rich Interactive Learning Space (ILS) classroom, the presentation will also consider ways to redefine the role of the instructor during peer feedback activities.

Session Outcomes: (1) Consider the impact of technology-enhanced classroom spaces on peer review activities. (2) Recognize new methods for employing peer review activities in technology-enhanced classroom spaces. (3) Identify new roles for instructors to play during peer review activities.

Session Type: Round Table Discussion

Teaching Data Literacy Through Data Visualization Short Form Instruction

Jennifer Garrett and Hannah Rainey - *North Carolina State University*

Data visualization skills are in high demand. This session will cover tools and approaches to teaching data visualization. Bring a laptop for a guided activity.

Abstract: Data Visualization as a skillset and service across academic units is in high demand. In this session, a team of librarians will share how they developed and implemented a short-form instruction series, focused on free and open source tools, to improve data visualization literacy among students, faculty and staff. Highlighted tools include Tableau Public, R and RStudio, OpenRefine, CartoDB, and others. Attendees will participate in a hands-on introductory data visualization activity and leave with access to a GitHub repository with adaptable and reusable instruction content and activity guides.

Session Outcomes: (1) Explore best practices for improving data visualization literacy through short form instruction. (2) Examine open source tools for data visualization in order to respond to emerging trends in higher education and sought-after skillsets. (3) Discuss various approaches for delivering instruction that requires computing technology and diverse user skillsets.

Session Type: 50-Minute Concurrent

Service-Learning: Connecting Student Reflections and Theories of Critical Thinking Skills

April Garrity, Jan Bradshaw, and Casey Keck - *Armstrong State University*

This presentation will highlight a service-learning experience in a clinical health profession, research methods, findings regarding critical thinking skill development over time, and relevant theories.

Abstract: Several theoretical models of critical thinking development point to reflection as a prerequisite skill. Preliminary findings from analyses of written journals required during a service-learning experience suggest that development in critical thinking skills over time can be traced through students' reflections. This presentation will focus on a graduate-level service-learning experience in a clinical health profession, research methods related to the study of written reflections, and findings regarding growth in critical thinking skills over time. Models of the relationships between students' reflections and development of critical thinking skills will be discussed.

Session Outcomes: (1) Describe theoretical relationships between reflection and critical thinking skills. (2) Describe the methods and results of the study presented. (3) Outline a service-learning experience and research methods for assessing student outcomes.

Session Type: 50-Minute Concurrent

Building Collaboration in the Flipped Classroom: A Case Study

Lilia Gomez-Lanier - *University of Georgia*

This study explores student perceptions of whether collaboration in a flipped classroom versus a traditional classroom enhances learning outcomes, such as critical thinking, and creativity.

Abstract: The flipped classroom pedagogy offers collaborative opportunities for students by having the majority of class time spent on discussions and group work that foster students to take risks and make mistakes while gaining experience in collaboration and expertise in content. Although, this pedagogy has been adapted to a variety of courses that significantly use "learning by doing" group activities possible learning outcome pitfalls may be occurring. This research study explores student perceptions of whether student collaboration in a flipped classroom compared to a traditional classroom enhances student-learning outcomes, such as critical thinking, oral communication skills, social skills and creative skills.

Session Outcomes: (1) Gain an understanding of collaborative work in flipped classrooms. (2) Gain understanding of student life skills acquisition in flipped classrooms compared to traditional classrooms. (3) Gain understanding student perceptions of flipped classrooms compared to traditional classrooms.

Session Type: 20-Minute Concurrent

The Role Stress Has on the Creative Process of Problem Solving Projects: A Case Study of Individuals and Collaboration

Lilia Gomez-Lanier - *University of Georgia*

The purpose of the study is to understand how stress impacts the generation of creative ideas for problem solving projects in a collaborative team setting compared to students working alone

Abstract: Stress, a universal occurrence on today's higher education campuses, is a product of the personal and professional demands felt by students in their pursuit to obtain a professional degree. In particular, students in the applied arts that not only fulfill course requirements, but also must exhibit a high level of creativity and be able to work with others to be competitive in the job market. This research study sought to examine the role stress has on the creative process of interior design and fashion merchandising students' problem solving assignments as students working alone compared working in teams.

Session Outcomes: (1) Gain an understanding of when stress occurs in the creative process for students working in teams versus working alone. (2) Gain an understanding of the positive and negative aspects stress has on creativity. when students work in teams versus working alone. (3) Gain an understanding of how students cope with stress when working in teams versus working alone.

Session Type: 20-Minute Concurrent

Working with Under-Resourced Students: Strategizing for Motivation and Achievement

Kay Gowsell - *University of Cincinnati Blue Ash College*

This discussion is intended for concerned instructors: review essential resources, demonstrate and practice useful techniques to help them achieve their potential.

Abstract: All college students need both internal and external resources to draw upon to motivate them, and to support them in achieving their academic goals. We need to understand eleven of the resources necessary for academic success. Many college students are lacking in some of these resources, which hinders their abilities to be motivated, resilient, and driven toward academic success. Faculty need to be able to a) recognize under-resourced students, and b) strategize with these students to help them to develop and control resources which they need.

Session Outcomes: (1) List eleven of the resources necessary for academic success, and explain issues and challenges experienced by under-resourced students (2) Have practiced at least three motivation and/or achievement strategies to use with students (3) Be aware of resources for strategies to employ in working with under-resourced students, to help motivate them to achieve their educational goals.

Session Type: 50-Minute Concurrent

Making the Course Syllabus More Welcoming

Emily Gravett - *James Madison University*

Students draw many conclusions from the syllabus, so it is in our best interest to make it welcoming. This session offers strategies for doing so.

Abstract: The syllabus serves a number of important functions. It has been called anything from a contract to a cognitive map. In many cases, it is also a first impression; students draw conclusions about the course and the instructor from this document alone, so it is in our best interest to make it as welcoming as possible. After reviewing its different functions and common elements, participants will evaluate several strategies for making a syllabus more welcoming, discussing the benefits-- for both students and faculty-- of doing so. Finally, participants will have the opportunity to apply these insights to their own contexts.

Session Outcomes: (1) Review different functions and common elements of a course syllabus. (2) Identify and evaluate several strategies for making a syllabus more welcoming. (3) Develop ways to make welcoming adjustments to their own syllabus.

Session Type: 50-Minute Concurrent

Assessing the Effectiveness of a Portfolio Group Assignment: Lessons Learned

Archana Hegde - *East Carolina University*

Assessment methods, specifically group projects, possess inherent challenges at the college/university level. The presentation will highlight portfolio-group project design/development, assessment process, benefits/challenges, and future direction.

Abstract: The use of group projects in the college classroom is becoming widely accepted by researchers of higher education and an increasingly effective means of assessing student learning. However, a need exists for greater understanding of student reflection of the group process and their experience. This study offers a unique association between the use of portfolios and group projects; suggesting avenues to incorporate portfolios as a means of group project completion. This paper specifically reports the process and results of incorporating portfolio assignments as a learning tool into college coursework and suggests a means of measuring student perceptions for future use.

Session Outcomes: (1) Discuss and apply previous literature experience on use of portfolio in the classroom. (2) Design, development, and apply a portfolio group project to support student engagement and learning in their own course(s). (3) Identify the benefits and challenges of incorporating portfolio group project into coursework.

Session Type: 50-Minute Concurrent

Mentoring International Faculty Members: Lessons Learned

Archana Hegde - *East Carolina University*

Abstract: The need for students to be prepared to be global citizens and be a part of the multicultural world is fundamental to both, the UNC system and also East Carolina University. This idea is clearly reflected in one of the statements published by the UNC system, "UNC system should educate its students to be personally and professionally successful in the 21st century and enhance the global competitiveness of its institutions and their graduates" (Final report 4.1) (North Carolina Tomorrow 2015). Thus, recruiting and maintaining a diverse pool of International faculty members becomes an important part of the mission. This study discusses the successes and challenges to implementing the International Faculty Mentoring Program.

Session Outcomes: (1) Learn about the different programs that were established for the International Faculty members as a part of their mentoring programs, allowing for replication of this program at other constituent UNC universities. (2) Learn firsthand the effectiveness of this program from International Faculty members who were involved in this program. (3) Give audience an opportunity to ask questions regarding this program and also share their ideas and concerns regarding the program, with an opportunity to reflect upon what is happening at their own universities that helps facilitate the development of international faculty members.

Session Type: Round Table Discussion

Building Community: Teaching and Learning for High Impact

Glenda Hensley and April Tallant - *Western Carolina University*

Common intellectual experiences generate opportunities to foster a continuous cycle of improvement that will strengthen both the learning process and teaching practice.

Abstract: For students to thrive during college transitions, it is imperative we foster connections that empower them to succeed academically, socially, and personally. The job of educators is to foster opportunities that help transform students and prepare them for post-graduation life. Using an evaluative approach to the High Impact Practices (HIPs) defined by George Kuh, our research aims to insure consistent expectations, interdisciplinary opportunities, and high standards for the teaching and learning process. Join us in a conversation about the role of HIPs, particularly common reading programs, in setting expectations and building learning networks designed to foster student success.

Session Outcomes: (1) Build a 'bottom-up' foundation for program implementation. (2) Build a 'teaching community of practice' as a way to foster curricular integration and engagement. (3) Design a disciplinary lesson plan for a common read.

Session Type: 50-Minute Concurrent

Writing to Learn, Learning to Write: Re-thinking Writing Assignments

Helen Hull and Charlie Bedell - *Queens University of Charlotte*

This session will challenge the assumption that written literary analysis essays are the best ways for students to learn literary criticism skills.

Abstract: Are the traditional literary analysis essays the most effective way for students to learn the skills of literary analysis? Or do we assign them because that's what we have always assigned? This session challenges the assumption that assigning poetry explications and thematic analyses is the most effective way to teach literary criticism skills. We will "scaffold" those skills and present alternative options for student learning, options that will allow students to gain expertise in other skills such as web design. We will also discuss how re-conceiving these assignments might provide a template for other disciplines.

Session Outcomes: (1) Articulate a scaffolding of the skills of literary criticism. (2) Challenge the assumption that the traditional literary essay is the best way to learn the skills needed for literary criticism (or, entertain alternative assignments for learning the skills of literary criticism--?). (3) Translate proposed learning assignments into other disciplines.

Session Type: 20-Minute Concurrent

Learning Through Disruption: Composing Multimodally to Foster Intentional Student Writing

Christopher Jackson and Jake Khoury - *Virginia Commonwealth University*

We will explore how engaging with and composing multimodal texts can productively disrupt student expectations about writing and help them become more intentional authors.

Abstract: For students in first- and second-year composition courses, composing multimodally is often unfamiliar and disorienting: it defies their expectations. We argue that the disruptions that emerge from asking students to compose multimodal texts may deepen their understanding of the importance of critical thinking and intentionality in effective argumentation. Helping students develop their intentionality as writers may also promote student agency in a variety of writing contexts.

Session Outcomes: (1) Understand how engaging with multimodality disrupts how students perceive writing and helps to make them more intentional authors. (2) Recognize and discuss how instructors can use multimodality in both process- and product-oriented course activities. (3) Consider the value of multimodality in distinct disciplinary and institutional writing contexts.

Session Type: Round Table Discussion

Teaching Reading in College: A Blended Approach

Amy Johnson - *Louisburg College*

A synthesis of methods for teaching reading to first year college students who fall somewhere between adult literacy programs and early childhood intervention will be presented.

Abstract: Most reading instruction research and strategies are directed toward children or young learners requiring remediation in elementary school. College students who need reading instruction are not the targeted learners with the many reading intervention programs. Further, adult literacy programs do not address the problems and needs of college students. In addition, the programs, strategies, or systems for remediation of college readers are information processing based and not actual reading instruction. A method for resolving this is a synthesis of the best, appropriate techniques and approaches to reading instruction. Decoding, comprehension, and fluency are included in this method SqR4.

Session Outcomes: (1) Recognize that students need to able to read what the text says before they can tell what it means. (2) Understand the components of the SqR4 method. (3) Explore and discuss portions of the method that are most appropriate for their students.

Session Type: 50-Minute Concurrent

An Active Learning Approach in Introductory College Mathematics Course

Avijit Kar, Gary Dicks, and Jan Gregus - *Abraham Baldwin Agricultural College*

In sharing the active learning approach to teaching college mathematics, discussions will include motivation for the model, how it is implemented, and student performance.

Abstract: We have observed a gradual decline in student engagement and performance in our classrooms. We have redesigned our college algebra course to address these deficiencies. In our model, students are more engaged in their learning and show improvement in performance. In this session, we are going to present our model that focuses on active learning. We will share the motivation for the model, how it is implemented in the classroom, and student performance.

Session Outcomes: (1) Better understand the differences between a traditional lecture model and our approach to active learning model. (2) Learn about engaging students in their learning, motivating students to do their work, and involving them in discourse in the classroom. (3) Learn, from our first hand experience, about the challenges and rewards instructors, as well as students, may experience in an active learning approach.

Session Type: 50-Minute Concurrent

College Algebra Students' Understanding of Rational Functions Through the Use of Mymathlab Learning Aids

Avijit Kar - *University of Georgia*

The study describe students' understanding of rational function, changes in their understanding, and ways of knowing they use to investigate problems using MyMathLab learning aids.

Abstract: The study describes college students' understanding of rational function, changes in their understanding, and ways of knowing they use to investigate problems using MyMathLab learning aids. Four categories of evidence (conception, representation, connection, and application) were used to make conjectures about students' understanding over three instructional phases. Case studies were developed based on evidence gathered from background interviews, clinical interviews, and participant task observations. The students' understanding contained a central theme: the rational function as a collection of problems to do. Four categories of beliefs and three ways of knowing were used by the students to investigate problems on MyMathLab.

Session Outcomes: (1) Learn about how students use a textbook publisher provided software to learn a mathematical concept. (2) Learn about the role of supplemental instruction and homework in understanding a mathematical concept when used in conjunction with classroom instruction. (3) Learn about some techniques they can use in their classrooms involving supplemental instruction software.

Session Type: Poster

Narrowing the Distance in Online Learning

Kamisha Kirby - *North Carolina State University*

Too often, the asynchronous part of online learning puts the 'distance' in education. Learn effective tools to narrow this distance, without compromising convenience.

Session Outcomes: (1) (1) Learners will be introduced to FlipGrid, an app that allows students and teachers to complete video discussions; (2) explore and interact with FlipGrid, including registering for an account and learning how to embed FlipGrid into LMS. (3) Evaluate the use of the application for undergraduate and graduate online courses across the disciplines.

Session Type: 20-Minute Concurrent

Digital Intelligence, Gamification, Cloud Computing and Things that Make You Go HMMM

Taunya Kline - *Indiana Wesleyan University*

Emerging technologies are contemporary advances and innovations in various fields of technology. In this session, the focus will be on how this technology can be used for academic purposes.

Abstract: Emerging technologies are contemporary advances and innovations in various fields of technology. In this session, the focus will be on how this technology can be used for academic purposes and help answer those burning questions of what will the classroom of the future look like? How will faculty and students interact, collaborate, and leverage technology in the next generation of education? How can I utilize these technologies to enhance student engagement and retention? The discovery and exploration of new technology in education often permeates conversations among educators. These technologies bring and encourage new opportunities in teaching and learning while empowering the creative flow of new ideas.

Session Outcomes: (1) Demonstrate knowledge of and familiarity with a wide variety of emerging technologies that can be used for their own academic purposes. (2) Critically analyze and assess the potential application of emerging technologies in a wide variety of settings and disciplines. (3) Implement and employ appropriate technology in their own classroom instruction or course design.

Session Type: 50-Minute Concurrent

Cultivating Diversity and Inclusion in an Online Community of Practice

Stacy Kratz and June Wiley - *University of Southern California*

This presentation unpacks a model of cultivating a sustainable online community of practice that uses diversity and inclusion as core values of higher education.

Abstract: Online education has experienced explosive growth over the last decade (Kurzman, 2013). These learning environments require faculty to learn innovative pedagogical strategies for teaching (Evans, 2009; Hutchings et al., 2007). The authors present their model of an online community of practice, drawing from Lave and Wenger's 1991 groundbreaking book on situated learning to explain the role diversity and inclusion plays in online education.

Session Outcomes: (1) Explore a model of cultivating an online community of practice. (2) Raise the level of awareness on issues of diversity and inclusion in an online community of practice. (3) Brainstorm techniques of how to address and manage the challenges in creating a community of practice that integrates the core values of diversity and inclusion.

Session Type: 50-Minute Concurrent

Gamification of Lifelong Learning: A Digital Badge Discussion & Tutorial

Poonam Kumar, and Archana Hegde - *Saginaw Valley State University, and East Carolina University*

Our presentation will summarize the use of digital badges in online learning environments, discuss gamification trends, and provide lessons for using badges in an LMS.

Abstract: Gamification of online learning refers to the use of digital badges to signify progress towards a learning goal or achievement of a learning outcome. After presenting an overview of the history, use, and trends of digital badging in online learning, the presentation will include a brainstorming session for how to extend this education research into experimental tests of hypotheses and will conclude with a tutorial for how attendees can design and incorporate badges into online courses.

Session Outcomes: (1) Understand how gamification principles and digital badging can be used by students and teachers (i.e., in educational settings), and by corporations for workforce training or certificate-based professional development. (2) Discuss the various ways digital badging can be used by learning professionals. (3) Learn how to create badges in Learning Management Systems (LMS) using Canvas and Blackboard examples.

Session Type: 50-Minute Concurrent

Using Chamber Music Rehearsal Techniques to Facilitate Group Learning in any Discipline

Jean Martin-Williams - *University of Georgia*

By using techniques used in chamber music rehearsals, an instructor in any discipline will see enhanced benefits and richer learning outcomes.

Abstract: Challenges of good group assignments include how to set up groups, how to assess the groups, and how to ensure that all students participate in a meaningful way. By demonstrating coaching techniques used for chamber music groups, this talk will focus on skills and tools for meaningful group assignments. A group of the presenter's horn students will participate in the presentation.

Session Outcomes: (1) Visualize applications to their own teaching. (2) Be encouraged from what they learn from their fellow participants. (3) Create new group-centered assignments in their instructional spaces.

Session Type: Round Table Discussion

Engaging and Motivating Students in Higher Education: Issues and Challenges

Dian McCallum - *University of the West Indies*

This session is based on the examination of cases of actual teaching/learning incidents in higher education to generate discussions derived from the problem-solving activity

Abstract: Teaching in higher education is complex, ever-changing, challenging yet rewarding. While the context of higher education makes the work of teaching more demanding it is potentially more idiosyncratic, yet also more susceptible to the evaluative gaze of its students than exist in any other sector of the education system. University teachers are tasked with catering to a very diverse clientele given that higher education students are adult learners at different stages in their adulthood with widely different experiential backgrounds, emotional intelligence and motivational levels. This presentation focuses on the issues and challenges involved in engaging and motivating higher education students against a background of such a range of diversities.

Session Outcomes: (1) Reflect openly on their experiences of teaching in higher education. (2) Contribute to the formulation of a list of practice and research based 'commandments' (stated positively) on student engagement for university teachers (for posting to the Scholarly Teacher Blog). (3) Implement strategies to improve their responsiveness to the diverse needs, abilities and demands of higher education students while enjoying the rewards and finding solutions to the challenges of teaching in higher education.

Session Type: 20-Minute Concurrent

An Instructional Practice that Merges Silly and Serious for Creative Expressions of Learning

Martha McCaughey - *Appalachian State University*

This presentation shares the specific creative methods I developed for enabling students to reflect on, capture, and express what they are learning.

Abstract: I describe a series of fun ways to engage students that also provide a fast, low-stakes way to express and assess student learning. Students, individually or in groups, summarize the main lesson they learned in class that week by using a series of creative, expressive communication techniques, which facilitate multiple means of expression and engagement. In this presentation I share this instructional strategy to engage students at the level of affect, allowing them to express both what they learned and how they are feeling about the work they have to do. These techniques are especially useful for engaging students in otherwise wearying or intimidating courses (face-to-face or online).

Session Outcomes: (1) Acquire concrete techniques, including access to image templates, that they can use to have students quickly and creatively express what they are learning. (2) Appreciate the reasons behind the use of those techniques to engage a variety of styles of student learning and expression;. (3) See demonstrated/participate in at least one of the techniques.

Session Type: 20-Minute Concurrent

Speed Casing: Case Based Active Learning in STEM

Karobi Moitra - *Trinity Washington University*

This interactive session will be centered on the case study pedagogy. Participants will be provided the tools to teach and write their own case studies.

Abstract: Case studies are an engaging method to teach critical thinking skills, scientific concepts and rigorous content. They can also be utilized in building foundational concepts that connect to real-world applications and provide students with the motivation for in-depth exploration of a particular area of interest. The session will be structured as a workshop so that the participants will gain a clear idea of what case studies are, where to access case studies and how to utilize case studies in the classroom. Participants will engage in a hands-on interactive session and will be able write and present a short case study.

Session Outcomes: (1) Give a brief overview of the case study methodology and the different ways in which cases may be utilized in the classroom. (2) Access and utilize free case studies and related materials from different websites. (3) Create and present their own short case study during the session.

Session Type: 50-Minute Concurrent

Remembering the Forgotten Students in Higher Education: Dismissed, Discarded, Displaced, and Disconnected

Mildred Pearson - *Eastern Illinois University*

This session will explore ways to connect with students, engage faculty in meaningful dialogue, and provide cultural responsive teaching strategies; thus promoting deep learning.

Abstract: Institutions can no longer refer to diversity in its mission statement only; but rather begin equipping faculty with the appropriate teaching methodologies that are relevant and inclusive for all learners. As academicians, we must examine our biases, beliefs, and attitudes; ensuring that our curriculum best reflect the needs of students in order to retain those who often feel forgotten, dismissed, discarded, displaced, and disconnected. This session will explore ways to connect with students, engage faculty in meaningful dialogue, and provide cultural responsive teaching strategies; thus promoting deep learning.

Session Outcomes: (1) Explain the importance of cultural responsive teaching in an academic setting and global world. (2) Engage in conversations that foster or impede teacher-student relationships; causing students to disconnect and disengage. (3) Explore factors that advance or hinder the capacity to build social networks.

Session Type: 50-Minute Concurrent

Bridging the Digital Divide: Multimodality in the Classroom

Jason Peerce and Kaitlyn Ralston - *Eastern Kentucky University*

Multimodal approaches to traditional assignments are often hyped and promoted, but are they effective in improving the quality of student work? We will find out.

Abstract: Multimodal education practices are the key to engaging students in a more diverse and effective manner. In this new digital age, effectively reaching students in the classroom is becoming more difficult when using traditional education methods. Multimodal methods engage the students in a similar way to the current technology they are already using. With that in mind, multimodal assignments can result in an increase in assignment quality from the students. Taking this, educators can alter the way they run their classroom to encourage multimodal assignments, thus creating an increase in the quality of work done by their students.

Session Outcomes: (1) Identify what a multimodal approach means. (2) List specific multimodal approaches to traditional assignments. (3) Understand the effectiveness of a multimodal approach.

Session Type: Poster

Innovate, Integrate and Invigorate: Effective Utilization of Technology in a Student-Centered Course (Re)Design

Greg Pillar - *Queens University of Charlotte*

In this session, participants will explore how to approach a major course redesign that utilizes innovative technology to facilitate student learning.

Abstract: Course redesigns that involve the integration of new pedagogies and technologies can be daunting for even the most experienced faculty member. This session will share a scholarly approach to redesigning courses around educational technology that allows the instructor to develop a learner-centered pedagogy. The course redesign process will be examined from both a faculty- and faculty development perspective, allowing participants to critically reflect on their own use and integration of technology in the classroom and across disciplines and instructional modalities. Participants will work together to develop strategies to redesign courses and course redesign initiatives that facilitate student learning through the use of technology.

Session Outcomes: (1) Examine how technology can be utilized to achieve student engagement and learning. (2) Identify, develop, and share approaches to course redesign efforts. (3) Develop strategies to critically review and revise course structure and pedagogy that capitalizes on the incorporation of technology.

Session Type: 50-Minute Concurrent

Giving Voice Through Verse

Mike Pinter - *Belmont University*

We consider a few simple verse forms that can be used with student and faculty groups to build community by giving voice to all.

Abstract: We will describe two or three simple poetic verse forms that are easy to understand. Much of the session will be given to participants generating examples of the verse forms, individually and in small groups, as a means of modeling how the forms can be used with groups as a dynamic and fun activity that builds community and

allows all voices to be heard. Session participants will leave with ideas for potential similar activities they can employ with groups of students or faculty on their campuses.

Session Outcomes: (1) Describe some specific verse forms that are easy to explain to students and faculty. (2) Express ideas about teaching, learning and/or their academic discipline in simple verse. (3) Employ activities used during the session with students and faculty in group settings.

Session Type: 50-Minute Concurrent

Redesigning Spanish Theater for Millennials: An Engaging Classroom Experience

Teresa Sanhueza and Sarah McCorkle - *Wake Forest University*

This presentation examines the innovative use of technology in a Spanish theater class to engage and motivate students and produce deep, lasting learning effects.

Abstract: Students today have different capabilities—strengths and weaknesses—than the students I taught ten years ago. Millennials arrive to college less prepared than before, lack confidence in themselves as learners, and do not make responsible learning decisions. I also find they are team oriented, favor experience over abstract knowledge, have different learning styles, and are a visual and technological generation. "Theater and Drama in the Spanish-Speaking World" covers multi-centuries of theater in Spain and Spanish America. In exploring new ideas for course redesign, I focused on the preferences of Millennials in my design of active, motivating and engaging learning opportunities.

Session Outcomes: (1) Describe characteristics of Millennials and leverage these characteristics in the design of motivating and engaging learning opportunities. (2) Explore new ideas for their own course redesign that focus on active learning and community. (3) Learn new activities for deep learning and reflection based on metacognition.

Session Type: 20-Minute Concurrent

Attempting to Latch the Barn Door with Quality Matters After the Cows Have Gotten Out

Scott Seagle - *University of Tennessee at Chattanooga*

Learn how one university's Teaching and Learning Center tasked with the adoption of an online course review process calmed an atmosphere of confusion and contempt.

Abstract: In this session, participants will walk away with great takeaways and the opportunity to learn how a Teaching and Learning Center developed templates, identified resources, and facilitated faculty understanding, evaluation, and adoption of a Quality Matters review process for online courses.

Session Outcomes: (1) Compare and contrast the online review process. (2) Assess the implications of adopting an online course review process. (3) Discuss the challenges and implications of adopting Quality Matters.

Session Type: 50-Minute Concurrent

Service-Learning: A High Impact Instructional Strategy

Terry Silver - *The University of Tennessee at Martin*

Research indicates that service learning has a high impact on student learning and offers engaging experiences to motivate students. This session will review the IPARDE process.

Abstract: Research indicates that service learning has a high impact on student learning and offers engaging experiences to motivate students in higher education. Service-learning allow students opportunities to practice critical-thinking and apply learning in real world settings while meeting authentic needs in communities. Service-learning also increases self-esteem, knowledge and skill-acquisition, personal and interpersonal skill

development and a sense of accomplishment. In this presentation, the IPARDE process will be implemented to develop service-learning projects. Participants will link course content to service-learning projects, and brainstorm authentic assessment methods centering around reflection. The session will conclude with a brief discussion on communication methods to students and structuring classes for service-learning in higher education.

Session Outcomes: (1) Engage in Sort It Out to learn the IPARDE Process. (2) Demonstrate the use of reflection as an assessment method. (3) Create links to course specific content and service-learning.

Session Type: 50-Minute Concurrent

Evaluating the Efficacy of a Flipped Classroom in an Osteopathic Medical School

Mark Speicher - *Midwestern University*

Medical students were assigned to one of three groups in both physiology and psychiatry. No differences were found in scores of students in the flipped vs. traditional groups.

Abstract: 90 consenting first-year medical students were randomly assigned to one of the three groups: traditional live lecture, live and recorded lecture, and flipped classroom, for Physiology and Human Behavior. Two lectures from the standard curriculum of each class were "flipped." Surveys were sent out to gather data on student satisfaction. Exam questions pertaining to the information in the flipped units were analyzed. Students in the "flipped" group had significantly higher satisfaction scores than students in the other groups, but there were no differences in academic performance between the three groups.

Session Outcomes: (1) Understand the results of an evaluation of the flipped classroom in a graduate, STEM setting. (2) Understand the methodological strengths and weaknesses of these types of studies. (3) Learn the logistic successes and failures of flipping graduate-level STEM courses.

Session Type: Round Table Discussion

SELLING Our Students on Education

J. Patrick Stack - *Johnson & Wales University, Charlotte*

Icreasing student engagement in a dynamic society full of technology and distractions suggests a non-traditional approach to maximize student buy-in: Selling our students on education.

Abstract: Educators are salespeople. As an educator does that make you cringe? Are you suddenly uncomfortable in your own skin? This presentation will dispel the myths, and showcase the truths, of sales and persuasion while providing you applications to maximize student 'buy-in' in your classroom. The presenter, Patrick Stack, recently transitioned from a career in the Sports & Entertainment industry to academia. He will deliver insights gained through his 8+ year career in various Business Development roles in that industry building upon it with 3rd party research and published works.

Session Outcomes: (1) Recognize their roles in selling ideas & concepts to their students. (2) Be able to implement proven sales strategies from a non-academic setting. (3) Curate a classroom environment and approach to maximize student engagement.

Session Type: Round Table Discussion

PechaKucha™20X20: The Lightning Strike of Learning

Richard Straw - *Radford University*

PechaKucha™or PK is the art of concise presentations. I have been using PKs as an innovative method of engaging students in the classroom for a year and believe it focuses and engages students in commanding ways.

Abstract: Over the course of this academic year, in both introductory and upper level courses, I have implemented the PK presentation method in both my lectures and as a team-based learning pedagogy. PechaKucha™, which is Japanese slang for chit chat, is a visual and oral presentation method of 20 slides with 20 seconds of commentary per slide that emphasizes concise writing and the careful choice of photographs to convey meaning. Sometimes referred to as the lightning strike of instruction, PKs have gained wide usage in the business and design firms. Bars and theaters throughout the world have adopted the practice of "PK Nights" where participants give these short talks on any subject. Its advantages as both a classroom presentation method and a team-based learning practice are many, while the disadvantages are few. In my presentation I will demonstrate a PK and explore its effectiveness as a classroom instructional and team building pedagogy. Participants will learn how they can use this method to enhance their own presentations and engage students in their own learning.

Session Outcomes: (1) Gain an understanding of what a PK presentation is and how it differs from traditional Power Point presentations.

Session Type: 20-Minute Concurrent

Increasing Students' Performance in Developmental Mathematics with Academic Service Learning

Mario Toussaint - *Florida Atlantic University*

The authors will present their findings from a research study in which Academic Service Learning was inserted into a developmental mathematics course at a university.

Abstract: A report issued in 2012 by the United States Government Accountability Office (GAO) concluded that the United States is not producing enough graduates in Science, Technology, Engineering, and Mathematics (STEM) to meet the demands of its economy. According to NAEP (2003, 2005, 2007, 2009) fewer than half of students nationally possess a solid command of mathematical content. Researchers at a university tested whether the insertion of Academic Service Learning (ASL) into intermediate algebra courses improved students' performance. ASL is a teaching strategy that combines meaningful community service with instruction and reflection to enhance the learning experience.

Session Outcomes: (1) Learn how Academic Service Learning affect student's success rates in mathematics. (2) Use Academic Service Learning to promote Students' success. (3) Identify ways to implement Academic Service Learning at their institutions.

Session Type: 20-Minute Concurrent

Technology, Information Literacy and Social Work Education

Laura Trull and David Vess - *James Madison University*

A unique series of interactive lessons, designed and implemented collaboratively by Social Work and Library faculty to support student information literacy skill development.

Abstract: This poster will demonstrate a unique series of interactive lessons, designed and implemented collaboratively by Social Work and Library faculty to support student information literacy skill development. This series of six lessons was implemented with junior-level social work students and focused on topics such as determining quality of sources, constructing citations, identifying research methodology, utilizing technology, research ethics and search techniques. Lesson outlines will be made available to participants and future research and evaluation plans will be discussed.

Session Outcomes: (1) Be exposed to a model of information literacy activities designed collaboratively by social work and library faculty. (2) Discuss opportunities for engaging students in interactive lessons focused on skill development through an interactive poster experience. (3) Receive an outline of interactive lessons and are encouraged to implement activities in the future and share with presenters.

Session Type: Poster

Out with PowerPoint: In with PechaKucha(TM)

Frances Tuer - *McMaster University*

PechaKucha(TM) is a presentation format driven by stimulating visuals and compelling narration. It can develop student creativity, critical review skills, and self-confidence, and can easily be shared with peers and other parties.

Abstract: In contrast to lengthy, text-heavy PowerPoint presentations, PechaKucha™ requires that students pare their presentation down to just 6 minutes and 40 seconds (20 slides for 20 seconds each). This is achieved by replacing extensive text with compelling visuals and oral narration. Narration can be done in-person or embedded, with the latter facilitating the storage and sharing of a PechaKucha™ via the student's Learning Portfolio. Participants in this session will view examples from a senior year Strategic HR Planning course, learn about the development, sharing, peer review, and assessment process, and do some hands-on development of their own PechaKucha™

Session Outcomes: (1) Describe the characteristics and process involved in a PechaKucha™ presentation. (2) Develop a PechaKucha™ presentation on a topic of personal interest. (3) Discuss the pros and cons of PechaKucha™ versus PowerPoint in their own course(s).

Session Type: 50-Minute Concurrent

Flipping Professional Development: The Model for Teaching with Technology #HGTVbeware

Traci Van Prooyen - *Heartland Community College*

This session outlines a flipped design for professional development that serves as model for faculty searching to purposefully integrate technologies in teaching and learning.

Abstract: As we seek to engage and deepen students learning with technology integration, so should our professional development model in turn. In seeking best practices and support of integrating technology for sound pedagogy/andragogy, what better way to talk about teaching with technology than to use technology! In this session, participants will use their own devices technology devices and will also learn will learn about a "flipped" professional development "exposition" where faculty adopted a variety of roles learning about teaching with technology. Participants will also have an opportunity to create and share ideas for personal development in integrating technology into teaching practices.

Session Outcomes: (1) Become more familiar with basic concepts of flipped learning as a teaching/learning method as modeled through professional development for teachers. (2) Recognize the importance of professional development as a model for what we want to happen in the classroom (for better transfer and application) when integrating technology in teaching and learning. (3) Develop and share concrete ideas (through brainstorming activities as well as in collaboration with others) for own professional development in supporting the integration of technology in teaching.

Session Type: 50-Minute Concurrent

Tech Tools for Teaching: Try, Test and Take it On!

Traci Van Prooyen - *Heartland Community College*

Participants in this session will be able to choose and review a variety of technology resources as to their specific use in support of teaching and learning.

Abstract: BYOD (Bring Your Own Device) to this interactive and engaging session where you will: - Learn keys to integrating technology into your classroom (HINT: it's not about the technology, because the tools will change) - Have access to a website created by the presenter and freely offered to participants as a resource to explore and review a variety of technology tools used to support teaching and learning including tools to support classroom interactions, notetaking, providing feedback through rubrics, having students "show what they know" (through infographics, digital storytelling/presentations, portfolios, graphic organizers, group projects), or content-specific internet based resources.

Session Outcomes: (1) Identify and use a website to investigate and review technology tools used to support teaching and learning. (2) Identify ways that a technology resource may solve a problem/issue in teaching and/or learning.
(3) Use and/or apply three technology tools that could be used in their own teaching and learning environment.

Session Type: 20-Minute Concurrent

Innovation and Application: Design Thinking Real World Problems

Jody Vogelzang - *Grand Valley State University*

Design Thinking encourages collaborative work, the streamlining of ideas, and room to fail. Students using the process.

Abstract: Design Thinking (DT) is a problem- solving process that embraces human centered design and considers the needs of the users and the actual environment of the program or service. DT is qualitative in nature, yet unique in its approach in empathy building ideation, and prototyping. It has an action bias which is expected to need further refining with end-user input. Used in the classroom, DT encourages collaborative work, the streamlining of ideas, and room to fail. Students using the process demonstrated the ability to examine root issues, and develop a program based on expressed needs of the end users.

Session Outcomes: (1) Describe the process of Design Thinking. (2) Examine ways Design Thinking could be used in your classroom. (3) Relate how Design Thinking contributes to the development of critical thinking.

Session Type: 50-Minute Concurrent

From College Professor to College STAR: How to Implement Effective UDL-Based Instructional Strategies

Ruben Watson and Birgit Jensen - *East Carolina University*

This presentation will describe College STAR, a multi-campus project through which participating universities collaborate to provide faculty development opportunities and student support.

Abstract: College STAR is a multi-campus grant-funded initiative enabling participating universities to partner in the process of becoming more welcoming of students with learning differences. At the core of this work is an effort to infuse the principles of Universal Design for Learning throughout our campus environments. This presentation will include an overview of models used by participating campuses, professional development resources that can be accessed on the College STAR website, transition support resources that can be shared with students in K12 settings, lessons learned thus far from our experiences, and opportunities to get connected to the College STAR network.

Session Outcomes: (1) Receive access to information about online professional development resources that have been created through the College STAR initiative and that are grounded in the principles of Universal Design for Learning. (2) Meet a professor and listen to her describe how she infused the principles of Universal Design for Learning into her courses. (3) Explore opportunities for connecting with the College STAR initiative and possible partnership scenarios.

Session Type: Poster

From Clinical to Classroom: Integrating Cultural Humility into Team Teaching

Cecile Yancu and Amber DeBono - *Winston-Salem State University*

Team teaching is a common practice among American universities. Presenters will offer several suggestions for best co-teaching practices based in cultural humility.

Abstract: Although team teaching is a common practice in American universities, little is known about the factors that lead to successful team teaching. This presentation will suggest that integrating cultural humility is a best practice for team teaching. Derived from clinical practice, cultural humility is the process of encounter/experience, self-reflection, personal critique and growth. Based on the experiences from several faculty who have team taught, practicing cultural humility allows for more nuanced cultural sensitivity and leads to a more student-centered pedagogy. The presenters will offer practical advice through examples of how to begin a team teaching experience with cultural humility.

Session Outcomes: (1) Identify the components of culture that underpin its complex diversity and relevance to adult education. (2) Define cultural humility and understand its relevance in team teaching adults. (3) Use cultural humility with other faculty.

Session Type: Poster

Weaving Biological Cells to Teach Community

Portia York - *University of North Carolina at Charlotte*

Teaching innovation in art & science incorporated in curriculum for brain stimulation, varied understanding of content, and learning new skills. The project will also allow for discussion around STEAM majors and careers. Crochet techniques will be taught.

Abstract: Middle and secondary students should receive teaching innovation in art & science incorporated in curriculum for brain stimulation, varied understanding of content, and learning new skills. Arts integration is a key factor in motivating and engaging students. The aim of The Weaving Biological Cells project will address arts integration within academic programs, as well as teach students a craft, while connecting the activities to science, and community building. It will also allow students to learn about the relationship between the ecosystem and their daily lives. Crochet techniques will be taught and crafted into the shape of large biological cells.

Session Outcomes: (1) Learn how crochet and biology can intersect. (2) Learn how to engage students in science using fiber art. (3) Be encouraged to talk about varied STEAM majors and careers.

Session Type: 20-Minute Concurrent

Positively Know You Made Positive Impact: Evidence-Based Teaching Practices for Underprepared Students

Melissa Zanteello - *ACUE*

How many times have you tried various techniques in your classroom with the intent of impacting learning? Now, how certain are you those techniques did, in fact, have an impact?

Abstract: Often, you learn and hone your teaching by experimenting with various instructional strategies. There is an extensive body of research on best practices that you can also explore and use as you experiment, and no student needs these research-based best practices more than the underprepared student. Naturally, it's always a risk to try a new method, but there is power in trying something new and explicitly sharing the experience with your students, especially when you unequivocally know evidence exists that the method positively impacts student success. Join this session to gain insights into the best way to incorporate research-based techniques, and leave the session with evidence-based strategies for the underprepared students in your classrooms.

Session Type: 50-Minute Concurrent

The Scholarly Teacher

Applying Evidence-Based Strategies to Enrich Student Learning

The major focus of this blog is a healthy balance of scholarly evidence and practical application. This blog is named The Scholarly Teacher to emphasize the importance of taking an informed and practiced approach to enriching student learning by systematic improvement of effective teaching.

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- Provide a venue to share with and learn from colleagues.
- Inspire readers to try something new, tweak a teaching strategy, or to validate that what they currently do is based on sound practice.
- Direct readers to additional resources.

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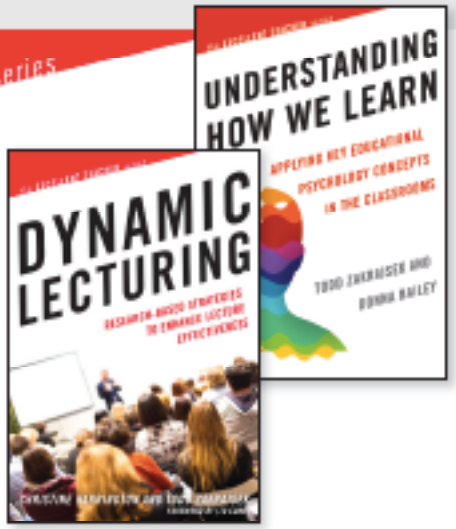

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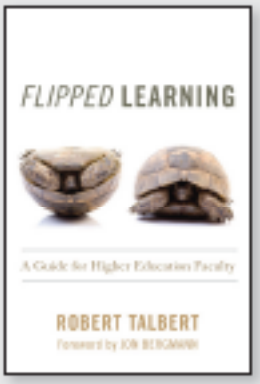

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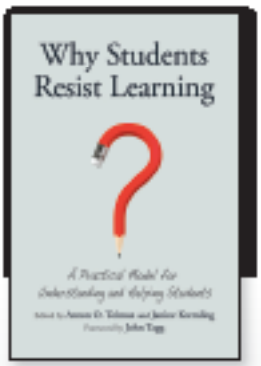

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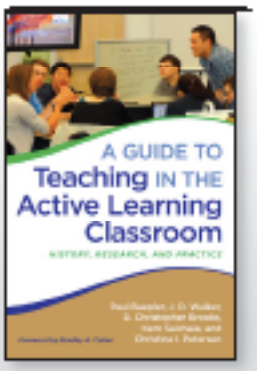

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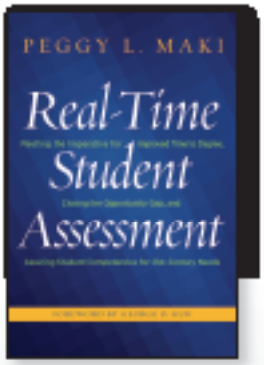

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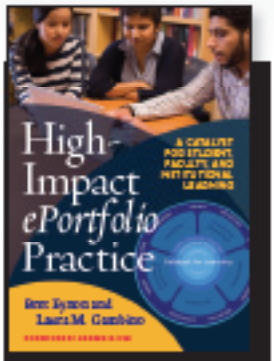

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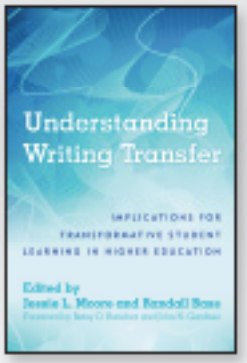

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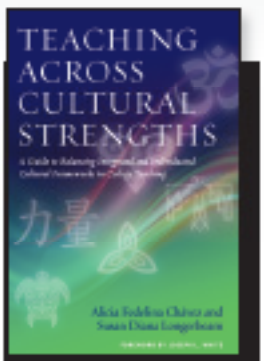

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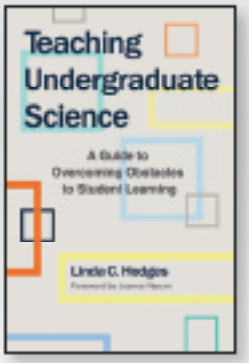

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