

CONFERENCE PROGRAM **2019**



INNOVATIVE STRATEGIES TO ADVANCE LEARNING

Lilly Conferences | Asheville, North Carolina | August 5-7

Welcome to Lilly-Asheville!

At Lilly Conferences, we value each individual's perspective and experience and look forward to this event developing as a learning community whereby we learn from one another. We are pleased to bring together this group of passionate/devoted educators who care deeply about helping student become better learners. It is a rare opportunity to be around such amazing colleagues from throughout the country. Take time to network with other participants, students, and mentors throughout the conference.

This is our fourth year offering a Lilly Conference in Asheville, and for those of you who are returning, we're delighted to see you again. For those of you at this event for the first time, we are delighted that you are here. Please explore the area while you are here - this city has so much to offer! Dinner at a craft brewery, listening to live music, or an early morning hike are all excellent ways to experience Asheville. Summer is also the perfect time to watch the sunset over the peaks of the Blue Ridge Mountains.

As the host of five Lilly Conferences, the International Teaching Learning Cooperative (ITLC) is dedicated to excellence. We want your conference experience to be valuable and to exceed your expectations. We hope you go back to your institution with new contacts, new ideas to implement, and a renewed energy for teaching. Our staff are available throughout the conference; please do not hesitate to let us know if we can help you in any way.

Wishing you an excellent conference experience,



Todd Zakrajsek, PhD
Conference Director

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The ITLC Network

The ITLC Network was created to bring faculty together to advance student learning. At present, this is primarily accomplished by facilitating and presenting customized workshops, the dissemination of information from contributing authors through The Scholarly Teacher Blog, and directing and coordinating the ITLC-Lilly Conferences. We invite you to explore our other opportunities, or talk to

us about designing a program specific to your institution's needs. At ITLC, we take pride in the services and products we offer. We value our clients and look forward to developing long-term relationships with them as they strive to reach their professional goals. Likewise, we value our employees for their ongoing contributions to ITLC as well as for their individual aspirations and commitments.

Meet the ITLC Team

Todd Zakrajsek



**President &
Conference Director**

Debra Van Etten



**Vice President
Financing & Operations**

Laura Czerwinski



**Vice President
Programing & Public Relations**

Melanie Collins



**Director
Advancement
Scholarly Teacher Acquisitions Editor**

Allison Jaymes



**Specialist
Performance Management
& Analytics**

Kathryn Smith



**Director
Learning Technologies & Assessment**

The ITLC team will be onsite to assist participants and presenters alike. If you should have any questions, please come to the registration desk and we would be happy to assist you.

www.itlcnetwork.org

General Information

Name Badges

Please wear your name badge at all times during the conference. 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 worked diligently to prepare the materials for your presentation. That said, we encourage referring to each other by first name more quickly familiarizes us with each other and builds community.

Raffle

Through in-kind donations from Stylus Publishing and Educational Blueprints, we have approximately \$500 in value of prizes to give away to conference participants this year. A drawing will be held after breakfast on Wednesday. Although you do not need to be present at the time of the drawing to win, you must pick up the book at the registration desk by 11:30am Wednesday.

Attending Sessions

While it is expected that participants and presenters alike attend the whole conference in an effort to build community, it is NOT expected that you attend every single session. The conference pace is brisk, there are many choices among concurrent sessions, and the risk of information overload is always present. Please be sure to take a break and skip a session if needed to reflect on what you’ve learned, network, or even just catch up on emails.

Evaluation of Sessions and Conference

We encourage you to complete the session evaluation forms following each concurrent session. Place your completed evaluation in the envelope provided at the front of the room. Conference staff will collect the completed session evaluations, scan them, and email them to presenters. We do care about your conference experience; if you have any concerns during the conference, please come to the registration desk and speak to an ITLC staff member.

Social Media

Stay connected with us all year long through social media. Make sure to like us on Facebook; follow us on Instagram; find us on LinkedIn as Lilly Conference Group; like us on Twitter (ITLC-Lilly); and tweet about your experience using #lillycon. Within the Guidebook App, you can post to an event message board, send private messages to other participants, make a personalized schedule, and share photos of the conference.

Meals/Guest Meals

Your conference registration includes: lunch, and an afternoon snack on Monday; breakfast, lunch, afternoon refreshments, and a reception on Tuesday; and breakfast on Wednesday. Name badges are required for entrance to meals and receptions. Unfortunately, due to space limitations, guests are not allowed to join conference meals. There is however a restaurant onsite.

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 also connect with colleagues during table topic discussions at lunch, round-table discussions after breakfast, the poster reception, and/or during breaks between sessions. We hope that you will seek out chances to get together in the evenings on your own as well.

Asheville

The conference venue is located just one block from the historic Biltmore Village, which boasts an exciting array of local restaurants, stores, and entertainment. The nearby Biltmore Estate, is home to the 250-room Biltmore House, wine-tasting, shops, restaurants, and outdoor activities. Downtown Asheville, with its vibrant arts scene, is only 2 miles away. We hope that you are able to get out in the evenings and explore why Foodandwine.com says Asheville is a “melting pot of art, culture, architecture, spectacular beer and a food scene that rivals any city in the country.”

Monday Plenary Presenters

Todd Zakrajsek

University of North Carolina



Todd Zakrajsek, PhD, is an Associate Professor and the Associate Director of the Faculty Development Fellowship Program in the Department of Family Medicine at the UNC School of Medicine. Todd was a tenured associate professor of psychology before moving into faculty development, where he directed teaching centers at three different universities. In addition to his work at UNC, Todd serves on several educationally-related boards, including the Journal of Excellence in College Teaching; International Journal for the Scholarship of Teaching and Learning; College Teaching, and Higher Education Teaching Learning Portal. In recent years, Todd served on boards charged with creating resources and opportunities related to teaching and learning for Lenovo, Microsoft, Harvard, and the Gates Foundation.

“Great ideas, positive energy, and he understands his audience”

- Past Lilly Participant

Campus and Community Networks: Why They Are Critical to Being an Effective Faculty Member

Monday, 9:00am - *Burghley B*

In this session, we will look at ways to leverage the vast experience without our campus communities to find those who can assist us, and note where we can assist others.

There is not a single person in higher education who was educated or trained in each and every aspect that a teaching job demands. At times, being a faculty member feels like the job is entirely “other duties as assigned.” The good news is that all around you are highly educated individuals who do have areas of expertise that complement your own areas of expertise. Together we form a community that is like no other. In this session, we will look at ways to leverage that community, to find those who can assist us, and those we can assist. Teaching is not a job one person can do, but it is certainly a job we can all do.



Carl S. Moore

University of the District of Columbia

Carl S. Moore, PhD, is currently the Assistant Chief Academic Officer at the University of the District of Columbia (UDC). He also serves as faculty for Temple University’s Teaching in Higher Education Certificate. He has

been teaching for 15 years, and has dedicated his career to advancing the field of faculty and leadership development and discovering innovative ways to increase educational effectiveness. Carl is continuously drawing from and polishing his skillset as a frequently invited speaker and consultant on inclusion, leadership, faculty development, and teaching and learning related topics. Additionally, Carl has served as a Department Chair at UDC, Assistant Director of the Teaching and Learning Center at Temple University, Co-Chair of the POD Network Conference, and as a Middle States Commission on Higher Education peer reviewer.

“Interactive, inclusive, respectful, and informative”

- Past Lilly Participants

Teaching Positively: Enhancing Learning Environments and Multiplying Opportunities for Learner Success

Monday, 1:15pm - *Burghley B*

Participants will learn ways to enhance learning environments for positive learning and identify ways to increase opportunities for success.

As educators, we have the great opportunity to view ourselves as holistically as we are encouraged to view our learners. Doing so has a direct correlation to our capacity to learn about and implement research-based and best practices in teaching and learning. In this session, we will workshop ways self-awareness and personal development can play in enhancing learning environments and explore ways to multiply opportunities for learner success. Join us if you’re interested in learning more about “teaching positively”.

Tuesday & Wednesday Plenary Presenters

Gladys Childs

Texas Wesleyan University

Gladys Childs, PhD, is the new Dean of Freshman at Texas Wesleyan University. Prior to this, she served as the Interim Dean for the School of Arts and Letters and Chair of the Religion Department. She has been teaching at Texas Wesleyan for almost two decades and was given the Golden Ruler Award by the students for excellence in teaching. Gladys enjoys working with students and helps encourage and motivate them to succeed in the classroom. She is also an international speaker at conferences and campus workshops on how to improve pedagogical techniques. During the past 10 years, she has focused on helping professors around the country develop a learner-centered approach to teaching. Gladys has published numerous articles on pedagogy and learner centered teaching.



C. Edward Watson

Association of American Colleges and Universities

C. Edward Watson, PhD, is the Associate Vice President for Quality, Advocacy, and LEAP Initiatives for the Association of American Colleges and Universities (AAC&U). There, he

leads the association's national and state-level advocacy and policy efforts to advance quality in undergraduate student learning. He also guides AAC&U's agenda, to advance educational quality initiatives within institutions, state systems, and state-based consortia. Prior to joining AAC&U, Eddie was the Director of the Center for Teaching and Learning at the University of Georgia and continues to serve there as a Fellow in the Institute of Higher Education. He is the founding Executive Editor of the International Journal of ePortfolio, the Executive Editor of the International Journal of Teaching and Learning in Higher Education and is on the board of directors for organizations. Eddie is also the author of, "Teaching Naked Techniques: A Practical Guide to Designing Better Classes" (Jossey-Bass) and "Playing to Learn with Reacting to the Past - Research on High Impact, Active Learning Practices" (Palgrave MacMillan).

"Practical, relatable, and lots of great examples"

- Past Lilly Participant

Teach Like a Rockstar: Simple Techniques to Engage and Motivate Students

Tuesday, 9:15am - *Burghley B*

Participants will learn easy and fun pedagogical tools to engage and motivate students from the first day in the class through the last.

Teaching is very much like an acting performance — you are trying to engage the interests of the students, push them to consider concepts or ideas they haven't thought of before, elicit emotional responses, and make them want more. During this session, participants will learn pedagogical tools to engage and motivate students from the first day in the class through the last. Through the use of music, conditioning, self-disclosure, magic and more, participants will experience what a typical class can be transformed into.

Teaching Naked Techniques: A Practical Guide to Designing Better Classes

Wednesday, 10:15am - *Burghley B*

In recent years, there has been an acceleration in the number of research findings regarding human learning and cognition, but these findings often are not easily translated into classroom practice. Evoking the plethora of research-based best practices detailed in *Teaching Naked Techniques: A Practical Guide to Designing Better Classes* (Jossey-Bass, 2017), this keynote will provide new insights into how we learn as well as practical advice regarding how the outcomes of this research can be applied in the college classroom. Beginning with an interactive game exploring the most popular conceptions and misconceptions about learning, attention will then turn to examining key truths that are the most relevant to teaching and learning in higher education. This keynote will conclude with an overview of the concrete processes and practices offered in the pages of *Teaching Naked Techniques*.

Lilly Ambassadors

The Lilly Ambassador Program is comprised of faculty and administrators who embody the Lilly Spirit: a collaborative community of scholars sharing, discussing, critiquing, and reflecting upon improving teaching and learning. The inaugural group of Ambassadors were nominated because of their dedication to student learning, sharing of their scholarly work, and being an active part of the Lilly community.

Lilly Ambassadors are representatives of the ITLC/Lilly brand; they are very familiar with Lilly Conferences, specifically here in Asheville. In addition to answering questions at the New Participant Orientation, they will be presenting and participating in sessions throughout the conference. If you have any questions about the Lilly Conference experience, seek them out.

CONGRATULATIONS TO OUR **2019 LILLY-ASHEVILLE AMBASSADORS**



Michael J. Berntsen

Assistant Professor
English, Theatre, and Foreign Languages
University of North Carolina at Pembroke



Mike Pinter

Director
Teaching Center
Belmont University



Chrystal Dean

Director
Elementary Education Graduate Program
Appalachian State University



Nancy Szwydek

Assistant Dean
Health Sciences
Purdue University Global

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.

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. Thank you for your contribution!

2019 Lilly-Asheville Reviewers

Emtinan Alqurashi, *Temple University*

Susan Archibald, *Purdue University Global*

Spencer Benson, *University of Maryland*

Chrystal Dean, *Appalachian State University*

Christopher Penna, *University of Delaware*

Todd Primm, *Sam Houston State University*

Michael Snell, *Purdue University Global*

Stacey Souther, *Cuyahoga Community College*

Virginia Uhley, *Oakland University*

Jacqueline Williams, *North Carolina A&T State University*

Cosponsors

Thank you to this year's corporate cosponsors: American Council on Education, Educational Blueprints, the Idea Center, NISOD, the Scholarly Teacher, and Stylus Publishing. We would also like to thank Belmont University, Clemson University, Johnson and Wales University, Louisburg College, North Carolina Central University, North Carolina State University, Pitt Community College, Western Carolina University for bringing institutional teams of 5-10 participants and for your continued commitment to improving teaching and learning on your campus.

Special Thanks

Our gratitude goes out to Milt Cox and Laurie Richlin. 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. He has done so much for so many, and been an exceptional friend to all who care about student learning and faculty development. Laurie founded the regional Lilly Conferences and we thank her for planting those seeds from which so many have benefited.

Daily Schedule

MONDAY, AUGUST 5, 2019

8:45a - 9:00a	New Participant Orientation - <i>Burghley B</i>				
9:00a - 9:30a	Opening Comments & Plenary Presentation: Campus and Community Networks: Why They Are Critical to Being an Effective Faculty Member - Todd Zakrajsek - <i>Burghley B</i>				
ROOMS	Burghley A	Vanderbilt 1	Vanderbilt 2	Stuyvesant	Amherst
9:45a-10:35a <small>50-MINUTE CONCURRENT</small>	Engaging In and Facilitating Meaningful Discussions in... C. Wilcoxon, A. Steiner, & J. Bell	Mistakes Teachers Make: Handling Missteps and Misjudgments in... T. Tan	Making Active Learning Work in Fully or Partially Online Classes S. Foote	Peer Mentoring: A Key Factor for Academic Success L. Sheehan-Smith	Explanatory Thinking Using Mobile Devices in a... L. Kenyon
10:50a-11:15a <small>25-MINUTE CONCURRENT</small>	Using Gap Analysis in the Classroom M. Bartlett	Using VoiceThread to Enhance Backward Design C. Dean	Digital Literacy: A New 21st Century Student Learning... C. Yancu & B. Ganzert	You're Not Done Yet: Using Portfolios as Final Assessments W. Rockne	Adding a Computational Component to a Traditional... D. Morris
11:30a-12:20p <small>50-MINUTE CONCURRENT</small>	Helping Our Students to Become Better Procrastinators K. Troyer	Academic Dishonesty: Shifting from Prosecution to Prevention Z. Jouaibi	Breaking Silos: Cross- and Interdisciplinary STEM E. Faulconer	Engaging Students with Inquiry-Based Learning and Research M. Frees	...Nurturing Engaged Global Citizens in a History Classroom A. Banerji <small>11:30a-11:55a</small>
12:20p - 1:15p	Lunch - <i>Burghley B</i>				
1:15p - 2:30p	Plenary Presentation: Teaching Positively: Enhancing Learning Environments and Multiplying Opportunities for Learner Success - Carl Moore - <i>Burghley B</i>				
2:45p - 3:35p <small>50-MINUTE CONCURRENT</small>	What's the Best Way to Structure Your Lecture? N. Eng	What Is the Scholarship of Teaching and Learning? Seven... M. Cox	E-Learning Equity: Increasing Online Success for At-Risk... S. Moore	Using Starter Questions and Whiteboards to Increase... A. Jennings	Intentional Student Learning Community Design as a... S. LeBeau, A. Tallant, & J. Dulworth
3:50p - 4:15p <small>25-MINUTE CONCURRENT</small>	Mentoring First Generation Students: The Prior Learning... K. Seaver	Creating Global Learning Environments: The Great... S. Kapur	Future Educators Navigating a World of New Technologies S. Murray & C. Wentz	Using Grit to Measure Success in an Online Environment T. Kaufman	Collaborative Team Teaching in Sport Business and ... D. Williamson & L. Mohan

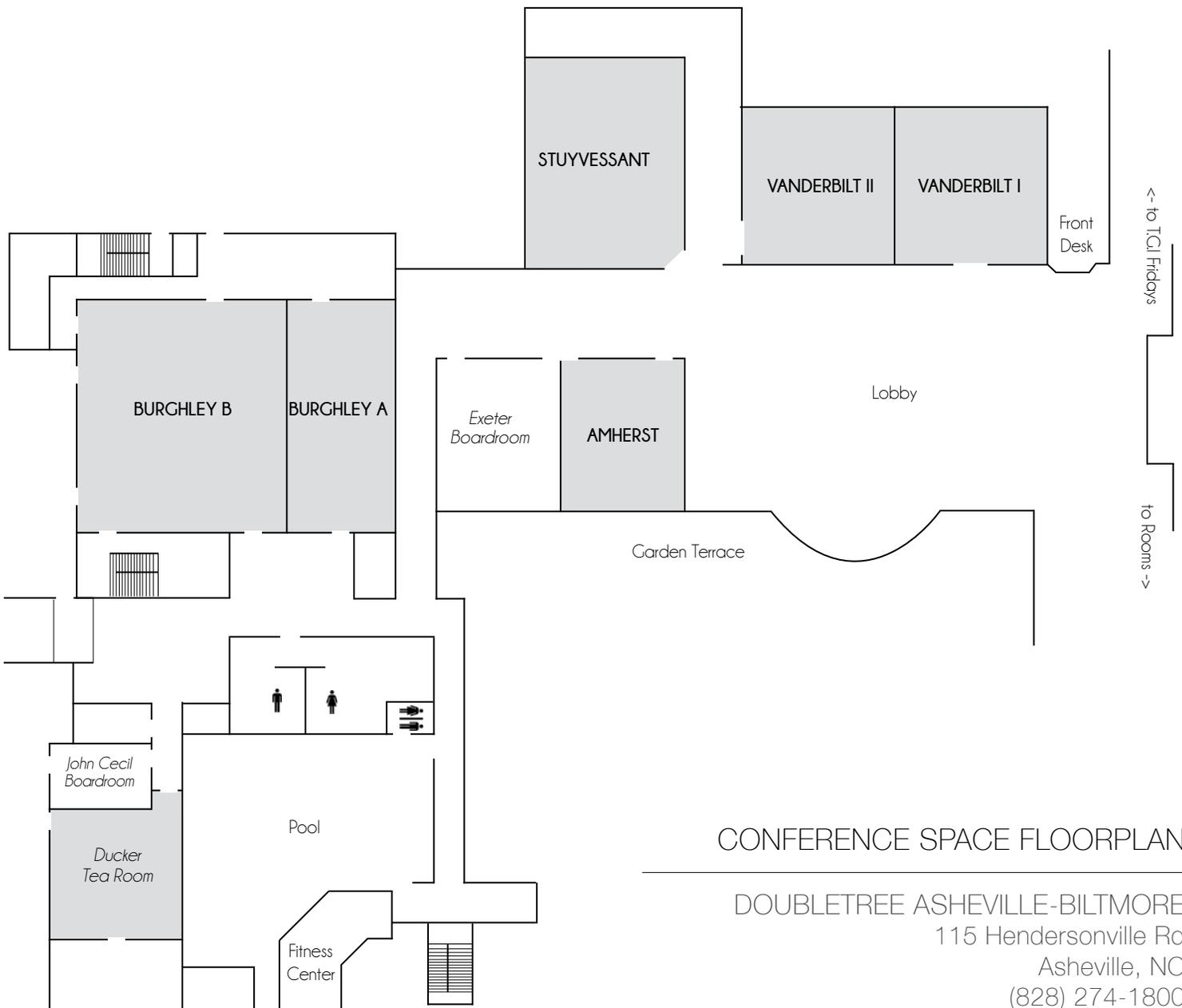
TUESDAY, AUGUST 6, 2019

7:45a - 8:25a	Breakfast - <i>Burghley B</i>				
8:30a - 9:00a	Round Table Discussions (see page 31 for titles & presenters) - <i>Burghley B</i>				
9:15a - 10:30a	Plenary Presentation: Teach Like a Rockstar: Simple Techniques to Engage and Motivate Students - Gladys Childs - <i>Burghley B</i>				
ROOMS	Burghley A	Vanderbilt 1	Vanderbilt 2	Stuyvesant	Amherst
10:45a-11:10a <small>25-MINUTE CONCURRENT</small>	Focus Your Lecture with the One-Sentence Lesson Plan N. Eng	Working Across Disciplines to Design Strategies for Teaching... L. Martin	The Common Thread: Designing Online Course Environments for... A. Roccamo	Effective Teaching: Adding Flavor with Kahoot!, A Game Based... A. Smith	The New Matrix: Integrating Sustainability Into How... M. Min & L. Cruz
11:25a-12:15p <small>50-MINUTE CONCURRENT</small>	Starting and Sustaining a Center for Faculty/Educational... T. Zakrajsek	"Where Do I Start?": Fostering Initial Engagement in Online... P. Hessling, M. Bartlett, & C. Warren	Creating High Impact Learning Experiences through the Use of... S. Foote	What, How, and When: Assessing Student Learning After Course... T. Temple, C. Willis, & D. Spencer	Learning by Teaching Children: Improving Students' Self-... A. DeBono <small>11:25a-11:50a</small>
12:15p - 1:00p	Lunch - <i>Burghley B</i>				
1:15p - 2:05p <small>50-MINUTE CONCURRENT</small>	Student Preparedness Incorporated into the Course... B. Gillette	Teaching with Technology: Free Tech Tools to Energize and... K. Smith	The Use of Critical Reflection for Learning, Engagement and... S. Sweet	How Can That Be? Motivating Learning Through... M. Pinter	Ensuring Balanced Faculty Evaluation K. Ryalls
2:20p - 2:45p <small>25-MINUTE CONCURRENT</small>	Evolution of Course Redesign Toward Research Design... T. Temple, D. Spencer, & C. Willis	Does a Practicum Influence Graduate Outcomes in an Online... N. Szwedek & K. Sobel	Implementation of a "Writing Ladder" Through a Multi-Course... K. Pittman	Learn AAC: Project to Increase Personal Responsibility and... S. Sivalingam	Story-time on Campus: Using Children's Literature to Foster... C. Draper & M. Reidel
3:00p - 3:50p <small>50-MINUTE CONCURRENT</small>	Designing Courses so the Quiet, Meek, and Humble Can Inherit... M. Berntsen	Outside-In: Bringing the Community Into the Classroom... C. Born	Academic Anxiety: What Is It and How Can You Help Students Cope? T. Thomas	Re-Framing Our Discussions L. McEnery	Using Mind-Brain Education to Create Transformative Learning... R. Franz & T. Weldon
4:00p - 5:00p	Poster Reception (see page 35 for titles & presenters) - <i>Burghley B</i>				

Daily Schedule

WEDNESDAY, AUGUST 7, 2019

7:45a - 8:25a	Breakfast - Burghley B				
ROOMS	Burghley A	Vanderbilt 1	Vanderbilt 2	Stuyvesant	Amherst
8:30a - 9:20a <i>50-MINUTE CONCURRENT</i>	Help One More Student Stay by Encouraging Faculty to Make... <i>M. Fontes</i>	The Sleep Habits of College Students and How They Impact ... <i>T. Doyle & J. Mekkes</i>	Online Assignment Design Workshop Charrettes Using... <i>C. Bergendahl</i>	Using Devices in the Classroom to Engage Students and Revitalize... <i>J. Campbell</i>	A Case Study in Interdisciplinary Teaching and Learning <i>M. Boettcher & L. Lewis</i>
9:35a - 10:00a <i>25-MINUTE CONCURRENT</i>	Utilizing TEAMMATES as a Well to Effectively and Efficiently... <i>A. Clauson</i>	Assessing for Change <i>K. Smith</i>	Argumentation in Quantitative Courses to Engage Diverse... <i>T. Pardue</i>	Does Hybrid Structure Matter? Comparing Student Approaches... <i>J. Louten & L. Daws</i>	Engaging Students at the Interface Between Science and... <i>V. Antignani</i>
10:15a-11:30a	Closing Plenary Presentation: Teaching Naked Techniques: A Practical Guide to Designing Better Classes - Eddie Watson - Burghley B				



CONFERENCE SPACE FLOORPLAN

DOUBLETREE ASHEVILLE-BILTMORE
 115 Hendersonville Rd
 Asheville, NC
 (828) 274-1800

Concurrent Session Abstracts and Outcomes

In chronological order

MONDAY 9:45a - 10:35a

Engaging in and Facilitating Meaningful Discussions in Every Discipline

Chris Wilcoxon, Amanda Steiner, and Julie Bell -
University of Nebraska Omaha

Looking for ways to break out of routine lectures? Instructional strategies can be used to facilitate meaningful discussions that promote students' critical thinking.

Abstract: How do you facilitate discussion about text, and why is discussion important? Every discipline utilizes text (e.g., graphs, novels, articles, questions, and videos). Students need to engage not only with the text, but also with each other through discussion in order to think critically and make course content meaningful to themselves. This interactive presentation will highlight a minimum of five instructional strategies to enhance class discussions.

Learning Outcomes: (1) Identify ways to encourage and facilitate meaningful discussion about text. (2) Apply and implement strategies learned to your own discipline. (3) Introduced to and interact with six text discussion strategies.

Tracks/Themes: *Academic Success; Creating Communities of Learners; Engaging/Motivating Students*

Room: Burghley A

Mistakes Teachers Make: Handling Missteps and Misjudgments in the Classroom

Tay Keong Tan - *Radford University*

A candid discussion among educators on the art and science of mistakes, and the evidence-based strategies to prevent and effectively recover from them.

Abstract: Even with specialized knowledge and the experience of practice, educators routinely make mistakes; courses are badly designed, sensitive discussion poorly facilitated, and grades wrongly assigned. We live in a mistake-phobic culture, where mistakes are frowned upon rather than used as an impetus for learning and growth. How can we respond with integrity when mistakes are made? What evidence-based best practices can help us deal with missteps and misjudgment? How can effective recovery and honest learning be fostered when mistakes were made? This is a candid discussion on the art and science of dealing with mistakes, and how educators can handle them honestly and humanely.

Learning Outcomes: (1) Understand some evidence-based strategies on how to handle mistakes in the classroom and courses. (2) Apply some of these strategies to prevent mistakes in their own professional and personal practice. (3) Apply some strategies on recovering from their missteps and misjudgment.

Tracks/Themes: *Course/Curriculum (Re)Design*

Room: Vanderbilt 1

Making Active Learning Work in Fully or Partially Online Classes

Stephanie Foote - *Gardner Institute for Excellence in Undergraduate Education*

This session will describe the intentional approach two instructors have taken to incorporate different forms of active learning in their online and blended first-year courses.

Abstract: While the impact of active learning is documented, there is an absence of research on these teaching and learning approaches in online and hybrid courses. This session will describe the intentional approach two instructors have taken to incorporate different forms of active learning in their online and blended first-year and upper-level courses.

Learning Outcomes: (1) Describe considerations necessary to intentionally incorporate active learning in online or hybrid courses. (2) Evaluate examples of active learning strategies to determine what will be most appropriate for their course(s). (3) Develop a preliminary plan to intentionally incorporate these strategies and approaches into their own online or hybrid courses.

Tracks/Themes: *Online Teaching and Learning*

Room: Vanderbilt 2

Peer Mentoring: A Key Factor for Academic Success

Lisa Sheehan-Smith - *Middle Tennessee State University*

During this interactive presentation participants will obtain a background on peer mentoring followed by practical information for developing their own program.

Abstract: Mentoring typically involves the planned pairing of someone with more knowledge/skill with an individual who has less. This mentoring program uses a three-part model. Students are mentored twice and serve as mentors once. This unique, yet structured approach has included 116 students over a two-year time frame. It includes: (1) a mentoring lesson, (2) obtaining information to match mentees with their mentors, (3) class time for most mentoring sessions, (4) signed agreements, (5) journaling, and (6) a culminating reflection paper. Based upon initial course evaluations, students rated their experiences beneficial and stated they will seek out future mentoring experiences.

Learning Outcomes: (1) State the purpose and benefits of peer mentoring in an academic setting. (2) Outline the key components for building a structured program. (3) Plan a successful peer mentoring program to meet the needs of their own academic setting.

Tracks/Themes: *Academic Success; Engaging/Motivating Students*

Room: Stuyvesant

Explanatory Thinking Using Mobile Devices in a Non-Science Majors Course

Lisa Kenyon - *Wright State University*

Engage with mobile devices and app-based activities as meaningful tools to learn science. Learn how we modified a biology course to construct explanatory media models.

Abstract: We modified an existing Biology of Food non-science majors biology course to include iPads and app-based activities as meaningful tools for science learning. Students constructed Explain Everything media models that included free-hand sketch diagram, animation, and narration to explain concepts around the biology of food such as “How and why does food travel to my cells?” Attendees will participate in small groups using our iPads to construct an explanatory model using the Explain Everything app. We will share our explanatory thinking framework, student examples, and how these activities parallel our course along with the insights we have gained.

Learning Outcomes: (1) Describe how technology can be used in meaningful activities. (2) Create explanatory media models using the Explain Everything app for mobile devices. (3) List three ways explanatory thinking activities can be applied to one’s own discipline.

Tracks/Themes: *Course/Curriculum (Re)Design; Innovative Pedagogical Approaches; Classroom Technologies*

Room: Amherst

MONDAY 10:50a - 11:15a

Using Gap Analysis in the Classroom

Michelle Bartlett - *North Carolina State University*

This presentation will discuss strategies on how to incorporate Gap Analysis for student engagement with course content and increased labor market outcomes.

Abstract: Gap Analysis is widely used to determine training needs for the creation of professional development. As part of assessment in the ADDIE model, it is helpful to know the gap in needed knowledge to design effective training for a known audience. This session will cover the importance of using Gap Analysis in the classroom. Also, two ways to use Gap Analysis in the classroom will be discussed: how to use Gap Analysis to increase student engagement with course content and how to use gap analysis for student’s resumes/CV’s to plan for using class assignment to increase marketability.

Learning Outcomes: (1) Determine the importance of using Gap Analysis in the classroom. (2) Identify strategies to incorporate using Gap Analysis in the classroom. (3) Develop their own Gap Analysis project to use in their class.

Tracks/Themes: *Engaging/Motivating Students*

Room: Burghley A

Using VoiceThread to Enhance Backward Design

Chrystal Dean - *Appalachian State University*

Building on Backward Design, I will delineate how I used VoiceThread as a support in my Hybrid (50% face-to-face; 50% asynchronous online) Mathematics Methods course

Abstract: I use what I am calling Backward Design Plus, where one must consider the environment (face-to-face, hybrid, fully online, etc.) for the macro level design instructional decisions. These macro design decisions influence the tools (texts, technology, etc) used at the micro level. In my presentation I will give specific examples of design decisions at the macro level, a typical design cycle at the micro level, and VoiceThread applications that moved these decisions forward.

Learning Outcomes: (1) Distinguish how the backward design framework must be augmented for online instruction. (2) Differentiate VoiceThread from other “video discussion forum” platforms/products such as FlipGrid. (3) Delineate affordances and constraints of using VoiceThread in an attempt to meet pedagogical goals.

Tracks/Themes: *Course/Curriculum (Re)Design; Online Teaching and Learning ; Classroom Technologies*

Room: Vanderbilt 1

Digital Literacy: A New 21st Century Student Learning Outcome

Cecile Yancu and Bart Ganzert - *Winston Salem State University*

This workshop focuses on building digital proficiency. Attendees will learn the language of digital literacy and develop multidisciplinary, practice assignments with embedded digital literacy skills.

Abstract: The new digital age has transformed the global economy into one based on technology and rooted in knowledge production. Going forward, proficiency with digital mediums is essential. This session is designed to support attendees as they develop multidisciplinary, digital skills-building exercises, and generate assessment strategies and evaluation rubrics for these digital assignments. Attendees will transform existing traditional class assignments such as reports and presentations into a digital format, while maintaining essential skills learning outcomes such as critical thinking, information literacy and written communication. Adobe Spark and WIX are examples of tools and learning strategies to be examined.

Learning Outcomes: (1) Recognize the unique language of digital literacy and digital mediums and the impact of its mastery for today's undergraduates; tomorrow's workforce. (2) Identify dynamic ways to embed digital literacy skills-building into their pedagogy as a way to help undergraduates become more adept in their use of the digital medium as a powerful communications tool. (3) Create at least one digital skill-building assignment with a suitable assessment strategy.

Tracks/Themes: *Engaging/Motivating Students; Innovative Pedagogical Approaches; Classroom Technologies*

Room: Vanderbilt 2

You're Not Done Yet: Using Portfolios as Final Assessments

Wendy Rockne - *Bridgewater State University*

The use of portfolios as a final assessment encourages revision and metacognitive reflection. It also enhances student learning and reinforces progress towards meeting course objectives.

Abstract: Portfolio assessments encourage students to revisit, re-think and revise their work after it has been submitted and graded. Portfolio work teaches them to use instructor feedback, in conjunction with self-evaluation and metacognitive reflection, to revise their "final" drafts at the end of the semester. The final product is intended to be a more refined, sophisticated version of the students' earlier work that more closely represents the students' true competencies. By assigning final portfolios in lieu of traditional exams or papers, instructors can see student progress and mastery of

course objectives while providing students the opportunity to present their best work.

Learning Outcomes: (1) Identify the key characteristics of effective portfolios. (2) Discuss the benefits and disadvantages of using portfolio assessments as final exams. (3) Evaluate the ways in which portfolio assessments can be used to enhance student learning.

Tracks/Themes: *Assessment*

Room: Stuyvesant

Adding a Computational Component to a Traditional Linear Algebra Course

Diana Morris - *University of Virginia*

We explored the effects of adding an optional one-credit lab using software to complement a traditional Algebra course.

Abstract: Linear Algebra introduces basic topics in matrix theory and linear systems. Abstract concepts are essential to the class, but because all computations are done by hand, students are limited to simplified problems they would seldom encounter in real applications. We created a one-credit lab that interested students could take to complement the usual 3-credit course. Every major topic in the regular course had a corresponding MATLAB assignment. Assignments ranged from computing sophisticated examples to larger, exploratory projects. We attempted to measure whether lab students' math self-efficacy changed over the semester compared to students in the regular course.

Learning Outcomes: (1) Foresee some of the obstacles in implementing technology in a highly traditional math program. (2) Describe some strategies for incorporating MATLAB into linear algebra. (3) Discuss the benefits and challenges of the addition of technology.

Tracks/Themes: *Innovative Pedagogical Approaches; STEM; Classroom Technologies*

Room: Amherst

Thank you to

EDUCATIONAL BLUEPRINTS

for providing all participants with the Bloom's Cognitive Taxonomy Slider. This simple desktop reference was developed to help faculty to ask good questions; suggest instructional strategies to consider in the classroom; and promote backward design thinking.

———— www.educationalblueprints.com ————

MONDAY 11:30p - 12:20p**Helping Our Students to Become Better Procrastinators**Katherine Troyer - *Trinity University*

What if the solution to academic procrastination is embracement not eradication? This presentation considers how existing teaching practices can be enhanced through a pro-procrastination framework.

Abstract: Procrastination is academia's dirty secret—we all do it but none of us like to talk about it. Studies, unsurprisingly, show that procrastination is rampant amongst university students (and also faculty). As instructors, we often tell our students to not procrastinate and to start on projects weeks in advance...but why? What if instead we embraced our inner procrastinators and encouraged our students to do the same? This presentation explores the potential creative and critical benefits of procrastination and discusses how instructors can encourage students to become better versions of their procrastinating-selves rather than just feeling guilty about their “imperfections.”

Learning Outcomes: (1) Discuss the ways that academic procrastination can yield desirable and constructive behaviors and ideas in and out of the classroom. (2) Explore how a transparent model of learning and teaching can be used to help ensure that academic procrastination—which will occur regardless—can become a tool rather than a hindrance for students. (3) Develop ideas for how to transform a course/assignment by ‘building in’ expectations of procrastination.

Tracks/Themes: *Academic Success; Engaging/Motivating Students; Innovative Pedagogical Approaches*

Room: Burghley A

Academic Dishonesty: Shifting from Prosecution to PreventionZakaria Jouaibi - *North Carolina Central University*

This session suggests implementing course design practices and instructional strategies to prevent academic dishonesty in not only online but onsite courses as well.

Abstract: Online education has been exponentially growing thanks to the flexibility and access it provides. Thus, several colleges and universities see online education as a way to expand their programs and increase enrollment. However, with the rise of this mode of delivery, educators and the public have raised concerns about the integrity of online courses. This session suggests using course design and delivery as an innovative means to not only prevent academic dishonesty, but also permeate meaningful learning in our courses, be they online or onsite.

Learning Outcomes: (1) Explain and discuss the reasons behind academic dishonesty. (2) Identify the types of academic dishonesty prevalent in online courses. (3) Examine course design and instructional strategies to prevent academic dishonesty.

Tracks/Themes: *Course/Curriculum (Re)Design; Innovative Pedagogical Approaches; Online Teaching and Learning*

Room: Vanderbilt 1

Breaking Silos: Cross- and Interdisciplinary STEMEmily Faulconer - *Embry-Riddle Aeronautical University*

Ideas for infusing knowledge, methods, and perspectives from across STEM disciplines and beyond into an introductory online science course.

Abstract: To help support well-rounded graduates, it is increasingly important to break the silos between disciplines. There has been some attention in the literature to interdisciplinary STEM and reading skills in the sciences but very little attention has been given to humanities within STEM courses. This presentation will discuss methods used in an introductory chemistry course to blend in mathematics, engineering, environmental science, art, humanities, and more. The goal of this project was to positively impact student perceptions of the course itself, connections of the course to other disciplines, and real world connections.

Learning Outcomes: (1) Describe the importance of integrated STEM. (2) Identify integrations for courses you teach. (3) Generalize the findings from the case study data presented.

Tracks/Themes: *Course/Curriculum (Re)Design; Engaging/Motivating Students; STEM*

Room: Vanderbilt 2

Engaging Students with Inquiry-Based Learning and ResearchMonica Frees - *Ferris State University*

Many students do not know what it means to come to class “inquisitive and prepared” but through Inquiry-Based Learning assignments students transition into engaged learners.

Abstract: Faculty want students to read course material, make connections, become engaged, and develop self-directed learning techniques. This “hands-on” session will show instructors how to help students interact with the course materials through the use of Inquiry-Based Learning assignments. The session will provide immediate examples that can be used in the next class session. It will allow the

instructors to see instantly if the students' understand the material, allow teachers to give immediate feedback to the students, and can be used for assessment purposes. Participants will create and share an Inquiry-Based assignment they can use in their own class.

Learning Outcomes: (1) Recognize components of Inquiry-Based Learning in order to apply it to their own courses. (2) Participate in and apply Inquiry-Based activities to an assignment. (3) Create an Inquiry-Based assignment they can use in their own class and share it with the larger group.

Tracks/Themes: *Academic Success; Engaging/Motivating Students*

Room: Stuyvesant

It's 50 miles to Monrovia: Nurturing Engaged Global Citizens in a History Classroom

Arnab Banerji - *Loyola Marymount University*

The presentation is an exploration of engaged learning strategies that create a more immersive environment in a history classroom while not compromising on range, depth, and rigor.

Abstract: History and area studies classes are typically imagined as specialized courses which would normally feature the humdrum lecture, the occasional viewing, and rigorous memory recall assessment. This presentation shatters this myth by introducing the audience to an immersive history classroom where students are not only encouraged but are required to engage hands on with history and historiography. As the presentation will demonstrate, the engaged learning strategies adopted for this class has prompted encouraging student responses and engagement with a subject that is usually misconstrued as a "boring."

Learning Outcomes: (1) Curate exercises that require active and engaged student participation. (2) Understand the value of compromising breadth of content to achieve depth of discussion and analysis. (3) Stray off the beaten path of canons and master narratives and chart curriculums that prompt inquiry rather than passive absorption of one-sided facts.

Tracks/Themes: *Academic Success; Engaging/Motivating Students; Service/Experiential Learning*

Room: Amherst

MONDAY 2:45p - 3:35p

What's the Best Way to Structure Your Lecture?

Norman Eng - *City College of New York, CUNY*

Effective lectures engage students by helping them process content deeply. This session reveals three proven formats to structure your lessons, depending on your objective.

Abstract: Many of us don't have time or the expertise to plan high-quality lessons. So, we resort to "covering" the topic as best as we can. Yet we know this rarely motivates learners. What if instead there were proven formats we could easily refer to and implement—and flexible enough to accommodate a wide range of disciplines, courses, and topics? In this session, the presenter will demonstrate three simple ways to structure your lessons systematically and consistently. Each one incorporates specific opportunities to engage learners. And with three options, you'll be sure to find one that fits your instructional needs.

Learning Outcomes: (1) Define a clear and focused lesson objective. (2) Determine which format(s) can work in their course. (3) Develop an engaging lesson plan using one of the three formats.

Tracks/Themes: *Course/Curriculum (Re)Design; Engaging/Motivating Students; Preparing Future Faculty*

Room: Burghley A

What Is the Scholarship of Teaching and Learning? Seven Steps to Engage and Produce It

Milt Cox - *Miami University*

Participants will discuss seven steps that can help them find and design a teaching and learning project that could become a SoTL presentation and publication.

Abstract: There is a new discipline in higher education that features the scholarship of teaching and learning (SoTL). The presenter of this workshop is an editor-in-chief of a journal that publishes the scholarship of teaching and learning. He will define and discuss the ongoing cycle of scholarly teaching and the scholarship of teaching and learning. In addition, participants will discuss seven steps that can transform a teaching, learning, or institutional problem or opportunity into SoTL. We will discuss a template that can assist the planning of a SoTL project that could lead to a SoTL publication.

Learning Outcomes: (1) Describe the ongoing cycle of scholarly teaching and the scholarship of teaching and learning. (2) Describe 7 steps that can help find and design a teaching and learning project that may lead to a SoTL presentation and publication. (3) Describe examples of SoTL projects and presentations.

Tracks/Themes: Creating Communities of Learners, Faculty Development

Room: Vanderbilt 1

E-Learning Equity: Increasing Online Success for At-Risk College Students

Stacy Moore - *Central Piedmont Community College*

Explore the benefits of designing and implementing exciting and culturally responsive online strategies to meet the needs of a diverse e-learning community.

Abstract: Many high school graduates are still often underprepared for college. Some of these students come from ethnically diverse high poverty urban areas. Academic success in online classes is often lower than in traditional brick-and-mortar classrooms. Arguably there is a correlation between socioeconomic status and online academic performance and perhaps a lack of equity in e-learning. Designing and implementing exciting and culturally responsive online courses that stress student/teacher relationships, collaboration, and communication while also addressing multiple learning styles can help. By employing this approach, colleges can better serve all students and strive for higher rates of e-learning success.

Learning Outcomes: (1) Define at-risk students in online courses. (2) Identify the benefits of culturally responsive pedagogy in an online setting. (3) Demonstrate multiple best practices for online course design and implementation.

Tracks/Themes: Engaging/Motivating Students; Diversity/Inclusion; Online Teaching and Learning

Room: Vanderbilt 2

Using Starter Questions and Whiteboards to Increase Student Engagement

Alesia Jennings - *Western Carolina University*

Students engage in active learning in the classroom by using Starter Questions and individual Whiteboards.

Abstract: A dynamic lecture environment can be created by engaging students with Starter Questions from the moment they enter the classroom. Starter Questions can allow you to review previous lecture material or gauge a student's knowledge of upcoming material. This engagement can be continued throughout the class period by using personal whiteboards and Learning Checks. Learning Checks that are completed on the personal whiteboards allow a professor to interact with more students per class period and measure the understanding of the material.

Learning Outcomes: (1) Utilize Starter Questions as a review of previous lecture material or a preview of upcoming lecture material. (2) Visualize how the use of personal whiteboards increases student engagement and allows the participant to provide appropriate feedback to their students. (3) Create Learning Checks that are relative to their own discipline. Participants will be able to visualize how these Learning Checks can increase interaction with all students even in larger class sizes.

Tracks/Themes: Engaging/Motivating Students

Room: Stuyvesant

Intentional Student Learning Community Design as a High-Impact Practice

Stephen LeBeau, April Tallant, Jeanne Dulworth, and Charlotte Scott - *Western Carolina University*

An opportunity to review an intentionally designed learning community from idea to recruitment to orientation to implementation.

Abstract: This session will provide some lessons learned from an intentionally designed learning community, from concept to completion, with an emphasis on meeting the needs of specific undergraduate students. Participants will also have the opportunity to talk with students from the learning community. The learning community, #socialchange, included four clustered classes over two semesters, active learning, field trips, and coordinated assignments. Designed for Honors College students at a regional public institution, #socialchange provided liberal studies credits, almost one-third of the required Honors credits required to graduate, and a living learning community for first year students.

Learning Outcomes: (1) State factors that influence student self-selection into learning communities. (2) Identify a potential audience at their campus along with stakeholders and partners that play a role in intentional learning community design. (3) Complete elements of a check list of considerations for intentional learning community design.

Tracks/Themes: Creating Communities of Learners; Course/Curriculum (Re)Design; Engaging/Motivating Students

Room: Amherst

MONDAY 3:50p - 4:15p

Mentoring First Generation Students: The Prior Learning ConnectionKent Seaver - *University of Texas at Dallas*

For first-generation students, college success has been improved by using Prior Learning. What few people know is the role mentoring plays to aid this process.

Abstract: The success first-generation and Hispanic students have had with the Prior Learning Assessments Program (PLA) is widely known, but that instrument is only one tool in their continued student success. At many colleges, early and continued mentoring on campus, with meaningful interaction and measurable metrics, allows for greater understanding of the higher education landscape, and can allow a continual chain of energetic Latino scholars to educate incoming students about PLA and how it can aid in continued student success. Mentoring has been successful at the educational and corporate levels, but the relationship between PLA and mentoring is a new phenomenon.

Learning Outcomes: (1) Build effective relationships that emphasize academic, and career growth. (2) Navigate the college environment with the goals of graduation and career placement as priorities. (3) Replicate the process by becoming mentors to others who have the same need.

Tracks/Themes: *Creating Communities of Learners; Engaging/Motivating Students; Service/Experiential Learning*

Room: Burghley A

Creating Global Learning Environments: The Great Debates ProjectSonia Kapur - *University of North Carolina at Asheville*

Using the Collaborative Online International Learning Model I along with my partner institutions developed a course project that cultivates among students the ideas of global citizenship.

Abstract: Collaborative Online International Learning (COIL) is a method of teaching whereby students through social media and other online programs interact and collaborate across countries to build a deeper, sustained and cross-cultural understanding of the issues under discussion. Using COIL, along with faculty from other Institutions based in other countries we developed the Great Debates Project. This paper presentation will share ideas which may be useful for educators who desire to create such meaningful co-learning spaces. The steps, successes and challenges of the Great Debates Project, built on the COIL model will be shared with the participants.

Learning Outcomes: (1) Understand and learn the basics of the COIL model. (2) Understand how to develop and create a global online learning environment. (3) Reflect on the benefits and challenges of developing a global online learning environment.

Tracks/Themes: *Innovative Pedagogical Approaches; Diversity/Inclusion; Online Teaching and Learning*

Room: Vanderbilt 1

Future Educators Navigating a World of New TechnologiesSarah Murray and Candace Wentz - *Centre College*

This session suggests a framework for preparing future educators to navigate a world of new technologies for learning, teaching, and managing complex decision-making roles.

Abstract: How do educators keep up in today's fast pace world? An educator must always assume the roles of student and teacher. As students, educators embrace the necessity for life-long learning within an ever-changing global and technological world. As teachers, educators pass on the desire to gain new knowledge. This session suggests a framework for preparing future educators to navigate a world of new technologies. Community-based learning, research, reflection, communication, and collaboration are key elements of this framework. The presenter will share her experience facilitating a community of learners in their journey to discover new technologies for themselves and their students.

Learning Outcomes: (1) Reflect on the advantages and challenges of community-based learning. (2) Examine the advantages and disadvantages of using an electronic notebook as a shared collaboration tool for use both within and outside of the classroom. (3) Evaluate a proposed framework for preparing future educators to navigate new technologies.

Tracks/Themes: *Classroom Technologies*

Room: Vanderbilt 2

Using Grit to Measure Success in an Online EnvironmentTammie Kaufman - *University of Central Florida*

The presentation will explore the role of Angela Duckworth's Grit principle in determining success in the online classroom.

Abstract: The research that will be presented is a follow up study on using grit to measure success in an online classroom.

TUESDAY 10:45a - 11:10a

Focus Your Lecture with the One-Sentence Lesson Plan

Norman Eng - *City College of New York, CUNY*

The One-Sentence Lesson Plan helps new faculty plan lectures more systematically by defining three areas: the “what” (content), the “how” (approach), and the “why” (purpose).

Abstract: Most new faculty are not trained to teach. They tend to cover lots of content despite the fact that students forget most of what they learn. The better approach is to emphasize deep processing, interaction, and purpose, according to research. But how can new instructors incorporate these three elements in a systematic way? The one-sentence lesson plan template offers a straightforward approach, by helping instructors define the “what” (the most important piece of content or skill to learn), the “how” (how students will learn that content or skill), and the “why” (the purpose of learning it).

Learning Outcomes: (1) Think more from a “learner” mindset than a typical “teacher” mindset. (2) Explore ideas that answer the what, the how, and the why for their particular lesson topic. (3) Put together a complete one-sentence lesson plan for their lecture.

Tracks/Themes: *Course/Curriculum (Re)Design; Engaging/Motivating Students; Preparing Future Faculty*

Room: Burghley A

Working Across Disciplines to Design Strategies for Teaching Statistics

Lisa Martin - *Mercy College*

Faculty from two disciplines, mathematics and nursing, collaborated to teach elementary statistics nursing students. Faculty reflect on the practices used, successes, and challenges of collaboration.

Abstract: Nursing students have described their concerns about taking statistics using terms such as “fear,” “dread,” and “misery.” Yet, numeracy skills are required for proficiency in nursing activities, such as administering medications and assessing research. Faculty from two disciplines, mathematics and nursing, collaborated in teaching a section of elementary statistics to a cohort of nursing students and continuously reflected on successes and challenges. The classroom strategies included formative review, slow-paced teaching, integration of medical and nursing concepts, practice exams, and an application project. Students performed well and end-of-course surveys indicated student satisfaction as well.

Learning Outcomes: (1) Identify a process for collaboration across disciplines. (2) Consider advantages and disadvantages of across-discipline collaboration. (3) Describe several high-impact practices that may contribute to success in collaboration.

Tracks/Themes: *Academic Success; Engaging/Motivating Students; Collaborative Teaching*

Room: Vanderbilt 1

The Common Thread: Designing Online Course Environments for Multi-Section Courses

Ashley Roccamo - *American University*

This session shares strategies for designing cohesive online learning environments for multi-section foundational courses as a way to increase the quality of students’ shared experience.

Abstract: In an age of increasing accountability, educators must ensure that students enrolled in multi-section, introductory courses receive comparable educational experiences. In foundational programs, consistency across all sections is key for future student success. The online environment is often overlooked as a tool for structuring and strengthening this consistency. This session presents evidence supporting consistent online learning environments for standardized courses and the contributions of these environments to overall course quality. This session will share scalable methods for design and quality assurance with practical examples. Instructors will learn about the benefits of this strategy and methods appropriate for their home institutions.

Learning Outcomes: (1) Describe the benefits of designing a common online environment for multi-section, standardized courses. (2) Outline ways to design for a cohesive online learning experience in a large program. (3) Weigh various methods for designing for large programs against the needs and resources of their home institutions.

Tracks/Themes: *Online Teaching and Learning*

Room: Vanderbilt 2

Effective Teaching: Adding Flavor with Kahoot!, A Game Based Platform

Amy Smith - *Belmont University*

Kahoot! is a game-based learning platform for any subject, any age, and any learning environment that engages all learners and provides assessment for all instructors.

Abstract: How do you define an “effective” teacher? Does the definition include being entertained? Does the definition change if the learning environment changes? No matter the answer, engaging students by way of an entertaining classroom often creates students who are, in fact, engaged. And, those who are engaged are more involved - in that they contribute to classroom activities, are more attentive, are conscientious, and are interested in learning. Kahoot! is a free game-based learning platform that creates engaged students. Kahoot! is one more tool in the effective teacher’s toolbox to create an engaged student.

Learning Outcomes: (1) Appreciate how game based learning can lead to student engagement and instructor effectiveness. (2) Design a Kahoot! to be used in their classroom, which will include determining which type of game (quiz, jumble, survey, or discussion) to create and the delivery method for same. (3) Understand and analyze the assessment data provided by Kahoot!

Tracks/Themes: Engaging/Motivating Students; Innovative Pedagogical Approaches; Classroom Technologies

Room: Stuyvesant

The New Matrix: Integrating Sustainability into How Business Students Make Decisions

Maung Min and Laura Cruz - *Penn State University*

This study evaluates the effectiveness of case-based pedagogical strategies intended to integrate a sustainability decision-making mindset for business students (and future business leaders).

Abstract: Universities have struggled to find meaningful ways to integrate sustainability concepts across the curriculum, especially in the business discipline. Our project seeks to address this challenge by assessing the effects of introducing sustainability concepts in a business management course using a case-based approach to both the pedagogy and the assessment. We present our results in the form of a case study and invite participants to consider strategies for integrating sustainable thinking in their own disciplines.

Learning Outcomes: (1) Engage with a case study regarding how we teach (and students learn) sustainable decision-making. (2) Assess the effectiveness of evidence-based practice in integrative teaching and learning, especially in the context of business management. (3) Enhance their teaching toolkit to include strategies for integrating sustainability across the curriculum.

Tracks/Themes: Innovative Pedagogical Approaches

Room: Amherst

TUESDAY 11:25a - 12:15p

Starting and Sustaining a Center for Faculty/Educational Development

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

This fast-paced session will address two areas faced by anyone who is looking to support the work of faculty on campus: funding and program assessment.

Abstract: This session is designed for those who are responsible for faculty development efforts on campus or for those looking to begin such efforts. This fast-paced session will address two areas faced by anyone who is looking to support the work of faculty. The first topic will be finding funds. We will look at both ongoing budgets and one-time funds. In both cases, there are often ways to increase funds if you know who to ask and how to frame the request. The second topic will touch on assessing and documenting efforts. In this section we will look at ways to get credit for what you do and also how to use that information to make strategic decisions in your center offerings.

Learning Outcomes: (1) List three areas in which one-time money may be secured. (2) Explain how to frame a request for an increased budget. (3) Develop an assessment plan for campus faculty/educational development efforts.

Tracks/Themes: Faculty Development, Program Assessment

Room: Burghley A

“Where Do I Start?” Fostering Initial Engagement in Online Courses

Peter Hessling, Michelle Bartlett, and Carol Warren - *North Carolina State University*

This presentation will discuss strategies for initial class engagement and early course student confusion, fears, and possible lack of enthusiasm in online course environments.

Abstract: Students in online course environments are often nervous, especially if they are new to online learning; however, even seasoned online learners are nervous at the start of an online course (McKenna, Finamore, Hewitt, Watson, Milliam, and Reinhardt, 2018). Fostering clarity and initial engagement for students in online courses will help put students at ease. Angelino, Williams, & Natvig (2007) found that it is best to engage online learners early and often. This presentation focuses on that vital early engagement with students in order to create an engaged climate of trust to decrease student’s confusion and fears and to increase enthusiasm in the course. Using welcome letters, video introduction, online course orientation, and other strategies will be discussed in an active presentation.

Learning Outcomes: (1) Determine the importance of having initial class engagement. (2) Identify strategies for initial class engagement. (3) Discriminate which initial class engagement strategies they would like to integrate into their own online courses.

Tracks/Themes: Engaging/Motivating Students; Online Teaching and Learning

Room: Vanderbilt 1

Creating High Impact Learning Experiences Through the Use of a Model for Equity and Evidence-Based Teaching

Stephanie Foote - *Gardner Institute for Excellence in Undergraduate Education*

This session will describe how faculty can take an equity and evidence-based approach to identify and implement pedagogies that foster high impact experiences for students.

Abstract: This session will describe how faculty can take an evidence-based approach to identify and implement pedagogies that foster high impact or deep learning experiences for students. Specifically, the presenters will describe the Model for Equity and Evidence-Based Teaching and walk participants through the various components. Next, they will share case studies that highlight how the model has been applied to redesign gateway or foundational courses in various disciplines, as well as the outcomes of those efforts. Finally, the presenters will engage participants in an exercise in which they apply the stages of the model to their own courses.

Learning Outcomes: (1) Describe components of the Model for Equity and Evidence-Based Practices. (2) Differentiate sources of evidence that may be collected and used to understand student learning outcomes. (3) Evaluate current promising practices through case studies and develop a preliminary plan to apply the model to their own course redesign process.

Tracks/Themes: Course/Curriculum (Re)Design; Diversity/Inclusion; Preparing Future Faculty

Room: Vanderbilt 2

What, How, and When: Assessing Student Learning After Course Redesign

Traci Temple, Chris Willis, and Dan Spencer - *North Carolina State University*

Learn to expand your assessment “toolbox”; when and how to acquire data; and example measurement tools for determining course redesign’s impact on student learning.

Abstract: Professors want their students to succeed. Yet, not all instructors have the time or the support of assessment

professionals to help them measure the impact of their teaching efforts on student success. A team of assessment experts share their knowledge and real-world examples of methods for obtaining data, and effective measurement instruments used to assess the impact course redesign methods and principles have on undergraduate student learning, perceptions and motivation. The think-pair-share session will provide in depth discussions, examples, and takeaways for when and how to acquire data and what to measure for meeting learning objectives.

Learning Outcomes: (1) Discuss when and how to acquire data to gain an accurate insight into student learning outcomes and perceptions. (2) Outline the measurement constructs needed to accurately assess course redesign objectives using grounded methods and principles. (3) Understand the process involved in developing their own methods and validated instruments for measuring student learning outcomes.

Tracks/Themes: Academic Success; Assessment; Course/Curriculum (Re)Design

Room: Stuyvesant

Learning by Teaching Children: Improving Students’ Self-Perceptions from Writing Children’s Books

Amber DeBono - *Winston-Salem State University*

Abnormal Behavior students wrote a children’s book and read them to local families. Students’ self-efficacy was measured before and after this children’s book project.

Abstract: An innovative service learning project was developed for an Abnormal Psychology course – writing a children’s book about a psychological disorder. Students researched their assigned disorder and worked in groups to write and illustrate their books. The books were professionally printed and students read them to local families on Final Exam Day during Mental Health Awareness month. Pre and post-test measures for interest in schoolwork, academic self-esteem, and self-efficacy were administered. Results from repeated-measures analyses will demonstrate the effectiveness of this service learning project. Specifically, we hope to better understand how this project affects interest in school work and self-perceptions.

Learning Outcomes: (1) Understand the impact of the children’s book assignment on self-efficacy, academic self-esteem, and interest in school work. (2) Implement a children’s book assignment in their own courses. (3) Explain the pros and cons for including a children’s book assignment.

Tracks/Themes: Engaging/Motivating Students; Innovative Pedagogical Approaches; Service/Experiential Learning

Room: Amherst

TUESDAY 1:15p - 2:05p**Student Preparedness Incorporated into the Course Design**

Bob Gillette - *University of Kentucky*

Prepared students are not a mirage. Your students will come to class prepared, but it requires a different course design. Your teaching will be invigorated.

Abstract: Students, in class and prepared to learn, is a fundamental challenge in every educational program at every educational institution. Regardless of how you structure the use of class time, whether with lectures, group work, or even flipping the class, a key component for student success comes down to students showing up for class prepared to do the work. In this session, I present a course design where students do prepare in advance for class by using Class Preparation Assignments (CPAs) to both inform and stimulate class discussion. CPAs use a definitional grading system that makes being prepared for class non-negotiable.

Learning Outcomes: (1) Design a course using an interactive teaching model where students come to class prepared and class time is used for higher-level thinking and skill development. (2) Design a definitional grading system for any course with one of the categories being student preparation for class. (3) Write class preparation assignments to guide students in their reading assignments and to inform and stimulate class discussion.

Tracks/Themes: *Engaging/Motivating Students; Innovative Pedagogical Approaches; Teaching “Unplugged”*

Room: Burghley A

Teaching with Technology: Free Tech Tools to Energize and Engage Your Students

Kathryn Smith - *International Teaching Learning Cooperative*

Engage with technology tools and explore ways they can be meaningfully integrated into your courses.

Abstract: In this interactive session, participants will engage with multiple free technology tools and explore ways these technologies can be meaningfully integrated into a session at their home institution. Participants should leave this session with multiple technologies tools that can easily be added into an upcoming classroom session.

Learning Outcomes: (1) Develop a toolbox of free educational technology tools that can be easily implemented in higher education classroom settings. (2) Examine the use of educational technologies in the lecture/classroom setting

and how it can make learning more engaging and fun for both students and faculty. (3) Identify one educational technology presented and how they can immediately incorporate the use into an upcoming lecture.

Tracks/Themes: *Classroom Technologies;*

Room: Vanderbilt 1

The Use of Critical Reflection for Learning, Engagement and Development

Sequetta Sweet - *Stockton University*

Critical reflection through journaling and collaborative discussions is a powerful augmentation to other classroom activities used to enhance student experiential learning and leadership development.

Abstract: One approach to enhancing students' experiential leadership practice is the use of critical reflection using journaling and collaborative discussions. Critical reflection through journaling and collaborative discussions is a powerful augmentation to other classroom activities used to enhance student experiential learning and leadership development and change the culture of the classroom, allowing students to think critically, desire to express themselves freely and feel motivated to engage in deeper levels of learning. Self-reflection and collaborative inquiry can be used in classrooms to assist students in developing as leaders and promote an environment of self-awareness and deep learning that may lead individual transformation.

Learning Outcomes: (1) Discuss and describe a variety of approaches to critical reflection and reflective inquiry activities inside the classroom or as assignments outside of the classroom, recognizing how these approaches are facilitated and what outcomes are produced. (2) Identify and address challenges that are encountered when facilitating these approaches in a classroom setting or outside of classroom assignments. (3) Design approaches to critical reflection and reflective inquiry to invoke deep level learning in leadership (or other topics of study).

Tracks/Themes: *Engaging/Motivating Students; Innovative Pedagogical Approaches*

Room: Vanderbilt 2

How Can That Be? Motivating Learning Through Counterintuition

Mike Pinter - *Belmont University*

Easily understood ideas or problems that have surprising solutions can serve as a vehicle to catch student attention and spark interest in learning.

Abstract: This session invites an exploration into possible uses of problems/situations/readings that lead to results which go against the intuition of most students. In order to serve as a catalyst for session participants, several problems and topics presented will have demonstrable results that likely are counter to what most people expect. The topics do not require any specific problem-solving background; in that regard, they offer potential for participants to broadly consider critical thinking opportunities for students across disciplines and academic levels. We will include some relevant teaching and learning resources that support the basic ideas presented.

Learning Outcomes: (1) Understand some examples whose results may initially be counterintuitive. (2) Generate examples for use with their students to engage with surprising results. (3) Connect ideas such as cognitive dissonance to their student learning outcomes.

Tracks/Themes: *Engaging/Motivating Students; Innovative Pedagogical Approaches; Teaching "Unplugged"*

Room: Stuyvesant

Ensuring Balanced Faculty Evaluation

Ken Ryalls - *The Idea Center*

Using student feedback on teaching is difficult. We will discuss using student feedback and peer and self evaluations fairly, with an eye toward faculty development.

Abstract: Most colleges use some form of student feedback, usually end-of-course student ratings, in an attempt to gather student perceptions of faculty teaching effectiveness. This student feedback is then incorporated into the faculty evaluation process, often in a clumsy or unfair way. We will discuss effective and fair ways of using SRI data, including issues of survey quality, dealing with bias, and effective inclusion of peer and self-evaluations and into the decision-making process. The entire process will be presented with an eye toward faculty development, attempting to eliminate the punitive nature of the process that often occurs.

Learning Outcomes: (1) Understand effective student ratings. (2) Learn to blend student ratings with other forms of assessment. (3) Develop a fair faculty evaluation process.

Tracks/Themes: *Student Feedback*

Room: Amherst

TUESDAY 2:20p - 2:45p

Evolution of Course Redesign Toward Research Design and Assessment (Timeline)

Traci Temple, Dan Spencer, and Chris Willis - *North Carolina State University*

Presentation outlining the evolution of a course redesign initiative from a focus on solving instructional design challenges to a focus on research design and assessment.

Abstract: Since 2007, the Distance Education and Learning Technology department has led the Course Redesign Initiative at our institution, providing resources for faculty wanting to solve instructional challenges and build student success in undergraduate gateway and critical path courses. However, and similar to many colleges and universities, the initiative began with limited resources to help with instructional design and assessment. The session will provide a visual timeline of the evolution of how the Planning and Assessment team evolved the course redesign initiative within the department from a focus on solving instructional design challenges to a focus on research design and assessment.

Learning Outcomes: (1) Discuss ways in which over time and via cross-disciplinary collaboration, valid research methods can be used in practice. (2) Develop their own strategies for addressing challenges of assessing initiatives when resources (staff and monetary) are limited. (3) Apply approaches for assessing teaching and learning for supporting instructors' interested in the scholarship of teaching and learning, and publishing their experiences and findings.

Tracks/Themes: *Academic Success; Assessment; Online Teaching and Learning*

Room: Burghley A

Does a Practicum Influence Graduate Outcomes in an Online Program?

Nancy Szwydek and Kathleen Sobel - *Purdue University Global*

The challenges and processes of incorporating a practicum into an online billing and coding program to aid students in meeting career goals are presented.

Abstract: The choice for students to enroll in an online program varies but often entails the desire to complete all coursework virtually, and to have flexibility to complete work based on life circumstances and events. The incorporation of an onsite practicum into a fully online program presents multiple challenges which includes but is not limited to student buy-in and finding appropriate host sites. The value of the practicing

professional skills as well as the influence in making career decisions outweigh the obstacles and challenges.

Learning Outcomes: (1) Identify challenges in implementing an onsite practicum or job shadowing experience when delivering an online program. (2) Explore potential options of delivering virtual practical experiences. (3) Consider methods of gathering feedback for future program revisions.

Tracks/Themes: Academic Success

Room: Vanderbilt 1

Implementation of a “Writing Ladder” Through a Multi-Course Project

Kelly Pittman - *University of the Incarnate Word*

Literature suggests a correlation between writing across disciplines and grade levels to improve professional writing skills. “Writing-ladders” and adaptable rubrics aid this process.

Abstract: Sequenced writing assignments, which we refer to as “writing ladders,” improve data interpretation and professional writing skills by setting clear and familiar instructions building upon previously learned skills. We created a sequenced writing assignment for three business courses; with each “ladder,” project expectations shifted to place greater emphasis on the professionalism of the writing. We also developed a series of adaptable grading rubrics to guide students across the sequenced courses. Similar assignments could be implemented across a variety of disciplines as a tool for improving student writing outcomes. Two semesters of student research yielded positive results in student writing performance.

Learning Outcomes: (1) Create a course map for a writing ladders within their discipline. (2) Develop an adaptable grading rubric for written assignments. (3) Evaluate examples of student progress from one year of implementation.

Tracks/Themes: Academic Success; Assessment; Course/ Curriculum (Re)Design

Room: Vanderbilt 2

Learn AACC: Project to Increase Personal Responsibility and Academic Success

Shyamala Sivalingam - *Anne Arundel Community College*

Learn how small modifications made in everyday learning helped the students in General Chemistry class to take personal responsibility and achieve success in the course.

Abstract: This presentation will summarize the LEARN AACC project based on “On Course” principles which is

a professional development for the faculty to devise and implement strategies to help students be successful in the course. The best practices used to help students take personal responsibility for their learning will be discussed. Qualitative and quantitative data regarding the impact on student success and retention will be presented. How this project can be implemented for any course or discipline will be discussed.

Learning Outcomes: (1) Modify and implement the project to meet the needs of their own diverse group of students. (2) Apply the best practices that could be adapted in their classroom. (3) Learn the strategies to help their students take personal responsibility for their learning and academic success.

Tracks/Themes: Academic Success; Engaging/Motivating Students; Innovative Pedagogical Approaches

Room: Stuyvesant

Story-Time on Campus: Using Children’s Literature to Foster Student Engagement

Christine Draper and Michelle Reidel - *Nevada State College and Georgia Southern University*

Children’s literature can be a powerful tool for intellectually and emotionally engaging students with critical issues in the both the humanities and the social sciences.

Abstract: The study of complex political, economic and social/cultural issues challenges students to engage with knowledge that threatens their world view and their sense of themselves (Boyer, 1999; Zemblyas, 2015). Wang (2005) suggests that we need “to travel with our students to ‘difficult knowledge’ in emotionally-sustainable ways” (p.45) and children’s literature is one resource we can utilize to achieve this goal. In this session we address the research behind utilizing children’s literature in college classrooms, identify strategies for engaging students with the literature and share resources to help faculty locate relevant, high quality children’s literature they can use with their students.

Learning Outcomes: (1) Recognize/understand how children’s literature can provide a powerful context to discuss critical issues in both the humanities and the social sciences. (2) Understand the research that supports the use of children’s literature to harness the power of emotions in college classrooms. (3) Learn about resources for locating quality children’s and young adult literature in their content areas.

Tracks/Themes: Creating Communities of Learners; Engaging/Motivating Students; Innovative Pedagogical Approaches

Room: Amherst

TUESDAY 3:00p - 3:50p

Designing Courses so the Quiet, Meek, and Humble Can Inherit the Classroom

Michael Bernsten - *University of North Carolina, Pembroke*

I will discuss how teachers can use various techniques to help silent students participate in any course and succeed.

Abstract: The entire space of a traditional classroom is designed without regard for introverts and people who like being silent, given the stage area for the teacher and the closeness of the desks. The Socratic Method, the call-and-response dynamic, and group discussions on which many instructors rely can create further instances that ignore people who prefer to be silent or quiet. I will discuss how I use a variety of in-class and online exercises to compensate for the preference of extroverts as well as how I have made important adjustments to assessing participation in order to increase engagement for quiet-leaning students.

Learning Outcomes: (1) Apply new ways of motivating student participation within classes. (2) Use practical assessment tools for grading students' classroom performance. (3) Establish more student-engaged approaches to creating student assessments.

Tracks/Themes: *Assessment; Engaging/Motivating Students; Innovative Pedagogical Approaches*

Room: Burghley A

Outside-In: Bringing the Community into the Classroom Through Immersive Learning

Christopher Born - *William Peace University*

Teaching "outside-in" advocates partnering with business and community organizations to develop impactful learning activities and establish competencies needed for long-term student success.

Abstract: Designing classes "outside-in" utilizes academic partnerships with business and community organizations as a starting point to identify the skills and proficiencies needed for students to be successful beyond their degree. Incorporating real-world projects, case studies, and scenarios from the field highlight the need to develop identified competencies (and achieve learning objectives) in order to be successful. The problem-solving, project-based process encourages creativity and application of various skills even outside the particular discipline. The process and feedback loop facilitate quick changes to course design and produce deep learning through the completion of meaningful activities that convey the value of learning outcomes.

Learning Outcomes: (1) Articulate "outside-in teaching" and note the range of course activities that immerse learners

in their subjects. (2) Explore ways to teach "outside-in" and bridge the gap between course and community. (3) Identify potential partnerships to initiate immersive learning across the curriculum.

Tracks/Themes: *Engaging/Motivating Students; Innovative Pedagogical Approaches; Service/Experiential Learning*

Room: Vanderbilt 1

Academic Anxiety: What Is It and How Can You Help Students Cope

Theresa Thomas - *Blue Ridge Community College*

What is Academic Anxiety? Come learn tips and tricks for coping and how to create your own student workshop back on your campus.

Abstract: Ever wonder why seemingly capable, strong students are not successful in college? Academic anxiety could be the culprit. Come find out the definition, the symptoms and causes of academic anxiety and learn tips and strategies that can support and teach students how to cope and overcome academic anxiety in college and be rock stars in your class. Attendees will learn survey techniques, support activities and leave with the tools needed to conduct their own "academic anxiety workshop" on their campus.

Learning Outcomes: (1) Assist students in identifying academic anxiety with surveys and conversations. (2) Teach students tips to cope and overcome Academic anxiety. (3) Conduct an Academic Anxiety workshop on their own campus.

Tracks/Themes: *Academic Success; Engaging/Motivating Students; Academic Anxiety*

Room: Vanderbilt 2

Re-Framing Our Discussions

Lillian McEnery - *University of Houston, Clear Lake*

Join us in an interactive session exploring several different ways of framing discussions in the college classroom. Participants will practice various approaches for facilitating robust discussions.

Abstract: Much research tells us that students learn more effectively when they participate in well facilitated discussions (Linneman, 2019). In our undergraduate methods class, we model for students different ways to frame group discussions. Just a few of the frames we employ include Every other turn, Building on that, One word connect, Playing devil's advocate, In this day and age, to name a few. Participants in this session will engage in using several frames to discuss and analyze a

WEDNESDAY 8:30a - 9:20a

Help One More Student StayMarianne Fontes - *Harper College*

If you could make a small change in your classroom that increases the likelihood that fewer students will drop, would you try it? Join me as we discuss how a small change can translate into something BIG.

Abstract: Sometimes the most difficult challenge on a campus is encouraging faculty to try something new. Twenty faculty members took on the challenge of “Helping One More Student Stay” and agreed to make a small change in their classes. Most faculty were long-time educators who had not made a change in 20 years! The results surprised everyone, especially our most seasoned participants. A bonus was higher student participation, communication, and retention. In this session, you will gain insight into the process of increasing faculty engagement and enthusiasm on your campus and explore strategies to improve participation, communication, and retention in your classes.

Learning Outcomes: (1) Implement a small, positive, student-centered change in their classes. (2) Develop a pilot similar to the Help One More Student Stay program. (3) Increase faculty engagement on their campuses.

Tracks/Themes: *Academic Success; Engaging/Motivating Students; Teaching “Unplugged”*

Room: Burghley A

The Sleep Habits of College Students and How They Impact Their Health and Academic PerformanceTerrance Doyle and Jessica Meekes - *Ferris State University and East Carolina University*

We share the research on how sleep loss impacts students’ physical, mental, emotional and academic health and how to help them develop better sleep habits.

Abstract: The effects sleep loss has on students’ physical, mental, emotional and academic well-being is one of the most researched topics among sleep scientist. This session will share the key research findings that detail the ways in which sleep loss impacts student’s well-being, research on the sleep habits of students including findings from a study conducted among voice students in 2019 and suggestions on how to help students improve their sleep habits. Students need to know that poor sleep habits are a leading cause of academic failure.

Learning Outcomes: (1) Recognize the symptoms of sleep loss among their students. (2) Help their students understand how their sleep habits are impacting their health and academic

success. (3) Gain great insight into the effects their own sleep habits may be having on their health and well-being.

Tracks/Themes: *Academic Success; Engaging/Motivating Students; Health and Well Being of Students*

Room: Vanderbilt 1

Online Assignment Design Workshop Charrettes Using VoiceThreadCaitlin Bergendahl - *Virginia Commonwealth University*

This session will explore an asynchronous assignment design charrette model developed to accommodate busy faculty schedules or those who may not be on campus.

Abstract: Assignment design charrette workshops help to create intentionally designed assignments through a faculty-driven collaborative peer review process. The goal of this work is to promote a faculty-centered approach to assessment resulting in improved student outcomes. Charrettes typically require a large time commitment, however, which can present a barrier to busy faculty. This model utilizes VoiceThread, a video enhanced online engagement tool, for asynchronous participation in assignment design work.

Learning Outcomes: (1) Explore how assignment design charrettes can improve student learning. (2) Demonstrate how VoiceThread can be used to create online community. (3) Develop an asynchronous assignment charrette at their own institution.

Tracks/Themes: *Academic Success; Assessment; Innovative Pedagogical Approaches*

Room: Vanderbilt 2

Using Devices in the Classroom to Engage Students and Revitalize TeachingJulie Campbell - *Illinois State University*

How can instructors compete with the world of social media? Make connections with students by relating to them through their primary mode of communication: devices.

Abstract: Previous research has shown that students report using their devices even if the use of devices has been forbidden. An alternative is to require students to use their device to participate in class, thus decreasing the probability of using the device for other purposes. This session will present recent research that compared student response rates in a classroom that used Nearpod vs. PowerPoint and offer ideas about how to use Nearpod to revitalize your curriculum. Learn how to transform your teaching strategies and make

new connections with students by relating to them through their primary mode of communication: devices.

Learning Outcomes: (1) Understand a new way to engage students in the classroom. (2) Use Nearpod on their own device. (3) Create a lesson using Nearpod.

Tracks/Themes: *Course/Curriculum (Re)Design; Engaging/Motivating Students; Classroom Technologies*

Room: Stuyvesant

A Case Study In Interdisciplinary Teaching and Learning

Michelle Boettcher and Leslie Lewis - *Clemson University*

This session highlights strategies including risk-taking, trust building, reflection, and being fully present in learning environments as a means to enhance teaching, learning and community.

Abstract: Bringing together faculty, staff, and students from all disciplines and from multiple institutions to talk about teaching and learning enhances continuous improvement in teaching and learning. Identifying settings / locations that afford space for participants to connect in meaningful ways around how to more fully engage students in the learning process is also important. This session will focus on strategies that are transferable not only to individual campuses but also to the classroom itself. Centering trust and transparency in the learning process is at the core of effective teaching. Participants will come away with specific strategies to employ in their learning spaces and at their institutions.

Learning Outcomes: (1) Utilize specific strategies to enhance trust and risk-taking in the learning environment. (2) Facilitate meaningful community building activities to foster student learning and engagement. (3) Implement specific strategies to replicate campus-wide teaching and learning development activities.

Tracks/Themes: *Creating Communities of Learners; Preparing Future Faculty*

Room: Amherst

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WEDNESDAY 9:35a - 10:00a

Utilizing TEAMMATES as a Well to Effectively and Efficiently Administer Team Peer Feedback

Angela Clauson - *Belmont University*

The use of TEAMMATES has significantly decreased the work load previously dedicated to providing anonymous peer assessments to students in a team-based learning course.

Abstract: In team-based learning, peer assessment is an essential part of the learning process. When a course utilizes graded team activities, the fairness in grading to all members of the team is questioned. Distributing peer feedback to the team members is a part of the learning process. Protecting the anonymity of the feedback is important, but also increases the burden on the professor. Incorporating TEAMMATES into our process for facilitating and delivering peer assessments to our students has had a significant impact. Faculty no longer have the burden of de-identifying evaluations, and students receive their peer assessments in a timely fashion.

Learning Outcomes: (1) Recognize the utility in using TEAMMATES to facilitate anonymous peer assessment. (2) Discuss other uses of TEAMMATES in providing evaluation resources. (3) Discuss ways that TEAMMATES can be incorporated into your course.

Tracks/Themes: *Assessment; Course/Curriculum (Re)Design; Classroom Technologies*

Room: Burghley A

Assessing for Change

Kathryn Smith - *International Teaching Learning Cooperative*

This session we will be based on an adaptation of the Kirkpatrick Evaluation Model and Miller's Assessment Pyramid applied to higher education classroom.

Abstract: Everyone has their favorite ways to teach. Many faculty have a plethora of teaching strategies in their toolbox from which to draw when building a course curriculum. The challenging question is whether these teaching strategies bring about outcomes you desire. So, how might one think about the effectiveness of their teaching? Drawing on the program evaluation and assessment literature, there are several things that can be done to assess effectiveness of teaching strategies that do not take a great deal of time or money. This session we will be based on an adaptation of the Kirkpatrick Evaluation Model and Miller's Assessment Pyramid applied to higher education classroom. With these adapted tools, you will have a new way of thinking about assessing instruction for just about any course and any content.

Learning Outcomes: (1) Describe the basic aspects of the assessment and evaluation models of Kirkpatrick and Miller. (2) Plan an assessment strategy for one engaged learning strategy used in an upcoming course. (3) Explain at least one way to overcome a roadblock to collecting program assessment data.

Tracks/Themes: Assessment

Room: Vanderbilt 1

Argumentation in Quantitative Courses to Engage Diverse Learners

Teneal Pardue - *Queens University of Charlotte*

Incorporating argumentation into quantitative courses is shown to promote better understanding of course content while offering diverse learners a non-computational approach to numeric scenarios.

Abstract: In a teaching experiment, introductory statistics students learned to write data-based arguments like those in real-world decision-making. Students “learned to argue” but also “argued to learn,” i.e., through argumentation they gained a better understanding of course concepts. Student work and feedback showed that argumentation allowed students to interact with the course content in a way that drew upon verbal rather than computational strengths. In this presentation, we will examine how: 1) argumentation was incorporated into a statistics course, 2) these activities can benefit diverse learners, and 3) argumentation can be applied to other quantitative scenarios.

Learning Outcomes: (1) Learn how argumentation can be used in courses with a quantitative component. (2) Identify benefits of argumentation for all students, especially diverse learners. (3) Apply argumentation to other quantitative courses such as economics, chemistry, physics, and accounting.

Tracks/Themes: Diversity/Inclusion; STEM

Room: Vanderbilt 2

Does Hybrid Structure Matter? Comparing Student Approaches to Completing Content

Jennifer Louten and Laura Beth Daws - *Kennesaw State University*

We will talk about the relationship between the structure of hybrid courses, completion of asynchronous content, and student achievement in the course.

Abstract: We will present the results of a study that explored how students performed on exams in senior-level hybrid classes in Biology and Communication, focusing on the impact of online lecture videos, whether or not they completed the content before an exam, and how close to the deadline students

watched the required lecture videos. Although the hybrid courses were structured similarly, there were key differences between the courses that seemed to influence how students performed and how they approached the asynchronous materials required in the course. In both courses, the length of the videos did not correlate with viewer retention rate.

Learning Outcomes: (1) Recognize discipline- and course-specific variables that might influence how students approach asynchronous content in hybrid classes. (2) Identify ways to edit their own hybrid and online classes to maximize the possibility that students will watch them. (3) Learn about methods of tracking student interaction with online material using YouTube analytics and the D2L Brightspace learning management system.

Tracks/Themes: Online Teaching and Learning

Room: Stuyvesant

Engaging Students at the Interface Between Science and Society

Vincenzo Antignani - *Bob Jones University*

Develop a classroom experience that produces active thinkers to impact society and culture.

Abstract: Teaching a STEM course requires constant revision and updates with a particular attention to topics that have a deep impact on the society and culture. Our responsibility as teachers is to present these topics in a way that engages the mind and promotes critical understanding, but when it comes to cutting-edge science and technological applications, our default mode is to digest the “difficult information” for them under the assumption that they are unable to handle the task by themselves. By doing so, we are in reality preventing them from developing a very important part of the critical thinking process, the ability to recognize and extrapolate essential principles out of a complex scenario. We can get our students to walk the journey by leveraging on issues that have a natural appeal, such as issues at the interface between ethics and technology.

Learning Outcomes: (1) Experience what the average student experiences when challenged by a reading assignment that stretches the current level of knowledge, and gain insights on how to address these challenges. (2) Be familiar with a type of summative assessment that leverages on topics that are socially compelling as means to deliver scientifically relevant knowledge. (3) Identify topics in their field of expertise that can become the subject for the writing of a secondary literature blog-like article in their own discipline.

Tracks/Themes: Engaging/Motivating Students; Innovative Pedagogical Approaches; STEM

Room: Stuyvesant

Round Table Discussions

Round table discussions will be held Tuesday in the Burghley B following breakfast. Signs with the title and corresponding letter will be placed on tables at the end of breakfast. Participants will sit at the table of interest to them. Round table discussions are intended to facilitate a conversation around the topic proposed. Presenters will provide participants with an overview on the topic, and then ask focused questions that guide the discussion among participants at table.

ROUND TABLE **TOPICS**

- A** Student Mindset in General Education Stem Classes - *S. Braunschweig, K. Nanes, & E. Stanwyck*

- B** Preparing Students for Discipline: Specific Writing Through Explicit Genre Comparison - *A. Cole*

- C** Sustaining or Initiating Your Faculty Learning Community Program- *M. Cox*

- D** Modifying FACTs for Online Teaching - *E. Faulconer*

- E** Mindfulness Curricula in Health Education: The What, Why and How - *E. Hoover*

- F** Collaborative Team Teaching in Sport Business and Hospitality Management Programs - *L. Mohan & D. Williamson*

- G** On the Rise and In the Way: Anxiety and Depression - *W. Rockne*

- H** Enhancing Student and Community Engagement in a Commuter Campus... - *R. Rose, T. Nesbitt, & A. Galloup*

- I** Beyond the Degree, Fostering Professionalism - *R. Sears & D. Black*

ROUND TABLE **NOTES**

Round Table Discussion Abstracts and Outcomes

In alphabetical order by the lead presenter's last name

Student Mindset in General Education Stem Classes

Suzanne Braunschweig, Kalman Nanes, and Elizabeth Stanwyck - *University of Maryland Baltimore County*

Surveys of student mindset shift often focus on STEM majors. Can student mindset of non-science majors in general education STEM classes be shifted as well?

Abstract: Non-STEM students perceive science and math as intrinsically difficult. Using validated surveys (Glynn et. al., 2011; Libarkin, 2001), we are investigating student mindset (Dweck, 2006) and attitudes. In fall 2016, we administered pre and post surveys in science and math general education courses at UMBC, measuring intrinsic motivation, self-efficacy, self-determination, mindset, and attitudes about science. Students showed a significant gain in all question categories between pre and post scores, but there were no significant differences in gains across demographic groups. We administered a revised survey in spring 2018. We anticipate implementing classroom interventions to encourage students towards a growth mindset.

Learning Outcomes: (1) Understand fixed vs. growth mindset. (2) Consider what contributes to student mindset and attitude. (3) Have intervention strategies for fostering a growth mindset in general education classes STEM classes.

Tracks/Themes: *Academic Success; Engaging/Motivating Students*

Preparing Students for Discipline-Specific Writing through Explicit Genre Comparison

Aaron Cole - *University of North Carolina, Pembroke*

This workshop will discuss the adaptation of a genre comparison exercise that will effectively prepare students to engage with discipline-specific composition assignments.

Abstract: The session will focus on exploring some of the largest obstacles that student writers face when composing in various disciplines in order to begin adapting a genre comparison exercise as a potential alleviation. Participants will be guided through a sample genre comparison exercise for a FYC course that is based on foundational genre writing principles, and they will later discuss how the exercise may be altered and implemented in their own courses to assist students in transferring prior composition skills into new writing contexts through a deeper understanding of the concept of genre.

Learning Outcomes: (1) Understand the benefit of explicit genre comparison in preparing students for writing assignments that may be in unfamiliar contexts. (2) Explore difficulties that students face when composing in various disciplines. (3) Begin identifying potential barriers and formulating solutions for implementing a genre comparison exercise in their courses.

Tracks/Themes: *Academic Success; Assessment; Engaging/Motivating Students*

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 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.

Learning 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.

Tracks/Themes: *Creating Communities of Learners*

Modifying FACTs for Online Teaching

Emily Faulconer - *Embry-Riddle Aeronautical University*

We will explore how formative assessment classroom techniques can be modified for the asynchronous online classroom.

Abstract: The National Science Teachers Association has numerous publications of formative assessment techniques that are “tried and true”. However, many of these are not obviously transferable to the asynchronous online learning environment. This session will explore ways to modify FACTS for online teaching.

Learning Outcomes: (1) Identify evidence-based formative assessment techniques. (2) Identify aspects of asynchronous online education that impact formative assessment. (3) Hypothesize modifications to existing FACTs.

Tracks/Themes: *Assessment; Engaging/Motivating Students; Online Teaching and Learning*

Mindfulness Curricula in Health Education: The What, Why, and How

Eve Hoover - *Midwestern University*

This presentation will explore DO, MD, Nursing, Veterinary Medicine, and Physician Assistant programs that have incorporated resilience strategies into the curriculum.

Abstract: Graduate education is a highly demanding and rigorous experience, often associated with increased rates of student stress, depression and burnout. Despite a student's ability to retain knowledge and develop skills, chronic stress and burnout can be detrimental to academic and professional success when students do not have effective personal resilience strategies. Educators have the power to support student success by developing strategies to effectively teach and enhance resilience in their students. Many health education programs have implemented mindfulness curricula, in varying capacities, with the purpose of supporting student success. Attendees will learn multiple resilience techniques during the interactive session.

Learning Outcomes: (1) Identify levels and impact of stress in graduate students and practicing clinicians. (2) Define resilience, mindfulness and decentering. (3) Analyze mindfulness curricula incorporated into medical, nursing, veterinary, and physician assistant programs with attention to the similarities and differences of each.

Tracks/Themes: *Academic Success; Innovative Pedagogical Approaches; Supporting Student Wellness*

Collaborative Team Teaching in Sport Business and Hospitality Management Programs

Leon Mohan and Dene Williamson - *Saint Leo University*

This presentation will provide examples of collaborating and developing an approach to team teaching without compromising the learning outcomes and objectives.

Abstract: The focus of the presentation will provide examples of collaborating and developing an approach to team teaching without compromising the learning outcomes and objectives for their specific discipline, but rather focus on how these objectives and disciplines can be cross referenced within teaching. Additionally, a progression of the curriculum will be discussed and examples will include an introductory level

course within the Sport Business Program and an upper division course for the International Hospitality Program. The presentation will provide perspectives from both professors.

Learning Outcomes: (1) Examples of collaborating and developing an approach to team teaching. (2) Have a better understanding of active learning while blending two disciplines. (3) Provide guidelines for keeping specific learning outcomes while team teaching.

Tracks/Themes: *Academic Success; Course/Curriculum (Re) Design; Innovative Pedagogical Approaches*

On the Rise and In the Way: Anxiety and Depression

Wendy Rockne - *Bridgewater State University*

Participants will discuss strategies and best practices for recognizing and dealing with—and helping students deal with—anxiety and depression in the college classroom.

Abstract: Today, traditional college students who suffer from anxiety and/or depression are likely used to having accommodations made for them in school, but they are probably not used to advocating for themselves. They might not have developed age-appropriate coping strategies; avoidance may be their only strategy. Faculty are encouraged to consider ways in which they can accommodate the needs of all students while still meeting their course objectives. Faculty should understand that they don't have to compromise themselves, their assignments, or their course content to do this effectively. It can be as simple as offering flexible assessments or reevaluating attendance policies.

Learning Outcomes: (1) Discuss the factors that may be contributing to the sharp rise in diagnosed and self-identified cases of anxiety and/or depression in college students. (2) Assess the current classroom environment and pedagogy to determine what is getting in the way of anxious/depressed students' success. (3) Propose possible innovations in classroom environment and pedagogy to improve learning and success among students with anxiety and depression.

Tracks/Themes: *Academic Success*

Enhancing Student and Community Engagement in a Commuter Campus Library: Hosting an Art Exhibit that Promotes Scholarship and Library Services

Rebecca Rose, Teresa Nesbitt, and Allison Galloup - *University of North Georgia*

This presentation discusses promoting library awareness, student scholarship, and community building via hosting an upcoming student art exhibition at a small commuter campus.

Abstract: This presentation discusses promoting library awareness, student scholarship, and community building via hosting an upcoming student art exhibition at a small commuter campus. Student art qualifies as valid material for submission to the peer reviewed student journal, Papers & Publications, the university's institutional repository, and to local and state annual student research conferences. The presenters were awarded a Presidential innovation grant that will impact the 2019 exhibit. Participants will brainstorm on assignment ideas that encourage student participation, and explore ways to work creatively with campus librarians to engage students in scholarship.

Learning Outcomes: (1) Understand that academic librarian/faculty partnerships can engage and benefit students. (2) Formulate and describe assignment ideas that can familiarize students with services at their academic library. (3) Assess the applicability of library assignment ideas that are suggested in the session for their students and institution.

Tracks/Themes: *Creating Communities of Learners; Engaging/Motivating Students; Innovative Pedagogical Approaches*

Beyond the Degree, Fostering Professionalism

Robyn Sears and Deborah Black - *Midwestern University*

This discussion will focus on student professionalism, correlation to professionalism in future practice and potential remediation in a "Think Pair Share" format.

Abstract: A review of literature shows a correlation between professionalism in students enrolled in health science programs and their future professionalism as clinicians or health care providers. Providing guidance and remediation to students can be challenging, yet is imperative to encourage and promote behaviors expected in graduates in health care positions. We will provide a background correlating lack of student professionalism in health science education as a predictor for future lack of professionalism. We will discuss lapses in professionalism we have encountered as faculty. Finally, we will consider professionalism issues other educators have experienced, and potential interventions and remediation techniques.

Learning Outcomes: (1) Identify expected professional behaviors in health science students. (2) Understanding of the correlation between unprofessional behavior during health science education and future work practice. (3) Formulate potential solutions to student professionalism issues through collaboration with other educators.

Tracks/Themes: *Academic Success; Engaging/Motivating Students; Fostering student professionalism*

CALL FOR PROPOSALS

Lilly-Asheville participants are encouraged to submit proposals to present their scholarly work at a future Lilly event! All proposals undergo blind peer-review by faculty from institutions across the United States and abroad.

To be accepted, presentations must:

- Demonstrate scholarly teaching
- Build upon a foundation of published literature
- Be applicable across disciplines
- Have stated learning objectives
- Include active learning exercises/guided participation

For more information on upcoming conferences and submitting a proposal, visit our website: www.lillyconferences.com



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May 28-30, 2020 | Bethesda, Maryland
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Poster Reception

The poster presentations will be held Tuesday in the Ballroom. Tags with the corresponding letter will be placed attached to each poster. Posters are considered a snapshot of the presenters' work intended to engage colleagues in a dialog about their research.

POSTER **PRESENTATIONS**

A	Faculty Perceptions of Coping with Stressors in the Workplace - <i>M. Bartlett</i>
B	Guided Inquiry vs. Videos in Online Learning; Mindset Matters - <i>A. Barton</i>
C	Maximizing Student Success: Incorporating UDL Principles in Higher Education Classrooms - <i>C. Cavanaugh</i>
D	Engaging the Sense of Touch in the Classroom - <i>J. Chandler</i>
E	Using an Audio Interview to Expose Pharmacy Students to Other Health Professionals - <i>A. Clauson</i>
F	Scientific and Information Literacy in Online Discussion Forums - <i>E. Falconer</i>
G	Contemplative Pedagogy in the Classroom: Mindfulness Curriculum for Undergraduate Students - <i>L. Gray</i>
H	The Teaching Transaction: New Approaches to an Old Problem - <i>W. Hooper</i>
I	Spanish Conversation and the Non-Traditional Student: Community-Based Learning at the... - <i>G. Ignizio</i>
J	Utilizing a Patchwork Text Approach to Strengthen Students' Professional Identity - <i>K. Lambert</i>
K	Supporting the Childbearing Family: An Interdisciplinary Service-Learning Approach to Education - <i>R. Lanning</i>
L	Increasing the Yield in STEM: How Students Connect Numbers and Concepts - <i>K. Patel</i>
M	Active Learning and Collaboration Using Miro's Online Whiteboard - <i>M. Rowe</i>
N	Applying the SCARF Model to Coaching Pedagogy - <i>M. Smothers & J. Smothers</i>
O	Assessing Learning: The Case for Case Study Exams - <i>A. Tallant</i>
P	Cognitive Capacity's Impact on the Scholarship of Teaching and Learning - <i>G. Taub</i>
Q	Incorporating SoTL Strategies to Improve Students' Legal and Ethical Knowledge - <i>G. Taub</i>
R	Utilizing 3D Printed Protein Models Enhanced with Augmented Reality for Student Engagement in... - <i>A. Vinal</i>
S	Student Designed Mnemonics and Picmonics for Ethical Decision-Making - <i>J. Williams</i>
T	Evaluation of Generation Z's Learning Preferences - <i>J. Woods</i>

Poster Presentation Abstracts and Outcomes

In alphabetical order by the lead presenter's last name

Faculty Perceptions of Coping with Stressors in the Workplace

Michelle Bartlett - *North Carolina State University*

Workplace stressors negatively impact students, faculty, leaders, and institutions. This Q methodology study examined faculty viewpoints on coping with workplace stressors.

Abstract: Workplace stressors has been found to negatively impact workers (Lloyd, Bond, & Flaxman, 2017) by decreasing job satisfaction (Khamisa, Peltzer, Ilic, & Oldenburg, 2017), teaching effectiveness (Jiang, Tripp, & Hong, 2017), students satisfaction levels and persistence. Therefore, workplace stressors have negative impacts on students, faculty, leaders, and the institution. How people cope with stressors can alter the impacts (Lloyd, Bond, & Flaxman, 2017). This study examined the viewpoints of faculty on coping with stressors in the workplace. Twenty-two Higher education faculty participated in a Q study to determine the viewpoints on coping with workplace stressors.

Learning Outcomes: (1) Understand the faculty viewpoints of coping with workplace stressors. (2) Learn about the Q methodology used in the study. (3) Discuss ways to help faculty cope with workplace stressors.

Tracks/Themes: *Online Teaching and Learning ; Preparing Future Faculty; Faculty Development*

Guided Inquiry vs. Videos in Online Learning: Mindset Matters

Alison Barton - *East Tennessee State University*

The online instructional methods of guided inquiry and video were compared; student characteristics related to the efficacy of each.

Abstract: The efficacy of two online instructional methods, guided inquiry and video, were experimentally examined for learning and change of misconceptions regarding learning styles; the relationship of student characteristics to outcomes was also examined. Learners' mindset interacted with instructional method for learning; additional learner characteristics also indicated some relationship to the efficacy of these instructional methods for learning. Misconceptions, however, were generally resistant to change. Implications for online instruction and future directions for research are explored.

Learning Outcomes: (1) Explain the theoretical and research-based reasons why guided inquiry, as compared to a video, offers a more active learning experience online. (2) Explain possible reasons why mindset might impact efficacy of active vs. passive learning methods online. (3) Describe possible ways to utilize study findings to create a more dynamic online learning environment.

Tracks/Themes: *Engaging/Motivating Students; Innovative Pedagogical Approaches; Online Teaching and Learning*

Maximizing Student Success: Incorporating UDL Principles in Higher Education Classrooms

Christi Cavanaugh - *University of North Carolina, Greensboro*

This session will help develop instructors' abilities to implement the principles of Universal Design for Learning (UDL) that support college students' development as expert learners.

Abstract: Universal Design for Learning (UDL) is a framework that allows instructors greater flexibility in teaching that serves two purposes: to maximize learning opportunities and to minimize barriers that impede student success. UDL principles and guidelines support instructors to teach all students to access, build, and internalize knowledge to become expert learners. This session will focus on incorporating UDL principles into college courses that are increasingly comprised of students with diverse learning needs. Specific examples and data will be shared to make explicit connections to how UDL can be implemented effectively to provide increased options in support of college students' learning.

Learning Outcomes: (1) Identify the guidelines for implementing UDL in higher education coursework to support student learning. (2) Generate at least two examples for how each of the three guidelines could be implemented in a specific course to support student learning. (3) Determine how practices for teaching a specific course reflect the UDL principles for improving representation of course content, engaging students, and assessing student learning through options provided.

Tracks/Themes: *Academic Success; Assessment; Engaging/Motivating Students*

Engaging the Sense of Touch in the ClassroomJeremy Chandler - *University of Tennessee, Knoxville*

Student focused group learning around biology concepts with tangible interfaces.

Abstract: Information processing is known to rely heavily on sensory inputs. Throughout human evolution dissemination of knowledge has relied on our five traditionally recognized senses; ophthalmoception (sight), audioception (hearing), gustaoception (taste), olfacoception (smell), and tactioception (touch). Today in modern lecture courses, many instructors rely largely on sight and hearing to convey knowledge and help guide the learning process. For many students the other senses, notably touch, are often absent. The ability to bring customized and dimensionally accurate models that can be physically manipulated into classroom activities presents an opportunity to engage the sense of touch and improve student learning and attitudes.

Learning Outcomes: (1) Foster student creativity using physical objects. (2) Realize the potential for modeling using additive manufacture (3D printing). (3) Confidently search their local environment for tangible learning examples.

Tracks/Themes: *Engaging/Motivating Students; Innovative Pedagogical Approaches*

Using an Audio Interview to Expose Pharmacy Students to Other Health ProfessionalsAngela Clauson - *Belmont University*

Students conducted recorded interviews with various healthcare providers in order to increase their knowledge of the different health care disciplines.

Abstract: In health care education, a new emphasis has been placed on students gaining knowledge regarding the role of the different healthcare disciplines and their role on the healthcare team. Accomplishing this goal can be challenging due to the logistics of having multiple discipline students in the same courses or due to not having student access to these different disciplines. In order for our pharmacy students to gain this knowledge, students were assigned groups and a specific health care discipline to solicit a recorded interview. Students identified their healthcare professional to interview, conducted and recorded the interview, and posted it so that classmates had access to the recording.

Learning Outcomes: (1) Recognize tools to use when creating a recorded interview assignment. (2) Discuss students reflective feedback from the activity. (3) Determine if this activity would be suitable for your course.

Tracks/Themes: *Course/Curriculum (Re)Design; Innovative Pedagogical Approaches*

Scientific and Information Literacy in Online Discussion ForumsEmily Faulconer - *Embry-Riddle Aeronautical University*

This poster will identify “tried and true” strategies for infusing scientific and information literacy core competencies into online discussion forums.

Abstract: Online discussion forums often require students to do basic research to form strong initial posts, based on the prompt for the discussion. In science courses, posts also expect demonstration of scientific literacy. This round table will present the key competencies for both information and scientific literacy and then promote discussion of strategies from the front lines so participants can walk away with actionable ideas for supporting these transferable skills in their online forums.

Learning Outcomes: (1) Identify key competencies of scientific and information literacy. (2) Discuss examples of scientific and information literacy in online discussion forums. (3) Explore ideas for infusing these competencies in their online discussion forums.

Tracks/Themes: *Engaging/Motivating Students; Innovative Pedagogical Approaches; Online Teaching and Learning*

Contemplative Pedagogy in the Classroom: Mindfulness Curriculum for Undergraduate StudentsLori Gray - *Western Michigan University*

Mindfulness skills provide students the capacity to strengthen reflective thinking and self-regulation. This presentation provides an overview of a mindfulness skills curriculum in the classroom.

Abstract: Mindfulness training as contemplative pedagogy provides opportunity for students to deepen their self-awareness, reflective thought, and a “taming of the mind”. Contemplative mindfulness practices, such as sitting and walking meditation, body scan, and mindful movement allow students to self-reflect while engaging in the curriculum and the learning process. A foundational set of seven attitudes when engaged in formal mindfulness practices is essential to guiding effective learning. Contemplative pedagogy in teaching mindfulness has the potential to positively impact students’ learning and life skills.

Learning Outcomes: (1) Understand mindfulness based pedagogy and curriculum. (2) Identify three ways to integrate mindfulness practices into teaching. (3) Explore effective and ethical approaches in developing a mindfulness skills course for emerging adults.

Tracks/Themes: *Course/Curriculum (Re)Design; Innovative Pedagogical Approaches; Online Teaching and Learning*

The Teaching Transaction: New Approaches to an Old Problem

William Hooper - Belmont University

We compare the process of making assignments on dedicated server accounts, Amazon Web servers, Google Forms, GitHub repositories, Slack channels, and Zotero accounts.

Abstract: One of the main building blocks of the teaching curriculum is a transaction: a teacher prompts, a student responds. This simple script plays out in many ways, and each method offers distinct advantages and disadvantages. The poster describes transaction scenarios on a number of different electronic platforms. For each, a diagram and outline illustrates the steps in a typical transaction. A summary table compares the platforms to each other and to pen-and-paper transactions. Links embedded in the poster point to resources allowing teachers to set up the platforms that interest them for their own classrooms.

Learning Outcomes: (1) Try out at least one new assignment platform that interests them. (2) Evaluate pros and cons of new electronic tools for making assignments. (3) Justify face-to-face and pen-and-paper transactions when they are best!

Tracks/Themes: *Online Teaching and Learning; STEM; Classroom Technologies*

Spanish Conversation and the Non-Traditional Student: Community-Based Learning at the Urban University

Graham Ignizio - Metropolitan State University of Denver

This poster discusses the unique situation of teaching an upper-level, undergraduate Spanish conversation course with a service-learning component at a large, public, urban university.

Abstract: With the help of service-learning literature and anonymous pre- and post-surveys, this talk aims to offer some qualitative observations and advice on community-based learning for the non-traditional student. Even with the added effort in curriculum development and the imperfections of language instruction for non-traditional students, I conclude that the implementation of service learning at the urban university can be a successful experience.

Learning Outcomes: (1) Consider implementing a Service-Learning (SL) designation. (2) Reexamine definitions of the "Non-Traditional" student at the urban university in the US. (3) Consider curriculum development with Community-Based learning components that allow for the particular needs of the Non-Traditional student.

Tracks/Themes: *Course/Curriculum (Re)Design; Engaging/Motivating Students; Service/Experiential Learning*

Utilizing a Patchwork Text Approach to Strengthen Students' Professional Identity

Kristin Lambert - University of St. Thomas

We describe how the Patchwork Text teaching method integrates theoretical and empirical research on professional identity development into course learning activities.

Abstract: Educators in professional programs are tasked with aiding students develop their professional identity. This poster presentation provides educators with an overview of the theoretical foundations of professional identity development, functional knowledge of the patchwork text (PWT) pedagogical approach, and an understanding of how to use the PWT to integrate theoretical perspectives and empirical research on professional identity development into learning activities. Examples of learning activities designed and used to engage social work students in professional identity development are shared in order to detail the process of application.

Learning Outcomes: (1) Summarize the contributions of the structural/functional approach and symbolic interaction theory to professional identity development. (2) Describe the Patchwork Text approach to teaching and learning. (3) Create learning activities aligned with the patchwork text method well-suited to developing professional identity in students.

Tracks/Themes: *Assessment; Developing Professional Identity*

Supporting the Childbearing Family: An Interdisciplinary Service-Learning Approach to Education

Rhonda Lanning - University of North Carolina, Chapel Hill

Interdisciplinary service-learning approach to education. Participants receive professional training and volunteer as doulas.

Abstract: Service-learning courses provide opportunities for students to participate in organized service activities which meet identified community needs. Faculty have previously described the successful integration of service-learning courses in many disciplines. This presentation describes an interdisciplinary service-learning approach to the study of maternity care in which students train to become professional birth doulas and work in interdisciplinary teams to serve a diverse population of clients in a hospital-based volunteer doula program. Evaluation of the student experience was based on survey results, narrative reflections, and debriefings. Students describe the positive impact of course experiences, including an interdisciplinary team-based approach to client care.

Learning Outcomes: (1) Describe the principles of service-learning. (2) Define the role of a birth doula. (3) Consider the impact of interdisciplinary, service-learning in the education of healthcare professionals.

Tracks/Themes: Creating Communities of Learners; Innovative Pedagogical Approaches; Service/Experiential Learning

Increasing the Yield in STEM: How Students Connect Numbers and Concepts

Khushikuma Patel - *Clemson University*

In my research with students, I qualitatively explore the different ways students conceptualize stoichiometry in general chemistry, using a phenomenographic approach.

Abstract: There are many gateway quantitative-based courses – in areas such as chemistry, physics, engineering, biology, computer science, agriculture, and social sciences – where students have trouble connecting the math to the micro or macro concepts. In general chemistry in particular, stoichiometry, or understanding how numbers of atoms and molecules relate to each other, is a threshold concept across multiple STEM areas. Because students often have a difficult time conceptualizing stoichiometry, both course performance in chemistry and persistence in STEM are reduced. Through my poster, I wish to discuss with conference attendees a combination of two theories guiding the work: Action, Process, Object, and Schema (APOS) theory and Knowledge Space Theory (KST) and how these theories can help instructors across a number of disciplines. Additionally, the results will help explain some of the different ways students conceptualize mathematical problems, which can help instructors and curriculum developers find ways to help students with major concepts. Better understanding of students' misconceptions can help us be better teachers and contribute to student success.

Learning Outcomes: (1) Discuss common misconceptions in the courses they teach. (2) Connect APOS and KST theories to their pedagogical practices. (3) Plan ways that they can better diagnose and improve students' misconceptions of major concepts.

Tracks/Themes: Academic Success; Assessment; STEM

Active Learning and Collaboration Using Miro's Online Whiteboard

Mark Rowe - *Ohio University*

Discover how this technology alleviates physical whiteboard limitations and provides collaborative access for students. View applications and discuss strategies for adoption.

Abstract: A real whiteboard can be an effective tool for ideation and presentation, but access and costs can be prohibitive. Using an online whiteboard such as Miro may increase active learning and real-time collaboration. Online systems address physical whiteboard limitations, allow students to interact in

real-time, and reflect on revisions. Session participants will view learning applications of the system along with strategies for adoption in their learning environments.

Learning Outcomes: (1) Describe the benefits and challenges concerning student engagement and technology usage. (2) Discuss general and discipline specific applications. (3) Identify through discussion some approaches for different learning scenarios to increase active learning.

Tracks/Themes: Classroom Technologies

Applying the SCARF Model to Coaching Pedagogy

Moriah Smothers and Jack Smothers - *University of Southern Indiana*

We applied the SCARF model as a conceptual framework to coaching pedagogy in the higher education classroom by exploring instructor behaviors and instructional strategies.

Abstract: The presentation establishes a conceptual framework for the coaching pedagogical approach in the higher education classroom. SCARF (i.e., acronym standing for status, certainty, autonomy, relatedness, and fairness) is a conceptual framework rooted in neuroscience that explains how social interactions elicit either prosocial or antisocial behaviors depending on how they are structured. This presentation clarifies how SCARF aligns with the coaching methodology of instruction and explores instructor behaviors as well as instructional strategies that elicit reward or threat responses from students for each of the SCARF dimensions.

Learning Outcomes: (1) Describe the SCARF model and its application to higher education. (2) Recognize the relationship between the SCARF model and the coaching pedagogical approach in higher education. (3) Identify instructor behaviors and instructional strategies that university students categorize as either threat or reward for each of the SCARF dimensions.

Tracks/Themes: Engaging/Motivating Students; Innovative Pedagogical Approaches

Assessing Learning: The Case for Case Study Exams

April Tallant - *Western Carolina University*

An opportunity to review implementation of backward design case study exams with an emphasis on design and continuous improvement.

Abstract: This presentation will demonstrate how to assess learning using case study exams. Participants will see the utility of backward design to write case stories around central concepts and objectives. Additionally, the flow of how case study exams

were implemented and changed from exam 1 to exam 2 in an undergraduate nutrition course will be shared. Teaching observation results from an instructional designer will further reveal the continuous improvement process of implementing case study exams. Considerations and recommendations for others who desire to implement case study exams in their own courses, regardless of discipline, will be shared.

Learning Outcomes: (1) State two possible approaches to writing your own case study exams to meet student learning outcomes. (2) Describe the flow of implementing case study exams that includes both individual and group assessment. (3) Describe the flow of implementing case study exams that includes both individual and group assessment.

Tracks/Themes: Assessment; Course/Curriculum (Re)Design; Engaging/Motivating Students

Cognitive Capacity's Impact on the Scholarship of Teaching and Learning

Gordon Taub - *University of Central Florida*

This poster presents the affect of learning demands on student's cognitive capacity which may lower student's learning outcomes and grades.

Abstract: Students in courses with steep learning curves may demonstrate errors due to the course content exceeding student's cognitive capacity. When this happens, students may demonstrate errors in their work and a decrease in learning outcomes. This poster highlights cognitive load theory and the effect of exceeding student's cognitive capacity or 'available mental energy' within an empirically sound theoretical framework to guide teaching and learning.

Learning Outcomes: (1) Gain awareness of student's limited cognitive capacity. (2) Be provided with empirical research in cognitive load theory. (3) Gain an empirically-based framework to guide teaching and improve student learning outcomes.

Tracks/Themes: Assessment

Incorporating SoTL Strategies to Improve Students' Legal and Ethical Knowledge

Gordon Taub - *University of Central Florida*

This study investigated the impact of a professional school counseling course curriculum on students' levels of ethical and legal knowledge and ego development.

Abstract: This poster presents data obtained from graduate students enrolled in a research-based professional counseling program's course in legal and ethical issues. The study investigated the impact of the course on students' levels of ethical and legal knowledge acquisition and ego development.

The results indicate that students' pre-course ego maturity correlated significantly with post-course levels of ethical and legal knowledge. Teaching strategies using pre- and post-course measures of ego maturity and learning outcomes are presented.

Learning Outcomes: (1) Gain an overview of ego development and its relationship with graduate student learning outcomes. (2) Acquire strategies to implement in their classroom to improve students' learning outcomes. (3) acquire knowledge about the relationship between improved student learning outcomes and ego development.

Tracks/Themes: Academic Success; Assessment

Utilizing 3D Printed Protein Models Enhanced with Augmented Reality for Student Engagement in the Sciences

Andrew Vinal - *Wake Technical Community College*

Utilizing 3D Printed Models has been successful in improving student engagement, including Augmented Reality that closes the gap in student didactic learning.

Abstract: Providing unique student experience with atomically accurate 3D printed hands-on protein models in conjunction with augmented reality (AR) has shown promising student performance results. Students are more engaged, and more receptive to learning leading to improvements. We chose curriculum areas that have shown to be problematic for student learning. These problem areas were chosen for the enhanced AR/didactic interventions have shown to improve student performance and retention.

Learning Outcomes: (1) How to incorporate Augmented Reality technology for 3D printed models in a classroom or laboratory settings for student learning experience. (2) How to prepare augmented reality targets in ZapWorks for use with 3D models for a classroom or laboratory situations. (3) How to deliver AR enhanced didactic experiences in a variety of meaningful ways.

Tracks/Themes: Engaging/Motivating Students; Innovative Pedagogical Approaches; Classroom Technologies

Student Designed Mnemonics and Picmonics for Ethical Decision-Making

Jacqueline Williams - *North Carolina A&T State University*

Mnemonics and picmonics are integrated into students' customized personal code of ethics (PCOE) to promote ethical action in the face of ethical dilemmas and biases.

Abstract: The power of traditional mnemonics and contemporary picmonics (audio-visual mnemonics) as

REFLECTIONS FOR PROFESSIONAL DEVELOPMENT AND NETWORKING

This workbook proposes a scholarly teaching framework to implement content acquired during this conference to improve your classroom teaching. It is designed to help you organize information gained, articulate ideas to be further developed, and identify contacts for intentional networking. Just as we teach our students to have a growth mindset with respect to learning, we must have a growth mindset about teaching. Reflect on your teaching by setting aside time to progress through the workbook as part of your conference experience. As you complete the workbook, you will develop an individualized action plan for improving your teaching and student learning.

Course **Enrichment**

Take a moment to think about courses you will teach in an upcoming semester. Identify one concern or challenge you have, or anticipate having, in one of those courses.

a. Describe the issue or challenge that you have identified.

b. Describe the ideal situation or exit behavior for the challenge identified.

c. To what extent are the contributing factors to the identified challenge related to student behavior (or lack thereof) and to what extent are the contributing factors related to your behavior (or lack thereof)?

d. What strategies might be implemented to assist in moving toward the desired state?

Take-Home Exam

2-3 weeks after the conference, review the issue or challenge you noted on the Course Enrichment page. In light of what you learned at the conference:

1. What strategies have you implemented? Have they been successful? If not, what adjustments can be made?

2. Did you contact any new campus resources upon your return from the conference? If so, how have they helped? If not, who might you contact?

3. Review your notes from the conference and select one new concept or idea to try in the coming two weeks. Describe here briefly what you will attempt.

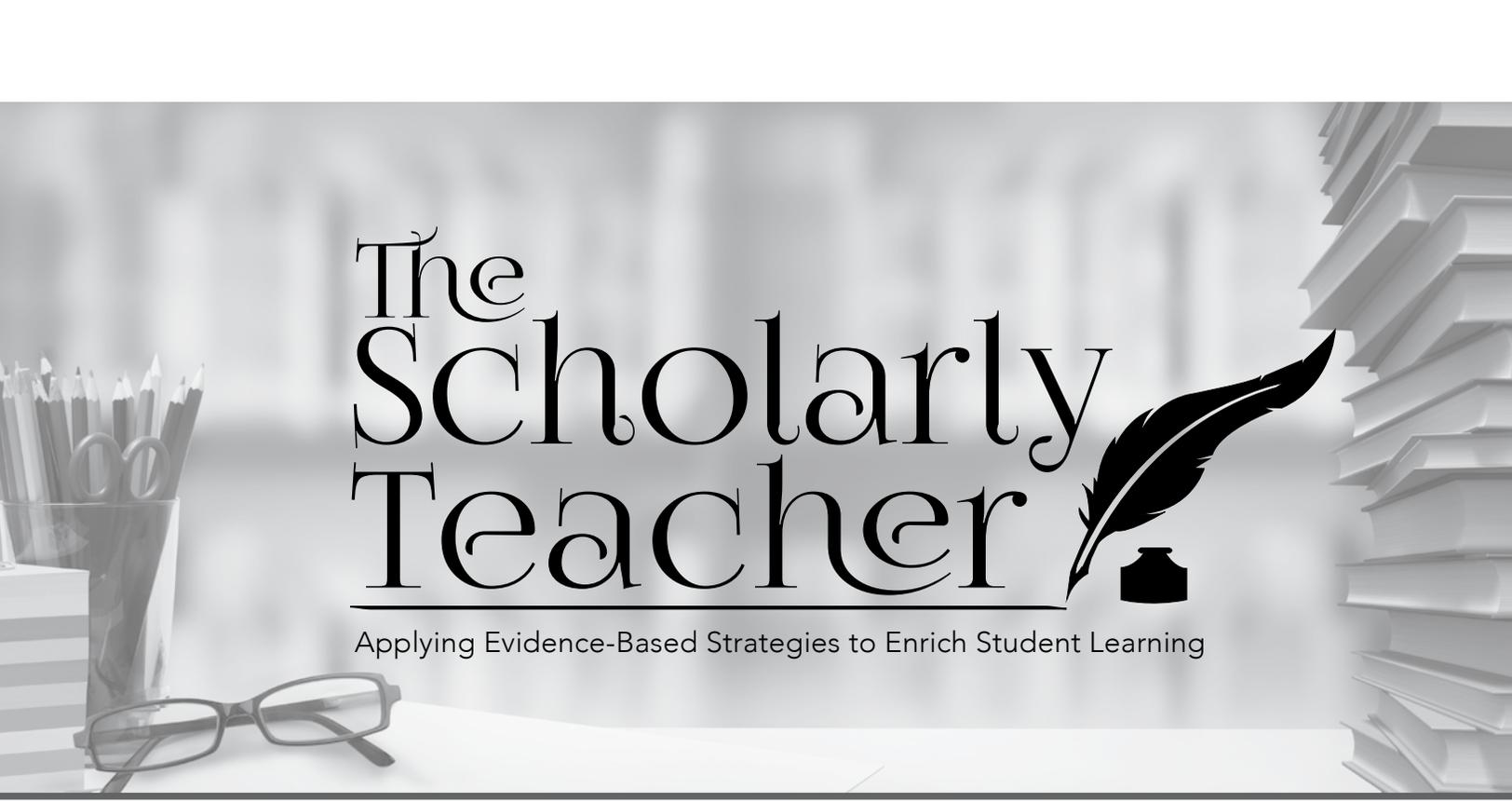
Thank You Note

We encourage you to send a quick note of thanks to the individual(s) responsible for your attendance.

You are welcome to stop by the Conference Registration desk at any time during the conference and select a blank Thank You card and envelope. It is particularly helpful to include one or two very specific changes that will be made in the upcoming semester, any anticipated benefit to students, and mention your willingness to offer a workshop on your campus sharing what you learned from this conference.

Sample verbiage for your “thank you” note:

Thank you for the support you provided that allowed me to attend the Lilly Conference. I was able to network with colleagues from (list one or two peer or aspiration institutions here). Among many things learned at the conference, I discovered (insert achieved personal conference objective; the following sentence is included as an example) a unique method to assign peer projects that I firmly believe will increase the quality of student work in my senior seminar course and have students to produce more work without greatly increasing the time needed on my part to grade the extra material. Thank you again.



The Scholarly Teacher

Applying Evidence-Based Strategies to Enrich Student Learning

The Scholarly Teacher blog is intended to encourage readers to purposefully pause, think critically, reflect on their teaching and their students' learning. Posts address contemporary issues and offer practical implications for our classrooms. Subscribe to this free online resource. Each post poses discussion questions which can be used for personal reflection or professional development discussions within your department.

The blog emphasizes the importance of taking an informed and practiced approach to enhancing student learning by systematic improvement of effective teaching.

We invite comments to postings to further and deepen the conversation in positive ways. We also invite you to submit your ideas for future blog posts so that we can continue to learn from each other.

Read, enjoy, learn, share, and contribute!

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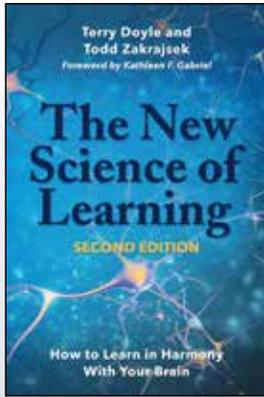
Helping Students Overcome Barriers to Learning

PRESENTER

The New Science of Learning

How to Learn in Harmony With Your Brain
SECOND EDITION

Terry Doyle and Todd D. Zakrajsek
Foreword by Kathleen F. Gabriel



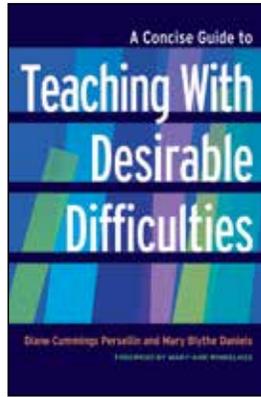
Paper \$19.95 | eBook \$15.99

A Concise Guide to Teaching With Desirable Difficulties

Diane Cummings Persellin and Mary Blythe Daniels

Foreword by Mary-Ann Winkelmes

Concise Guides to College Teaching and Learning Series



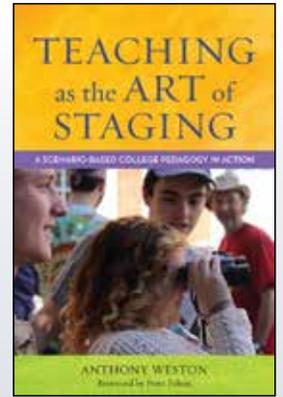
Paper \$24.95 | eBook \$19.99

Teaching as the Art of Staging

A Scenario-Based College Pedagogy in Action

Anthony Weston

Foreword by Peter Felten



Paper \$29.95 | eBook \$23.99

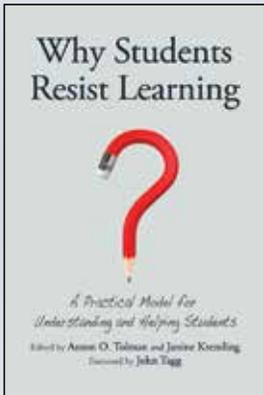
PRESENTER

Why Students Resist Learning

A Practical Model for Understanding and Helping Students

Edited by Anton O. Tolman and Janine Kremling

Foreword by John Tagg



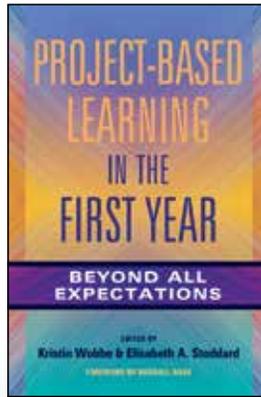
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Project-Based Learning in the First Year

Beyond All Expectations

Edited by Kristin K. Wobbe and Elisabeth A. Stoddard
Foreword by Randall Bass

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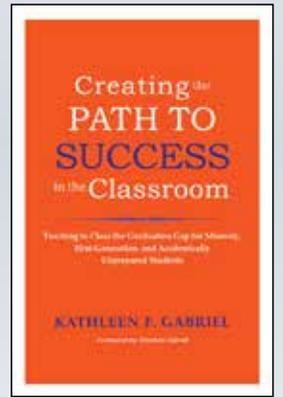
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Creating the Path to Success in the Classroom

Teaching to Close the Graduation Gap for Minority, First-Generation, and Academically Unprepared Students

Kathleen F. Gabriel

Foreword by Stephen Carroll



Paper \$27.50 | eBook \$21.99

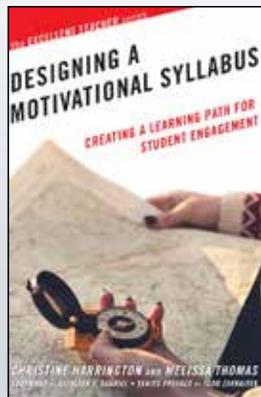
Designing a Motivational Syllabus

Creating a Learning Path for Student Engagement

Christine Harrington and Melissa Thomas

Foreword by Kathleen F. Gabriel

The Excellent Teacher Series



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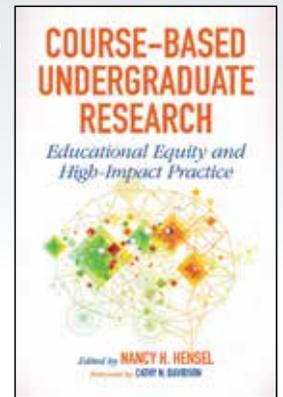
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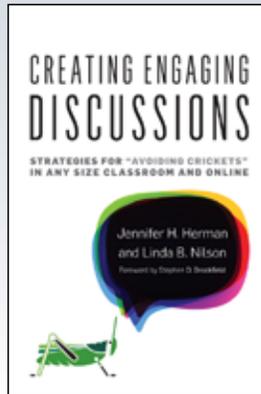
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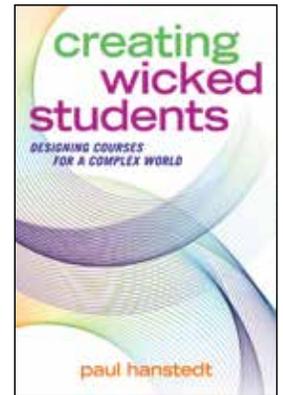


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