



LILLY CONFERENCES

ITLC | International Teaching
Learning Cooperative, LLC

ITLC Lilly-Asheville 2025

Innovative
Strategies to
Advance Student
Learning

CONFERENCE PROGRAM

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Welcome

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Welcome to ITLC-Lilly Asheville 2025!

We are excited to welcome you to our eighth ITLC-Lilly Conference in Asheville, NC; our first at the beautiful downtown Embassy Suites. Asheville has treated us well over the past seven years, and we were determined to return this year, particularly after Hurricane Helene's devastating impact, to help support this amazing community. The extent to which the local communities have supported each other during the recovery is inspiring.

We recognize and applaud our attendees' commitment to the broader field of higher education and its improvement through evidence-based pedagogy. Almost 200 attendees representing more than 120 institutions across North America will share 120 presentations comprised of posters, roundtables, 20-minute, and 40-minute concurrent sessions.

Throughout higher education, there is a large emphasis on AI and its implications for a changing world. The program this year reflects the challenges that we all face with respect to AI, and we are hopeful you will leave with some solid strategies you can put to immediate use. There is also an intentional focus on the humanity of education, in addition to other foci. ITLC-Lilly's mission remains primarily focused on bringing faculty members together to advance student learning through evidence-based practices. Our use of subthemes acknowledges that there are a variety of ways to do that work. Throughout it all, we remain committed to fostering an inclusive and welcoming environment. If we can support you in any way, please let us know.

Over the next three days, we hope you experience, both at this conference and in vibrant and artistic downtown Asheville, strategies and new ideas that will expand your teaching, grow your professional network, and provide an opportunity to rejuvenate. We are so pleased you are here!

Todd Zakrajsek, Conference Director



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Overview

Lilly-Asheville



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Navigating the Conference

Name Tags

Please wear your name tag at all times during the conference; name tags are required for entrance to all meals and receptions. It is the tradition of ITLC Lilly Conferences to omit titles/credentials on name badges. We value and understand the work required to earn such distinctions, and we believe that referring to each other by first name more quickly familiarizes us with each other and builds community among us as colleagues.

Meals

Your conference registration includes:

- Monday - Welcome Reception
- Tuesday - Breakfast, Morning Coffee, Lunch, Afternoon Refreshments, Poster Reception
- Wednesday - Breakfast

Please present your name tag to the ITLC Lilly Staff attendant as you join us for meals. Unfortunately, due to space limitations and banquet costs, guests are not allowed to join conference meals or receptions.

Participation

It is expected that participants and presenters alike attend the whole conference to build community; however, you do not have to attend every single concurrent 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 schedule a break and skip a session if needed to decompress, reflect on what you are learning, organize your notes, or check in with the office or your support people.

We encourage participants to take the evenings off to network and socialize together. Asheville is an amazing city with natural beauty, live music, and world-class shopping and restaurants.

Lilly Lounge

Don't become overwhelmed by the brisk conference pace. Set aside time to tend to your peace of mind, recharge, or connect with others.

Consider catching some fresh air on the patio overlooking the mountains, or have a quiet sit-down to:

- Recharge your phone, your laptop, or yourself!
- Develop a personalized schedule to navigate the conference.
- Create an individualized action plan to apply what you learn (complete the workbook pages in the conference program).
- DM a colleague at the conference with whom you want to follow up about a topic or thank for giving you a new way of thinking about your teaching practice.
- Write a thank-you note to the person who sponsored your travel here or send a thank-you to the person who introduced you to the ITLC Lilly conferences (stationery available at our registration desk).

Health

Please use care and considerate practices while gathering together. Wash your hands using hand sanitizer between sessions, and please wash your hands with soap and water prior to joining the buffet lines or refreshments. If you are not feeling well, coughing, or have a fever, please rest in your room.

If you have any concerns during the conference, please come to the conference registration desk to speak with an ITLC Lilly Staff Member.

Conference Venue



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Agenda

at a glance



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Monday at a Glance

Monday August 11, 2025					
11:30 AM - 5:15 PM	REGISTRATION/HELP DESK OPEN				
1:00 PM - 1:30 PM	Conference Welcome & Opening Remarks Todd Zakrajsek, Conference Director Blue Ridge Ballroom				
1:30 PM - 2:30 PM	Keynote I The Science of Learning Meets AI: Teaching in the Age of Innovation Todd Zakrajsek, UNC Chapel Hill Blue Ridge Ballroom				
	20-Minute Transition				
Breakout Rooms:	Blue Ridge 3	Blue Ridge 4	French Broad 1	French Broad 2	French Broad 3
2:50 PM - 3:30 PM	3a Bridging Academia and Practice: Collaborative Professional Development in Experiential Learning E. Baynard & R. Patterson	3b Abandoning Punishment-Based Pedagogy M. J. Berntsen	3c Developing Cross-Disciplinary Approaches to Teaching in the AI Era J. Abney et al.	3d Improving Student Success With Transparent Assignments A. Lichliter	3e A Proactive Approach for Navigating Group Work Challenges A. P. Wrights
	20-Minute Transition				
3:50 PM - 4:10 PM	4a Student Perceptions of Alternative Grading Strategies in the Biology Classroom J. J. Adler	4b Student Leaders' Growth and Their Perceptions of Modified Supplemental Instruction Y. Rivers	4c Using Generative AI to Promote Student Learning Through Engagement R. Francis	4d Analyzing Students' Social Annotation Behaviors and Interactions K. Glover & E. McKenney	4e The Art of Slow Thinking to Improve Student Cognition M. Chirico
	10-Minute Transition				
4:20 PM - 5:00 PM	5a Overcoming Barriers and Building Community Through STEM Education Centers J. P. Marcolini & H. Skaza Acosta	5b Diving Deeper to Explore Students' Harsh Inner Critic E. B. Hoover & A. Herrick	5c Fostering Deep Learning Through Slow Pedagogy, Community Building, and Ungrading C. Anderson et al.	5d Making Group Work Work: Best Practices for Collaborative Learning G. Wentzell	5e Augmenting Student Motivation J. Kregenow
	10-Minute Transition				
5:10 PM - 5:50 PM	6a Speculative Pedagogy for Creative Changemaking M. C. Stoumbos	6b Learning to Teach (Again and Again) B. Sharpe	6c Developing a Generative-AI Module for Your Course: A Case Study S. Benson	6d Collaboration, Graphic Design, and Grants Create Interdisciplinary Synergy in Education C. B. Lord & E. B. Hoover	6e Adapting and Applying Simulation Across Disciplines and to Multiple Contexts J. Roberson et al.
	Opening Reception				
5:45 PM - 6:45 PM	Dinner and Evening on Your Own				

Tuesday at a Glance

Tuesday August 12, 2025					
7:00 AM - 5:00 PM	Conference Help Desk				
7:00 AM - 7:50 AM	Buffet Breakfast Name Tag Required for Admission Blue Ridge Ballroom				
8:00 AM - 8:30 AM	Roundtable Session I Blue Ridge Ballroom				
	10-Minute Transition				
Breakout Rooms:	Blue Ridge 3	Blue Ridge 4	French Broad 1	French Broad 2	French Broad 3
8:40 AM - 9:20 AM	8a	8b	8c	8d	8e
	Advancing Asynchronous Instruction and Professional Development for Adjunct and Full-Time Faculty O. Wasilik & R. Green	Prioritizing Creation in the Classroom Through Transdisciplinarity, Storytelling, and Project-Based Learning K. Dufresene	Publishing SoTL Work in the <i>Journal on Excellence in College Teaching</i> G. Wentzell	Getting Started With Alternative Grading: Practical Steps for Student-Centered Feedback and Assessment L. Feldstein et al.	Cultivating Professional Dispositions in Teacher Education Programs S. Beaulieu et al.
	10-Minute Transition				
9:30 AM - 9:50 AM	9a	9b	9c	9d	9e
	Enhancing Virtual Classrooms A. Roy	AI-Powered Sustainable Neighborhood Design With ArcGIS StoryMaps S. Gilbert	Flipping the Flipped Classroom Design With Purposeful Generative AI J. Packowski	Tier 2 Vocabulary and Strategies to Improve Testing Equity E. Greene & J. Adam	Building Community Through Collaborative Specifications Grading Practices S. Felkins
	10-Minute Transition				
10:00 AM - 10:40 AM	10a	10b	10c	10d	10e
	Teaching Without Limits by Applying UDL 3.0 Through Appreciative Inquiry R. LeGary Jr. & A. Bennar	Instructor-Facilitated, Personalized Student-AI Learning Partnerships K. J. Kennedy	Changing Institutional Culture Through the First-Year Seminar L. Chambers & R. Lane	Collaborative Approaches to (Re)Designing Research Assignments L. Langberg et al.	Using Case Studies and Real-Time Polling to Foster Student Engagement J. F. McCaughern-Carucci
	10-Minute Transition				
10:50 AM - 11:10 AM	11a	11b	11c	11d	11e
	Curricular Integration as a Curriculum Development Strategy in Healthcare Education S. Ryan	Utilizing Libraries to Enhance Student Success in Digital Arts Education K. Prelitz	Engaging Students Through Project-Based Competitions for Active Learning S. Moon	Writing Assessment Questions Using Generative Artificial Intelligence E. Klausner	Engaging Students in Collaborative Classroom Engagement: A Case Study of Students From USA and Egypt S. Kapur
	10-Minute Transition				
11:20 AM - 12:00 PM	12a	12b	12c	12d	12e
	Transforming Higher Education Through the TILT Framework J. Vogler	Student Misconceptions of Research in the Digital Age K. E. C. Green	Teaching Business Students Ethical Use of Generative AI (Strategies That Work and Some That Might Not) D. C. Chen	Inspiring Transformative Learning Through Team Creative Projects M. Flanigan	Holistic Institutionalized Professional Development to Support STEM Students S. D. Koether et al.
	10-Minute Transition				

12:10 PM - 12:30 PM	13a Improve Student Knowledge Retention Using an Alternative Assessment Strategy M. Ritchey	13b The Role of Teaching Faculty in Fostering Scholarly Training Experiences M. Palm	13c The BIO Learning Lounge: Tales From the Frontlines J. W. Yates		
12:30 PM - 1:15 PM	Buffet Lunch Name Tag Required for Admission <i>Blue Ridge Ballroom</i>				
1:15 PM - 2:30 PM	Keynote II Teaching Is Hard: Because It Matters Claire Howell Major, University of Alabama <i>Blue Ridge Ballroom</i>				
	20-Minute Transition				
Breakout Rooms:	Blue Ridge 3	Blue Ridge 4	French Broad 1	French Broad 2	French Broad 3
2:50 PM - 3:10 PM	15a Playing the Wrong Game, or Reconsidering How We Gamify Education J. Bostian	15b Understanding the Hidden Curriculum and Its Effects on Student Belonging L. L. Wolford	15c The Impact of Field-Based Instruction on Pre-Service Educators J. P. Marcolini & H. Skaza Acosta	15d Fast Track: Accelerating Freshman Success in Math Through Asynchronous Learning K. Koob	15e Improving Student Engagement Through Interprofessional Education and Collaborative Practice E. Wescott & V. Strange
	10-Minute Transition				
3:20 PM - 4:00 PM	16a Teaching Strategies That Bridge the Gap Between Theory and Practice S. Pappa & D. Karczmarczyk	16b From Perfectionism to Play: Using Improv to Enhance Learning Environments D. Chaudhry	16c What Is SoTL? Seven Steps to Achieve Your SoTL Publication M. Cox	16d Designing Science Courses for Blind and Visually Impaired Students E. Tekely	16e Judging Books by Their Covers: A Hands-On Chemistry Capstone Experience S. Eddins et al.
	20-Minute Transition				
4:20 PM - 4:40 PM	17a Assessing Peer Mentoring Skills Perceptions for Science Undergraduates T. Rowell	17b Participatory Action Research (PAR) in Undergraduate and Graduate Classes M. L. Whitson	17c Weekly Quizzing Does Not Impact Recall but Does Lower Stress E. Jobe	17d Enhancing Students' Confidence and Learning Using Service-Learning K. Flores	
	10-Minute Transition				
4:50 PM - 5:10 PM	18a Experiential Learning as a Catalyst for Academic Success M. Corvette	18b Revolutionizing Lifespan Psychology Education Through Gamification, Interactive Learning, and Service-Learning A. Muldong	18c Leave the Ego at the Door: The Secret Sauce for Creating a Learning Community in the Classroom O. Hertz	18d Promoting Leadership and Civic Skill Development Through Experiential Learning J. Lester	18e Harnessing GenAI to Create Sustainable Program Assessment Plans in HigherEd L. Bergson & T. Shaw
5:15 PM - 6:15 PM	Poster Reception				
	Dinner and Evening on Your Own				

Wednesday at a Glance

	Wednesday August 13, 2025
7:00 AM - 9:45 AM	HELP DESK
6:45 AM - 8:00 AM	Buffet Breakfast Name Tag Required for Dining <i>Blue Ridge Ballroom</i>
8:00 - 8:30 AM	Roundtable Discussions II <i>Blue Ridge Ballroom</i>
	15-Minute Transition
8:45 - 10:00 AM	Keynote III Quiet Students, Loud Ideas: Classroom Communities Where Everyone Has a Voice Todd Zakrajsek, UNC Chapel Hill <i>Blue Ridge Ballroom</i>

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Keynotes



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Keynote I

The Science of Learning Meets AI: Teaching in the Age of Innovation

Monday, August 11, 2025

1:30 PM - 2:30 PM

Blue Ridge Ballroom

Key Statement: This session explores how Generative AI, grounded in learning science, can enhance engagement while addressing risks and maximizing educational impact.

Keywords: Generative AI, Science of Learning, Student Support

Subtheme: AI in Higher Education, Active and Engaged Learning

In the face of emerging technologies and uncertain political horizons, educators across disciplines can find stability in enduring principles from the science of teaching and learning: Students learn best in active, feedback-rich environments that foster cognitive development, reflection, and critical thinking. While Generative AI in the classroom may initially seem at odds with these principles, when applied thoughtfully, it can enhance and extend them—supporting deep, meaningful, and impactful learning. This keynote will explore how Generative AI, grounded in the science of learning, can help students deepen their understanding. Addressing both the risks of over-reliance and the opportunities for increased support, we will focus on practical, research-informed ways to integrate AI into education.

Outcomes:

1. Describe core principles from the science of teaching and learning that promote deep, meaningful student learning.
2. Identify and select practical strategies for integrating Generative AI into teaching in ways that align with evidence-based learning principles.
3. Analyze potential benefits and risks of using Generative AI in the classroom.



Keynote II

Teaching Is Hard: Because It Matters

Tuesday, August 12, 2025

1:15 PM - 2:30 PM

Blue Ridge Ballroom

Key Statement: This session explores why powerful teaching is inherently difficult, highlighting historical educators, core teaching themes, and practical strategies to foster meaningful learning through courage and care.

Keywords: Transformative Teaching, Pedagogical Courage, Radical Hope

Subthemes: Compassionate Classroom/Community; Instructional Skills + Methods

Why is the best teaching so hard? Because difficulty is not a flaw in teaching but is instead a feature of its deepest promise. In this session, participants will consider how challenge is woven into pedagogy that matters, whether it is in defying norms, pioneering new pedagogical theory, or promoting critical thinking. In today's landscape of AI, politicized classrooms, and rising expectations, difficulty isn't a barrier but instead is a sign of effort, engagement, and caring deeply. Participants will leave with concrete strategies for embodying principles of teaching that matters in their own courses, grounded in radical hope and pedagogical purpose. Teaching is hard, especially when it matters.

Outcomes:

1. Identify five core characteristics of teaching that matters.
2. Reflect on how educators have faced and overcome pedagogical challenges to support transformative learning.
3. Apply at least three practical teaching strategies that align with these core principles to enhance student engagement and development.



Keynote III

Quiet Students, Loud Ideas: Classroom Communities Where Everyone Has a Voice

Wednesday, August 13, 2025

8:45 AM - 10:00 AM

Blue Ridge Ballroom

Key Statement: This session explores easy-to-implement research-based strategies to remove participation barriers and foster equitable engagement for all students.

Keywords: UDL, Participation, Engagement

Subtheme: Active and Engaged Learning; Course/Curriculum (Re)Design/UDL

Research in the science of learning is clear: active participation enhances recall, deepens understanding, and supports long-term retention. Yet many students—those with social anxiety, slower cognitive processing, prior negative classroom experiences, PTSD, hearing loss, or other challenges—face systemic barriers to participation. This keynote examines how these inequities emerge in discussions, group work, and other engagement opportunities, often unnoticed by instructors. Grounded in universal design principles, we will explore evidence-based strategies—such as structured wait time, multimodal participation, and inclusive group processes—that promote equitable engagement. Attendees will gain practical tools to ensure that all students can contribute, learn, and succeed.

Outcomes:

1. List at least 10 reasons students might find it challenging, or even impossible, to participate in class discussions.
2. Explain the major principles of universal design as the principles would apply to active learning strategies used in class.
3. Implement at least one new strategy they will implement within the next week and which type of student challenge it would address.

Quick Reference: Posters

Concurrent Session Poster Presentations	
1	A Specifications Grading Assignment for Critical Reading and Scientific Literacy E. Jobe
2	AI as a Transformative Tool in Higher Education: Engaging Faculty and Administrators P. Dietrich
3	Building AI Literacy Foundations in First-Year Seminars E. Bailey
4	Camp CryptoBot: An Approach for Teaching Cybersecurity P. Mosley & M. Ganis
5	Decreasing Math Anxiety Using a Mindfulness and Growth Mindset Approach T. Samuel
6	Design and Implementation of a Higher Education Course Focused on Divorce J. Campbell
7	Embedding Specialized Curriculum Throughout a Program's Plan of Study L. H. King
8	Enhancing Graduate Student Confidence Levels Through a Pro Bono Clinic G. Jones
9	Fostering Critical Thinking and Ethical Use of Gen AI Across Disciplines T. Shaw & K. Lamour
10	Issues Facing Faculty With Mental Health Concerns J. Gabbard
11	Mapping Knowledge and Building Community With MURAL E. McKenney
12	Older Gen Z Working With Younger Gen Z in STE(A)M M. Marnella
13	Partnership, Peer Support, and Storying Community With First-Year University Students D. S. Gamble
14	Real-World Healthcare Management Skills Success Through The Use Of Case Studies G. Chism
15	Supporting Undergraduate Learning Through an Authentic Practicum Experience C. Dean et al.
16	Working 24/7: A Conceptual Framework for Understanding and Supporting Online Faculty L. McNeill & S. Morris

Quick Reference: Roundtables

Roundtable Discussions Session I	
A	Using Credit-No Credit Grading for Controversial Topics and DEI Assignments S. Twill
B	Understanding the Construct of Self-Censorship of Women in Computing Education P. Mosley
C	What Fun Is Next? Integrating Play Pedagogy Into the Classroom M. Stebleton
D	Cultivating Belonging and Community in the Operations Management Classroom K. Branner
E	Fostering Belonging in Asynchronous Environments: Revealing Impacts of Discussion Formats J. Vogler
F	Exploring Social Impacts of Human-AI Bondage in a Literature Course S. Nikitina
G	Integrating Information Literacy Across Disciplines R. Hartman
H	Increasing Faculty Engagement and Productivity Through Peer Mentoring Pods J. Adam & E. Greene
I	An Open Discussion for Using AI to Encourage Student Success K. A. Snyder
J	Nursing and Education: A Cross-Disciplinary Approach for Student Success T. D. Morris & K. D. Erwin
K	Lighten Your Load With Practical Ways to Get Help in the Classroom S. Blazek & A. DuBois
Roundtable Discussions Session II	
L	Are Our Graduates Fully Ready? Let's Talk Professional Dispositions N. Logan et al.
M	Talent, Feedback, and Transition: Supporting Student-Athletes Beyond the Game H. Du
N	Doing the Normal Things To Be Exceptional J. Thomas & P. Parkison
O	WISE Interventions Engage the Whole Student by Small Design Changes N. Winfrey
P	Exploring Project-Based Learning: A Hands-On Collaboration D. Deb & T. Perera
Q	A Collaborative, Student-Centered Alternative to Midterms A. Cole
R	Move Forward Into Service D. Murray
S	Sustaining and Initiating Faculty Learning Communities M. Cox
T	Empowering Faculty to Enhance Student Career Readiness Awareness and Success A. DuBois & S. Blazek
U	What Is the Felt Experience of Positive Teaching-Learning Relationships? I. Grosman

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Monday
August 11th, 2025
Daily Schedule



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Daily Overview

Monday, August 11th

Conference Check In and Help Desk

11:30 AM - 5:15 PM

Welcome and Opening Remarks

Todd Zakrajsek, Conference Director

1:00 PM - 1:30 PM

Keynote I

Todd Zakrajsek, UNC Chapel Hill

1:30 PM - 2:30 PM

Breakout Sessions

2:50 PM - 5:50 PM

Networking Reception

5:45 PM - 6:45 PM

Enjoy dinner and evening on your own.

Detailed Schedule

Monday, August 11th

1:00 PM - 1:30 PM

Blue Ridge Ballroom

Conference Welcome and Opening Remarks

Todd Zakrajsek, Conference Director

1:30 PM - 2:30 PM

Blue Ridge Ballroom

Keynote I

The Science of Learning Meets AI: Teaching in the Age of Innovation

Todd Zakrajsek, University of North Carolina

2:50 PM - 3:30 PM

Concurrent Session 3

3a) Blue Ridge 3

Bridging Academia and Practice: Collaborative Professional Development in Experiential Learning

Elisabeth Baynard, University of North Carolina, Wilmington

Ricky Patterson, University of North Carolina, Wilmington

Key Statement: We highlight collaborative efforts between UNCW Public Health and the Career Center designed to enhance student professionalism through experiential learning across core courses in an undergraduate curriculum.

Keywords: Experiential Learning, Professional Development & Identity, Collaborative Learning

Subthemes: Active & Engaged Learning; Instructional Skills + Methods

Join us as we highlight a collaborative model between the UNCW Public Health undergraduate program and the UNCW Career Center, designed to enhance student learning and engagement, professional development, and internship success. Integrated across upper-level courses and an Internship Seminar, students engage in multiple applied learning and collaborative activities and self-exploration strategies. This effort supports extensive internship experiences with intentional professional development, ensuring students are well-prepared for internships and future professional goals. We will discuss the impact of this collaboration on internship readiness and success, career readiness, and development of professional identity.

Outcomes:

1. Identify key strategies for successful experiential learning in undergraduate curricula.
2. Describe the benefits of collaborative partnerships between academic departments and career centers.
3. Outline methods for implementing intentional professional development activities across multiple courses.

3b) Blue Ridge 4

Abandoning Punishment-Based Pedagogy

Michael J. Berntsen, University of North Carolina at Pembroke

Key Statement: Educators can rethink how to motivate students and inspire self-discipline by reframing how we reward and punish student work and performance.

Keywords: Student Performance, Student Motivation, Classroom Community

Subthemes: Assessment/Feedback/(Un)Grading; Instructional Skills + Methods

Punishment seems to be an instinctive and ingrained part of pedagogical practices. From deducting points for tardiness, to lowering grades for absences, to refusing late work, to locking late students out of the classroom, students feel like educational settings are more about molding their obedience than shaping their minds. Using data collected through a three-year period, I will show how reducing punishments can inspire students to participate more and guide them to figure out what self-discipline routines work best. Although increasing rewards is not usually the answer, a key to student success can be abandoning punishment-based approaches.

Outcomes:

1. Create more comprehensive grading systems and rubrics.
2. Consider new strategies for assessing student performance and work.
3. Redesign courses to help foster student learning.

3c) French Broad 1

Developing Cross-Disciplinary Approaches to Teaching in the AI Era

Jill Abney, University of Kentucky

Laura Carter-Stone, University of Kentucky

Shawna Felkins, University of Kentucky

Key Statement: This session invites participants to share strategies for building collaborative, cross-disciplinary approaches to generative AI informed by research and experimentation.

Keywords: Generative AI, Faculty Development, Cross-Disciplinary Approaches

Subthemes: AI in Higher Education; Instructional Skills + Methods

As generative AI continues to change, what remains clear is that there is no one-size-fits-all approach to AI in higher education. As a result, disciplinary-informed experimentation and inquiry on the part of instructors, followed by intentional communication with their students and colleagues, is one of the primary ways to develop thoughtful approaches to generative AI for teaching and learning. Facilitated by educational developers who lead

University of Kentucky's campus-wide faculty development institute around AI, this session invites a robust conversation around strategies for inviting collaborative, interdisciplinary, research-based exploration of AI with the goal of supporting informed approaches.

Outcomes:

1. Explore practical approaches for inviting instructors across disciplines to work together to build campus-wide AI critical literacies.
2. Discuss opportunities for expanding AI educational discourse by guiding campus discussions beyond issues of academic integrity to include best practices for navigating disciplinary differences.
3. Share strategies for interdisciplinary AI assignment design that can help faculty adapt and co-create AI-infused assignments that enable students and colleagues to explore the limitations and affordances of generative AI.

3d) French Broad 2

Improving Student Success With Transparent Assignments

Ann Lichliter, Winona State University

Key Statement: This workshop provides a framework for developing “transparent assignments,” which research shows improves student outcomes (Winkelmes, 2013). Bring an assignment description to apply the framework.

Keywords: Transparent Assignments, Student Success, Assignment Design

Subthemes: Instructional Skills + Methods; Course/Curriculum (Re)Design/UDL

To boost retention and student success rates, faculty revamped two or more assignments per course in a hybrid bachelor program using Mary-Ann Winkelmes's transparency framework (Winkelmes, 2013; Winkelmes et al., 2016). Transparent assignments have proven to benefit all students, with significant advantages for underrepresented and first-generation students. This workshop explores the framework for crafting transparent assignments, guiding participants through the process. Attendees are encouraged to bring an assignment description to adapt using the model during the session.

Outcomes:

1. Describe the benefits of using the transparency framework for assignments.
2. Describe the transparency framework.
3. Apply the transparency framework to an assignment.

3e) French Broad 3

A Proactive Approach for Navigating Group Work Challenges

Abbie P. Wrights, Wake Forest University

Key Statement: Structured group work, using asset mapping and role delineation, fosters collaboration and equity. Addressing communication and contribution issues transforms frustration into empowerment.

Keywords: Group Work, Structure, Equity

Subthemes: Instructional Skills + Methods; Active and Engaged Learning

Group work can promote collaboration, interpersonal skills, and teamwork. However, it can also be riddled with frustrations that breed resentment (for both student and instructor) rather than cooperation. Proactive student-centered strategies focused on creating structure can reduce these frustrations and create more equitable group work. This session, based on one instructor's experiential insights as well as evidence-based best practices, will detail a scaffolded approach to group work, including: asset mapping, equitable group assignments, group contracts for roles, and prioritizing in-class working time. The implementation of these strategies can help transform problematic group work into an empowering experience for all involved.

Outcomes:

1. Identify and apply key principles of effective group work to enhance collaborative learning environments.
2. Evaluate and adapt group work strategies to promote equitable participation and minimize potential challenges.

3. Create a plan to design structured group activities that foster positive interdependence and shared responsibility among learners.
-

3:50 PM - 4:10 PM

Concurrent Session 4

4a) Blue Ridge 3

Student Perceptions of Alternative Grading Strategies in the Biology Classroom

Jacob J. Adler, Purdue University

Key Statement: Our case study supports that alternative grading in biology boosts student growth mindsets while reducing stress and fostering a learning-focused environment.

Keywords: Standards-Based Grading, One-on-One Meetings, Grading for Growth

Subthemes: Assessment/Feedback/(Un)Grading; STE(A)M

This study explores alternative grading strategies in biology education and student perceptions. Student participants were instructed using alternative grading strategies and then completed course metacognitive self-reflections. Qualitative analysis revealed benefits such as helpful feedback, a learning-focused environment, improved understanding, reduced stress, and increased self-confidence. A follow-up survey examined growth mindset beliefs and showed that alternative grading strengthened these beliefs and improved content understanding. This work contributes to the literature on alternative grading in biology classrooms and its perceived effects on students.

Outcomes:

1. Identify the uses of alternative grading strategies in a case study.
2. Describe the qualitative coded data on student perceptions of alternative grading strategies.
3. Strategize how other groups might perceive this grading structure (i.e. graduate student teaching assistants).

Student Leaders' Growth and Their Perceptions of Modified Supplemental Instruction

Yevgeniya Rivers, University of New Haven

Key Statement: Supplemental Instruction Leaders gain transferable skills and provide key insight on program effectiveness and how to improve to better serve early undergraduate math students.

Keywords: Supplemental Instruction, Mathematics, Peer Leaders

Subthemes: Instructional Skills + Methods; STE(A)M

Supplemental Instruction (SI) is a program targeting high DFW courses to improve student academic performance and retention with the help of peer leaders. In our Modified-SI (M-SI), attendance is required. Emphasizing collaboration and interactivity, M-SI sessions also incorporate skills such as study strategies. We examined M-SI leaders' perceptions of program effectiveness and the skills they acquired through their leadership. M-SI leaders perceived the program as being effective in the context of attendance and engagement, skill building, remote learning, structure, and delivery, but ineffective in scheduling, participation, and student frustration. Leaders gained confidence and skills in adaptability, leadership, organization, and presentation.

Outcomes:

1. Contrast traditional Supplemental Instruction and Modified Supplemental Instruction (M-SI) programs, using for the latter an example of a piloted program at one mid-size private university.
2. Assess the findings of a qualitative investigation of M-SI Leader perspectives on the program and self-reported skill acquisition.
3. Adapt M-SI implementation for other sites, building on best practices shared in the sessions.

4c) French Broad 1

Using Generative AI to Promote Student Learning Through Engagement

Ray Francis, Central Michigan University

Key Statement: Partnering with Generative AI to promote student learning. Explore the possibilities of inquiry-based and problem-based learning for tomorrow's innovators. Come join us on the journey.

Keywords: Generative AI, Student Learning, Instructional Strategies

Subthemes: Instructional Skills + Methods; Active & Engaged Learning

Generative AI revolutionizes student learning by fostering creativity, critical thinking, and problem-solving skills. Through personalized experiences designed and facilitated by teachers, it adapts to diverse learning styles, enhancing engagement and comprehension. Generative AI augments traditional educational approaches, providing tailored feedback and guidance, empowering learners to explore, experiment, and innovate. Its adaptability fosters a dynamic learning ecosystem, preparing students for the evolving demands of the future workforce. By harnessing the power of Generative AI, educators unlock new avenues for student empowerment and advancement, shaping tomorrow's leaders and innovators. Instructional strategies and teaching techniques will be shared.

Outcomes:

1. Develop an overall perspective for the current and potential relationship of Generative AI in the teaching and learning cycle,
2. Analyze strategies for incorporating Generative AI into their own personal knowledge-base of teaching and learning.
3. Articulate an understanding of several promises and pitfalls of Generative AI in the teaching and learning process.

4d) French Broad 2

Analyzing Students' Social Annotation Behaviors and Interactions

Katherine Glover, North Carolina State University

Erin McKenney, North Carolina State University

Key Statement: We analyzed social annotations to quantitatively describe students' behaviors and interactions. Preliminary results reveal individual behaviors and distinct cohort patterns from 2020–2024.

Keywords: Student Interactions, Social Annotation, Community Building

Subthemes: Active & Engaged Learning; Instructional Skills + Methods

Social annotation provides a key outlet for students to engage with peers asynchronously. We analyzed student annotation behaviors and interactions for 205 students from five cohorts enrolled in an advanced undergraduate Applied Ecology course from 2020–2024. We identified distinct individual behaviors and interaction patterns across different cohorts. Instructor interventions in 2020 and 2021 drove unique individual and group interaction dynamics compared to later years. More students engaged in conversations in 2022 and 2023 compared to 2024. Future research with coordinated efforts to compare student engagement styles in person versus online could provide critical insights to different modes of social learning.

Outcomes:

1. Identify opportunities to incorporate social annotation into your own courses.
2. Design assignments that promote student interactions and community outside of class.
3. Assess student behaviors and community dynamics.

4e) French Broad 3

The Art of Slow Thinking to Improve Student Cognition

Miriam Chirico, Eastern Connecticut State University

Key Statement: Thinking is hard. Yet students in general education classes can acquire transferable “thinking routines” to understand not only the material, but their own mental habits.

Keywords: Making Thinking Visible, Teaching Poetry, Metacognition

Subthemes: Instructional Skills + Methods; Course/Curriculum (Re)Design/UDL

As Daniel Willingham reminds us, students don’t like school because the brain is not designed for thinking. Students in my Poetry class were given strategies to assist their habits of mind. By introducing them to Daniel Kahneman’s cognitive model of System 1 Thinking (fast, instinctive) and System 2 Thinking (deliberative, slow, logical), I enabled students to consciously develop mental habits. Students approached the same text twice, using “fast” thinking for initial responses and “slow” thinking for logical rigor. As students analyzed poetry through fast and slow thinking, applied cognitive schemas created by Project Zero, and wrote “Thinking Reports” (instead of typical theme papers), they developed greater awareness of their intellectual abilities. Furthermore, I assessed this intervention through pre-and-post semester surveys and found significant results.

Outcomes:

1. Understand Daniel Kahneman’s model of System One and System Two Thinking.
2. Learn more about Project Zero’s Thinking Routines, from the Harvard School of Education.
3. Practice applying two Thinking Routines to a selected poem.

4:20 PM - 5:00 PM

Concurrent Session 5

5a) Blue Ridge 3

Overcoming Barriers and Building Community Through STEM Education Centers

Jessica P. Marcolini, University of Wyoming

Heather Skaza Acosta, Florida Gulf Coast University

Key Statement: This session brings together STEM Education Center professionals to share challenges, solutions, and best practices to foster community and collaboration among those advancing STEM education.

Keywords: STEM Education, Community of Practice, Campus Culture, In-/Outreach

Subthemes: STE(A)M; Classroom Community/Culture

This interactive session brings together university faculty leading STEM education programs to share experiences, challenges, and solutions in advancing STEM education at colleges and universities. Attendees will collaboratively identify key barriers to STEM education and outreach, including institutional constraints, funding limitations, and faculty engagement. Facilitators will then present practical strategies and successful initiatives to address these challenges. Through discussion, synthesis of insights, and real-world examples, this session fosters a community committed to improving STEM education and outreach. Participants will leave with actionable recommendations and expanded professional connections to support their work leading STEM education efforts at their institutions.

Outcomes:

1. Analyze common challenges faced in STEM education and identify potential solutions.
2. Compare successful strategies from various institutions to overcome barriers in STEM education.
3. Construct actionable recommendations to implement in their own STEM education efforts.

5b) Blue Ridge 4

Diving Deeper to Explore Students' Harsh Inner Critic

Eve B. Hoover, Midwestern University

Amber Herrick, Midwestern University

Key Statement: Early career coaching and mentorship aimed at recognizing the harsh inner critic while also teaching reframing strategies cultivates resilience and a psychologically safe classroom culture.

Keywords: Coaching, Self-Awareness, Resilience

Subthemes: Compassionate Classroom/Community; Mindfulness/Resiliency

Higher education is highly demanding and is associated with escalating stress and burnout. A growing body of research has highlighted the importance of resilience and prioritizing student wellness. Expanding the discussion of resilience principles to include self-awareness of the harsh inner dialogue and utilizing skillful reframing techniques facilitates students' development of healthy professional identity. Expanding on their previously published work, presenters will review case studies and relevant resources to empower faculty to foster an inclusive, educational classroom culture by encouraging students to recognize their innate strength in vulnerability and the dangers of limiting beliefs.

Outcomes:

1. Identify classic student phrases and behaviors that represent harmful cognitive patterns leading to limiting beliefs.
2. Utilize engaging, interactive class activities to share thoughts and reflections about the student experience of the harsh inner critic.
3. Investigate skillful reframing strategies to help students recognize and overcome common cognitive traps.

5c) French Broad 1

Fostering Deep Learning Through Slow Pedagogy, Community Building, and Ungrading

Corinne Andersen, William Peace University

Robin Vincent, William Peace University

Jackson Bostian, William Peace University

Michelle Corvette, William Peace University

Key Statement: Discover how slow learning, community building, and ungrading can transform your classroom into a dynamic space where students thrive, take risks, and embrace learning as a journey.

Keywords: Creativity, Inclusion, Ungrading

Subthemes: Instructional Skills + Methods; Classroom Community/Culture

This presentation explores three interconnected approaches to enhance higher education: slow learning, community building, and ungrading. We'll examine how embracing deliberate, unhurried learning can foster creativity and encourage intellectual risk-taking in our fast-paced, technology-driven world. Strategies for creating a welcoming classroom environment from day one will be discussed, emphasizing the importance of developing a culture where all students feel valued and engaged. Finally, we'll delve into ungrading, a practice that shifts focus from grades to learning, promoting equity and collaboration. By integrating these methods, educators can create a more relaxed, supportive atmosphere that empowers students to take creative risks, pursue ambitious goals, and view failure as an integral part of the learning process.

Outcomes:

1. Analyze the role of slow learning in fostering creativity and intellectual risk-taking within educational environments.
2. Generate actionable strategies for cultivating inclusive classroom communities that prioritize student engagement and belonging starting on day one.
3. Synthesize principles of ungrading with equitable pedagogical practices to design assessment frameworks that incentivize collaboration and reframe failure as growth.

5d) French Broad 2

Making Group Work Work: Best Practices for Collaborative Learning

Gregg Wentzell, Miami University

Key Statement: Implementing best practices for collaborative learning leads to high levels of student engagement and lasting learning.

Keywords: Collaborative Learning, Student Engagement, Jigsaw Technique

Subthemes: Active & Engaged Learning; Instructional Skills + Methods

Do you want to design group work activities that will engage students with course content, build community, and lead to deeper, more lasting learning? In this highly interactive session, participants will explore research-based best practices to promote collaborative learning among students. We'll review what the research says, and, with a focus on implementation, we will evaluate the utility and application of the techniques for our particular instructional goals and course contexts. The aim is to make intentionally designed collaborative learning techniques a more integral part of how we teach so that students learn best.

Outcomes:

1. Discuss best practices for collaborative learning.
2. Choose the best collaborative learning techniques for their instructional goals and practices.
3. Access resources for support.

5e) French Broad 3

Augmenting Student Motivation

Julia Kregenow, Penn State University

Key Statement: Intrinsic student motivation beyond grades is achievable. Learn science-backed strategies to foster it. Come practice a variety of strategies in this interactive presentation.

Keywords: Motivation, Persistence, Belonging

Subthemes: Instructional Skills + Methods; Active & Engaged Learning

One challenge we face as teachers is to find and connect to the diverse motivations of our diverse students. In this session we will build on some common themes that motivate everyone: the desire for status and respect. We can include more students by reducing barriers to participation and differentiating instruction. We can be transparent. We can use relevance, authentic tasks, and appropriate challenge to foster motivation with more than just grades to increase engagement, sense of belonging, satisfaction, and most importantly student learning.

Outcomes:

1. Articulate the relevance of your course in your students' real lives.
 2. Connect an authentic question in your field with a course you teach.
 3. Differentiate your instruction for students needing more support or more challenge.
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5:10 PM - 5:50 PM

Concurrent Session 6

6a) Blue Ridge 3

Speculative Pedagogy for Creative Changemaking

Mary Catherine Stoumbos, American University

Key Statement: Speculative pedagogy guides students to explore how change is possible outside the classroom by envisioning and practicing changemaking within the micro-society of the course.

Keywords: Creative Envisioning, Student-Centered, Anti-Oppression

Subthemes: Instructional Skills + Methods; Mindfulness/Resiliency

Speculative pedagogy (SP) uses creative envisioning (e.g., science fiction writing, worldbuilding in video games, and more) to explore realities beyond practical constraints. Students then reflect on their alternate realities to enact radical changemaking in the present. “[SP] can offer us new modes of thinking and new paths forward beyond paradigms of capitalist continuance and/or totalizing destruction” (Tomin & Collis, 2023, para. 3) as students across disciplines claim power in disrupting seemingly insurmountable problems. This research-based workshop introduces SP in order to:

- help students imagine the possibilities that our fields can support in the present, emerging from their envisioning; and
- co-create innovative and equitable classrooms with students.

Outcomes:

1. Describe speculative pedagogy.

2. Identify and evaluate the potential impacts on equity of applying speculative teaching practices.
3. Implement speculative pedagogy in their course activities and assignments.

6b) Blue Ridge 4

Learning to Teach (Again and Again)

Barry Sharpe, Western Governors University

Key Statement: In this session, we will reflect on episodes in scholarly teaching to chronicle the messiness, challenge, and promise of professional learning.

Keywords: Scholarly Teaching, Professional Learning, Metacognition

Subthemes: Instructional Skills + Methods; Other

Like many faculty, I began my teaching career focusing almost exclusively on what to teach, rather than on how to teach or how students learn. This session explores early episodes, largely accidental, in my journey to scholarly teaching. Each episode will provide participants with the opportunity to reflect on the messiness, challenge, and promise of their own professional learning. We begin with an episode on content coverage versus skill development, continue with discovering the learning sciences through the Socratic method, and conclude with teaching and learning from a student's perspective.

Outcomes:

1. Document and assess previous attempts to balance content coverage with skill development.
2. Analyze how initial or early experiences with the learning sciences have impacted approaches to teaching and learning.
3. Reflect on how thinking like a student again can support student learning and faculty metacognition.

6c) French Broad 1

Developing a Generative AI Module for Your Course: A Case Study

Spencer Benson, Eii-Consulting

Key Statement: Learn how to add an AI-centric learning activity to your course that fosters student agency, engagement, AI literacy, and student future readiness

Keywords: AI, Course Module, Skills

Subthemes: AI in Higher Education; Instructional Skills + Methods

The widespread availability of Generative AI (Gen AI) requires educators to rethink their approaches to teaching, learning, assessment, and future readiness. Both faculty and students need to be AI-literate and understand the social and ethical issues that surround Gen AI. This presentation will illustrate how to integrate Gen AI into current and new courses, enabling new modalities for learning, creativity and student development. This hands-on session will illustrate how to develop and pilot a learning module that uses Gen AI to help facilitate student engagement, AI literacy, and future readiness. Using a case-study example participants will develop their own AI-centric leaning module.

Outcomes:

1. Articulate the importance of AI literacy.
2. Formulate a learning module that involves generative AI.
3. Connect AI literacy, student engagement, and future readiness.

6d) French Broad 2

Collaboration, Graphic Design, and Grants Create Interdisciplinary Synergy in Education

Cynthia Booth Lord, Lake County Free Clinic

Eve B. Hoover, Midwestern University

Key Statement: Integration of new content into crowded curricula is universally challenging. Educators partnered with graphic designers and funders to create and widely distribute essential educational resources.

Keywords: Collaboration, Curriculum, Interprofessional

Subthemes: Active & Engaged Learning; Instructional Skills + Methods

Interdisciplinary collaboration among educators expands opportunities for learning and professional growth. Oral health curricular expansion has the potential to dramatically improve patient care and public health. However, adding content to an already dense curriculum is challenging. Authors share their journey, constructing a monthly, interactive electronic curricular resource, disseminated nationally to assist in the development of engaging, relevant, “drop-in” instructional methods for training primary care learners. The session will highlight the power of interdisciplinary collaboration within higher education to support success and synergy in daily work and inspire attendees to brainstorm opportunities for innovative collaboration within their own programs.

Outcomes:

1. Summarize the steps involved to develop an interprofessional, monthly curricular resource that was disseminated to hundreds of medical professionals across the country.
2. Analyze this IRB-approved interprofessional research study examining the utility of the curricular resource, the effectiveness of national dissemination within the health professions, and the self-reported increase in knowledge and confidence in teaching material to primary care learners.
3. Explore a variety of effective approaches to interdisciplinary collaboration creating shared passion and synergy in higher education.

6e) French Broad 3

Adapting and Applying Simulation Across Disciplines and to Multiple Contexts

Jean Roberson, Samford University

Lisa Baker, Samford University

Lyndsay Clark, Samford University

Key Statement: Simulations build bridges between content and practice, often revealing students' internal decision-making processes. Come see how to use simulation for your discipline and context.

Keywords: Simulations, Experiential Learning, Pedagogy

Subthemes: Active & Engaged Learning; Instructional Skills + Methods

Simulation, based in experiential learning theory, provides an opportunity for students to learn and apply skills. New to many disciplines, research demonstrates that realism and intensity prove effective in skill development, often revealing the internal decision-making processes of the student and serving as a bridge between content and practice. However, many educators view simulation as requiring more time and resources than are accessible. We will review the key components of simulation and their functions, identify options that make the pedagogy accessible to educators, and work with participants to construct simulations that both meet their learning objectives and fit their contexts.

Outcomes:

1. Articulate the efficacy of simulation as a pedagogy.
2. Differentiate between the key components of simulation and their related functions in the experiential learning cycle.
3. Construct a simulation outline appropriate to their contexts and disciplines.

5:45 PM - 6:45 PM

Private Networking Reception

Name tags required

End of Day One

Enjoy dinner and evening on your own.

LILLY CONFERENCES

ITLC | International Teaching
Learning Cooperative, LLC

Tuesday
August 12th, 2025
Daily Schedule



DRAFT CONFERENCE PROGRAM

Daily Overview

Tuesday, August 12, 2025

Conference Help Desk

7:00 AM - 5:00 PM

Private Buffet Breakfast

7:00 AM - 7:50 AM

Roundtable Session I

8:00 AM - 8:30 AM

Concurrent Sessions

8:40 AM - 12:30 PM

Buffet Lunch

12:30 PM - 1:15 PM

Keynote II

Claire Howell Major

1:15 PM - 2:30 PM

Concurrent Sessions

2:50 PM - 5:10 PM

Poster Presentation Reception

5:15 PM - 6:15 PM

Enjoy dinner and evening on your own.

Detailed Schedule

Tuesday, August 12, 2025

7:00 AM - 7:50 AM

Private Buffet Breakfast

Name Tag Required for Entrance

8:00 AM - 8:30 AM

Blue Ridge Ballroom

Roundtable Sessions I

RT A) Using Credit-No Credit Grading for Controversial Topic and DEI Assignments

Sarah Twill, Wright State University

Key Statement: Grading controversial topics and DEI assignments can be fraught with political implications. Learn how using credit-no credit grading can eliminate some potential problems for faculty.

Keywords: Grading, Diversity, Student Writing

Subtheme: Assessment/Feedback/(Un)Grading; Other

Faculty at public institutions receive more scrutiny from legislatures, the public, and students when assigning controversial topics (e.g., abortion or climate change) and DEI content. One way to decrease student fears about how they will be graded if they are not “politically correct” is to employ credit-no credit grading in which students either earn or do not earn credit for correctly incorporating the required elements of the assignment. This grading method frees students up to learn to articulate their positions clearly without fear of political reprisal and protects faculty from charges of using a personal agenda to judge student work.

Outcomes:

1. Describe the pros and cons of credit-no credit grading for controversial topics and DEI assignments.
2. Identify one assignment that might benefit from credit-no credit grading.
3. Discuss how to present credit-no credit grading of controversial topics and DEI assignments with students.

RT B) Understanding the Construct of Self-Censorship of Women in Computing Education

Pauline Mosley, Pace University

Key Statement: Innovative pedagogical strategies for class participation can aid women to speak-up in male-dominated spaces and increase their confidence while addressing feelings of isolation.

Keywords: Class Participation, Learning Environments, Feminist Pedagogy

Subthemes: Compassionate Classroom/Community; Active & Engaged Learning

Female students in computing education may exhibit lower levels of question-asking, speaking, and participation compared to male students due to factors such as fear of negative evaluation and lack of confidence.

We will explore the consequences of this imbalance for women's learning experiences, future participation, and overall classroom environment. Broader implications for the computing field and society, including the potential loss of diverse perspectives if women do not continue their careers in this domain, will be discussed.

Lastly, participants will learn how to create more equitable and inclusive classroom environments, ultimately fostering a richer and more diverse academic community.

Outcomes:

1. Assess the extent and nature of self-censorship among female students in CIS 101.
2. Evaluate how the presence of male versus female instructors influences self-censorship.
3. Understand how female students perceive and respond to the classroom environment and their own participation levels.

RT C) What Fun Is Next? Integrating Play Pedagogy Into the Classroom

Michael Stebleton, University of Minnesota - Twin Cities

Key Statement: Student engagement and exploration can be enhanced through the integration of play. Participants will share play-based pedagogy strategies implemented inside and outside the classroom.

Keywords: Play, Career Exploration, Experiential Learning

Subthemes: Instructional Skills + Methods; Active & Engaged Learning

Play-based pedagogy is an underutilized approach that can be used to effectively engage undergraduate students. Ironically, young kids often really enjoy learning; they even have fun. Yet, that same spirit of playfulness is frequently lacking at the college level. Integrating concepts of joy, wonder, and curiosity can lead to greater student engagement and exploration. Play can foster student learning and purpose and facilitate decision-making around future planning. Instructors can facilitate this process by intentionally integrating play-inspired pedagogy inside and outside the classroom. This roundtable will introduce concepts of play pedagogy and allow for the sharing of participants' experiences.

Outcomes:

1. Describe several elements of play-based learning and pedagogy.
2. Generate at least two or three strategies that can be used in their own teaching and learning contexts through the roundtable discussion.
3. Apply play-based approaches to potential writing and future planning assignments for students.

RT D) Cultivating Belonging and Community in the Operations Management Classroom

Katrice Branner, University of South Carolina

Key Statement: A sense of belonging can promote dynamic classroom discussions and a love of learning. Course activities designed to create a community may help student engagement.

Keywords: Belonging, Community, Student Engagement

Subthemes: Active & Engaged Learning; Compassionate Classroom/Community

Research tells us that students are more successful and engaged when they have a connection and a sense of belonging in the classroom. A sense of belonging can also promote classroom discussions and a love of learning by students who are otherwise disinterested. Rigidly designed and heavily lecture-based courses with minimal student interaction can have the opposite impact. This roundtable discussion introduces a teaching framework and tools that help maximize the benefits associated with creating a sense of belonging and engagement in the classroom. Participants practice using the tools on a course topic and give formative feedback that promotes reflection.

Outcomes:

1. Create an activity for students to engage in a course topic to establish a sense of belonging in the classroom.
2. Describe a “sense of belonging” teaching framework and reflect and assess various uses in the classroom.
3. Adapt strategies from the session for building community in the classroom to the courses they teach.

RT E) Fostering Belonging in Asynchronous Environments: Revealing Impacts of Discussion Formats

Jennifer Vogler, University of Wisconsin-Superior

Key Statement: As education embraces digital transformation, understanding and implementing effective strategies for fostering a sense of belonging in asynchronous environments becomes imperative for student success!

Keywords: Online Learning, Discussion Forums, Sense of Belonging

Subthemes: Compassionate Classroom/Community; Classroom Technology

As the educational landscape evolves, asynchronous online learning has become a cornerstone of remote education. Yet, one critical aspect remains underexplored: fostering a sense of belonging—a key driver of student engagement and success. This presentation examines how discussion forum questions shape connectedness in online courses. Drawing on qualitative research, including student surveys and analysis of engagement patterns in graduate-level classes, it reveals how question structure, tone, and professor presence influence empathy, inclusivity, and community. Insights and practical recommendations will help educators design virtual learning environments that are supportive, open, and conducive to authentic interaction and sustained engagement.

Outcomes:

1. Learn to create a sense of belonging in online learning environments.
2. Foster a greater student engagement in discussion forums.
3. Develop student perspectives for instructor presence in online discussions.

RT F) Exploring Social Impacts of Human-AI Bondage in a Literature Course

Svetlana Nikitina, Worcester Polytechnic Institute

Key Statement: AI makes deep inroads into our lives. Literature courses could help future AI developers consider different scenarios of human interaction with AI and their implications.

Keywords: Human-AI Relationship, Curriculum Development, Literary Studies

Subthemes: AI in Higher Education; Course/Curriculum (Re)Design/UDL

As AI is making deep inroads into our lives, literature courses need to reflect on the future of human-machine bondage. From Mary Shelley's *Frankenstein* to Ian

McEwan's *Machines Like Me*, writers have been exploring the evolving relationship between human and non-human intelligence and the questions it raises. Future AI developers need to consider both positive and negative scenarios of human interaction with AI and their implications for our society and humanity. Curriculum design discussed in this roundtable involves the development of multimedia instructional methods and interdisciplinary approaches needed to address the potential and peril of AI as presented in literature.

Outcomes:

1. Identify literary sources and draw interdisciplinary connections to philosophy, arts, and computer science to support deep exploration of human-AI relationships.
2. Analyze and organize instruction around core themes (identity, humanity, ethics) taking into consideration the complexity and emergent nature of the topic.
3. Design creative assignments and classroom activities to bolster student engagement through multimedia approaches. Help students defend or critique the integration of AI into human life.

RT G) Integrating Information Literacy Across Disciplines

Robyn Hartman, Fort Hays State University

Key Statement: Explore students' information literacy needs and share practical resources to integrate skills across disciplines.

Keywords: Information Literacy, Instructional Resources, Student Success

Subthemes: Instructional Skills + Methods; Other

In today's complex information environment, information literacy is crucial yet challenging to teach. This roundtable with an information literacy librarian will explore how educators can meaningfully integrate critical research and evaluation skills across disciplines. Participants will share strategies for teaching students to find, evaluate, and use information resources for scholarship and problem-solving.

Outcomes:

1. Analyze the information literacy needs of their students.
2. Match instructional approaches to students' needs.
3. Identify resources for integrating instruction into a variety of disciplines.

RT H) Increasing Faculty Engagement and Productivity Through Peer Mentoring Pods

Jamie Adam, Belmont University

Elisa Greene, Belmont University

Key Statement: Peer mentoring can build community, engage faculty across disciplines and stages, and improve productivity towards on-time promotion. . . .

But does it work? Come find out!

Keywords: Scholarship, Community, Mentoring

Subthemes: Mindfulness/Resiliency; Compassionate Classroom/Community

Faculty members often struggle with engagement, cross-disciplinary collaboration, innovative teaching, and maintaining research productivity. Peer mentoring pods offer a structured yet flexible approach to fostering community, accountability, and support across career stages. This roundtable will explore the effectiveness of peer mentoring in increasing faculty engagement and productivity, sharing insights from real-world implementations. Participants will engage in discussion on best practices, challenges, and strategies for forming and sustaining peer mentoring groups. Attendees will leave with actionable ideas to implement mentoring pods in their own institutions to enhance scholarship, teaching, and career progression.

Outcomes:

1. Discuss benefits and challenges of the peer mentoring model.
2. Identify strategies for forming and maintaining effective mentoring groups.
3. Develop an action plan to support mentoring in your own institutional context.

RT I) An Open Discussion for Using AI to Encourage Student Success

Karrie Ann Snyder, Northwestern University

Key Statement: Open forum for faculty to share how they use AI, including how faculty are developing and revising assignments to support learning objectives and student success.

Keywords: Generative AI, Student Success, Technology

Subthemes: AI in Higher Education; Active & Engaged Learning

Generative AI is here to stay. Research shows many students already use AI tools. Teaching how to use AI effectively is essential for student success. AI has many educational uses, but significant concerns exist for fostering creativity and critical thinking. Best practices for using AI are essential because of implications for equity and inclusion. This roundtable will encourage faculty to share how they use AI in their classes. Of particular interest will be how faculty are helping students learn AI's benefits and limitations and how faculty are developing/revising assignments to integrate AI while supporting learning objectives for student achievement.

Outcomes:

1. Learn how to partner with AI tools to effectively achieve learning outcomes and student success.
2. Apply ideas from other faculty to their own courses to incorporate AI from written assignments to class-based activities.
3. Explore strategies for encouraging critical thinking and creativity while using AI.

RT J) Nursing and Education: A Cross-Disciplinary Approach for Student Success

Tiffany D. Morris, North Carolina A&T State University

Kimberly D. Erwin, North Carolina A&T State University

Key Statement: Grounded in a Communities of Practice framework, the collaboration between nursing and education fostered mutual engagement, problem-solving, knowledge sharing and improved outcomes.

Keywords: Communities of Practice, Cross-Disciplinary, Collaboration

Subthemes: Compassionate Classroom/Community; Instructional Skills + Methods

This presentation highlights a cross-disciplinary Community of Practice between the School of Nursing and the Department of Education aimed at improving licensure exam pass rates. Grounded in Wenger's framework, this collaboration fostered mutual engagement, problem-solving, and knowledge sharing. Nursing faculty shared strategies from a successful NCLEX preparation model, which was adapted to support teacher licensure outcomes. Through vulnerability, shared experiences, and a joint commitment to student success, both groups developed a shared repertoire of tools and best practices. This synergy demonstrates the power of Communities of Practice in driving innovation, building trust, and improving outcomes across professional education programs.

Outcomes:

1. Identify key components of a Community of Practice and how they can be leveraged to foster collaboration between academic disciplines.
2. Describe how shared strategies and mutual engagement between nursing and teacher education programs can improve licensure exam outcomes.
3. Apply lessons learned from a cross-disciplinary Community of Practice to support student success and promote best practices within their own departments.

RT K) Lighten Your Load With Practical Ways to Get Help in the Classroom

Sara Blazek, Louisiana State University at Alexandria

Amanda DuBois, Louisiana State University at Alexandria

Key Statement: Too many students, too little time? This session shares adaptable strategies to boost collaboration and classroom presence across all formats and levels, supporting faculty and students alike.

Keywords: Faculty Support, Student Engagement, Collaboration

Subthemes: Other; Active and Engaged Learning

With growing class sizes and limited instructional time, it is a challenge to meet the diverse needs of all students. This session explores strategies used at a small, public university to foster collaboration between faculty members, students, and outside sources to enhance instructional presence and support. These approaches are flexible and applicable across modalities—including online and in-person settings—and can be implemented in a variety of academic levels, from developmental to honors courses. Our goal is to spark creative thinking in our participants so that you can leave with new ideas and techniques to strengthen classroom engagement, build community, and better manage instructional demands in today's challenging teaching environments.

Outcomes:

1. Summarize strategies being used at other institutions to alleviate faculty workload.
2. Analyze these strategies to determine what techniques are applicable to their own unique work environment.
3. Brainstorm their own ideas and strategies for helping faculty in their classrooms at their own institutions.

8:40 AM - 9:20 AM

Concurrent Session 8

8a) Blue Ridge 3

Advancing Asynchronous Instruction and Professional Development for Adjunct and Full-Time Faculty

Oksana Wasilik, University of Wyoming

Rochelle Green, University of Wyoming at Casper

Key Statement: Equipping adjunct and full-time instructors with effective instructional support and professional development enhances the quality of asynchronous learning and fosters student success

Keywords: Asynchronous, Instructional Support, Adjunct Instructors

Subthemes: Classroom Technology; Instructional Skills + Methods

The Organizational Leadership program at the University of Wyoming Casper delivers high-quality asynchronous online education to 120 undergraduate students and 45 certificate seekers. With rapid program growth—from 5 to 14 adjunct faculty in one year—along with the addition of a full-time faculty member and an instructional design faculty, ensuring consistent, engaging, and effective online learning is essential. This presentation explores strategies for enhancing instructional support and professional development for adjunct instructors. Topics include best practices for online course facilitation, instructional design integration, and faculty engagement. Strengthening adjunct support improves student success and enhances the effectiveness of online programs.

Outcomes:

1. Recognize key strategies for enhancing asynchronous instruction and fostering student engagement in online asynchronous courses.
2. Explore effective methods for providing instructional support and professional development tailored to adjunct instructors in a fast-growing program.
3. Examine ways to cultivate a sense of community and ongoing professional growth among instructors in an asynchronous learning environment.

8b) Blue Ridge 4

Prioritizing Creation in the Classroom Through Transdisciplinarity, Storytelling, and Project-Based Learning

Kelsey Dufresne, North Carolina State University

Key Statement: Learn how to engage students through project-based learning and the ADAPT model!

Keywords: Project-Based Learning, Transdisciplinary, Storytelling

Subthemes: Instructional Skills + Methods; Compassionate Classroom/Community

To focus on student agency in learning and to embolden universal access to data science, North Carolina State University's Data Science and AI Academy (DSA)

follows the ADAPT model: All-campus Data Science and AI Project-based Teaching and learning model.

This presentation will illustrate the utility of the ADAPT model across all disciplines and why project-based learning should be implemented in all classrooms to foster transdisciplinarity and an experiential form of learning that is rooted in multiliteracy development and practice. To showcase these affordances, this presentation will explore a classroom case study of the ADAPT model in practice: the Data Diary.

Outcomes:

1. Assess opportunities for project-based learning in their own classroom teaching.
2. Apply the ADAPT pedagogical model to their course, curricular, and assessment design.
3. Construct and amplify opportunities for transdisciplinarity in the classroom.

8c) French Broad 1

Publishing SoTL Work in the *Journal on Excellence in College Teaching*

Gregg Wentzell, Miami University

Key Statement: Lilly attendees are invited to explore the *Journal on Excellence in College Teaching*, a peer-reviewed SoTL journal, as a possible venue for publishing their work.

Keywords: SoTL, Publication, Pedagogical Research

Subtheme: Other; Assessment/Feedback/(Un)Grading

The Editor-in-Chief of the *Journal on Excellence in College Teaching*, a peer-reviewed SoTL journal, will share advice about preparing and submitting a manuscript for publication. Learn about the Journal's submission categories, criteria for acceptance, and review process. Discover resources to support your publication goals as well as how to subscribe.

Outcomes:

1. Describe the publication categories, review process, and acceptance criteria for submissions to the *Journal on Excellence in College Teaching* (JECT).
2. Determine whether JECT is a good fit for your work.
3. Locate resources for support.

8d) French Broad 2

Getting Started With Alternative Grading: Practical Steps for Student-Centered Feedback and Assessment

Linda Feldstein, Fort Hays State University

Janet Stramel, Fort Hays State University

Robyn Hartman, Fort Hays State University

Key Statement: The alternative evaluation strategies discussed here can unleash a dynamic, student-centered approach to evaluation, empowering students to self-motivate in pursuing their specific learning goals.

Keywords: Alternative Assessment, Student Feedback, Assessment

Subthemes: Assessment/Feedback/(Un)Grading; Course/Curriculum (Re)Design/UDL

This session will provide attendees with concrete strategies for implementing alternative grading practices in their courses. Moving beyond traditional point- and grade-based systems, participants will explore four pillars of alternative grading, as well as the use of alternative grading strategies like specifications grading, peer/self-evaluation, or standards-based approaches that emphasize learning over performance and compliance. Through interactive activities and real examples, attendees will learn how to design clear achievement standards, create student-friendly syllabi that explain alternative grading, and develop feedback mechanisms that support learning. This workshop is ideal for instructors interested in making their assessment practices more equitable and student-focused.

Outcomes:

1. Compare different alternative grading approaches and select one that aligns with their course objectives and teaching philosophy.
2. Design clear specifications and achievement standards that communicate expectations to students.
3. Create an implementation plan for using grading strategies that employ the four pillars of alternative grading.

8e) French Broad 3

Cultivating Professional Dispositions in Teacher Education Programs

Sarah Beaulieu, University of Wisconsin – Stevens Point

Nikki Logan, University of Wisconsin – Stevens Point

Benjamin Balge, University of Wisconsin – Stevens Point

Ariel Smits, University of Wisconsin – Stevens Point

Key Statement: Just as our content instruction evolves based on ever-changing student needs, so does the way we support student dispositions. Join us to learn and share!

Keywords: Professional Dispositions, Teacher Preparation, Student Support

Subthemes: Assessment/Feedback/Ungrading; Compassionate Classroom/Community

Effective teachers must present certain characteristics, such as professionalism, responsibility, inclusivity, and critical thinking, among others. In addition to providing content-related instruction and opportunities to develop pedagogical approaches, teacher education programs are required to assess and support students' professional dispositions. This presentation will share a summary of more than 30 universities' disposition models, review published literature for cultivating teacher candidate dispositions, describe how one university's disposition process was refined, and show one university's updated dispositions model.

Outcomes:

1. List attitudes, beliefs, and behaviors to include in a professional dispositions model and cite research supporting their importance.

2. Identify challenges and potential solutions for implementing a dispositions process in undergraduate teacher education programs.
 3. Describe the importance of assessing and supporting professional dispositions in undergraduate teacher education programs.
-

9:30 AM - 9:50 AM

Concurrent Session 9

9a) Blue Ridge 3

Enhancing Virtual Classrooms

Arunava Roy, The University of Oklahoma

Key Statement: This session explores strategies for fostering student engagement, providing personalized feedback, and facilitating effective discussions in virtual classrooms to enhance academic success and retention.

Keywords: Online Engagement, Feedback Strategies, Virtual Discussions

Subthemes: Assessment/Feedback/(Un)Grading; Classroom Community/Culture

Engagement is essential for effective learning in virtual classrooms. This session presents concise, actionable strategies to boost student motivation and participation. It focuses on delivering timely, personalized feedback; building meaningful rapport; and facilitating discussions that enhance critical thinking. Additionally, it highlights interactive tools—such as polls and breakout rooms—to foster a collaborative environment. Participants will also explore methods for overcoming challenges like isolation and technical barriers. By implementing these techniques, educators can create a dynamic and supportive virtual classroom that promotes student success and retention.

Outcomes:

1. Apply strategies to deliver timely and actionable feedback in virtual settings.
2. Utilize techniques to build meaningful student-teacher rapport online.
3. Implement interactive tools to promote engagement and critical thinking.

9b) Blue Ridge 4

AI-Powered Sustainable Neighborhood Design With ArcGIS StoryMaps

Shelby Gilbert, Florida Gulf Coast University

Key Statement: Artificial Intelligence is a powerful teaching tool. Explore how students leveraged AI tools to create interactive Story Maps showcasing sustainable solutions to community planning.

Keywords: Artificial Intelligence, Healthy Communities, Community Planning

Subthemes: Active & Engaged Learning; AI in Higher Education

As the use of Artificial Intelligence (AI) becomes more widely accepted in higher education, universities must prepare students to leverage AI in ethical and responsible ways that also prepare them for careers of the future that require critical thinking, technical skills, and interdisciplinary collaboration. This session discusses an innovative assignment in which undergraduate public health students explore AI applications in urban planning, integrate data visualizations, and create interactive Story Maps to showcase sustainable solutions to their hypothetical neighborhood designs. The project culminates in a final Story Map presentation with reflections on AI's role in community health and environmental sustainability.

Outcomes:

1. Describe how Artificial Intelligence can be leveraged for community sustainability.
2. Apply AI tools to design a hypothetical sustainable neighborhood.
3. Analyze key sustainability factors including air quality, transportation, water, and equity.

9c) French Broad 1

Flipping the Flipped Classroom Design With Purposeful Generative AI

Joe Packowski, Indiana University

Key Statement: Discover the potential of Generative AI in flipped classroom designs to help empower learners, reduce risks, and align with recruiter expectations for skills and competencies.

Keywords: Generative AI, Innovation, Course Design

Subthemes: AI in Higher Education; Course/Curriculum (Re)Design/UDL

Employers increasingly seek AI expertise, making it essential for educators to incorporate these skills into their teaching. In this 20-minute session, based on experiential learning and empowerment pedagogy, we will explore the use of Generative AI in the flipped classroom model.

Drawing from scholarly research and industry trends, we will discuss implementing Generative AI. Personalized prompts specific to course content can produce individualized outputs, prompting deeper class discussions and critical thinking. This innovative approach not only personalizes education but also aligns with the evolving demands of the job market. Join us to discover how to empower your students with AI!

Outcomes:

1. Describe the landscape of Generative AI on student learning outcomes and classroom dynamics.
2. Interpret the evolving recruiter trends in AI, ensuring students acquire the necessary skills and competencies to thrive in the modern job market.
3. Design flipped classroom activities that integrate Generative AI to personalize and empower student learning experiences.

9d) French Broad 2

Tier 2 Vocabulary and Strategies to Improve Testing Equity

Elisa Greene, Belmont University

Jamie Adam, Belmont University

Key Statement: Tier 2 vocabulary contributes complexity to item writing. Inclusive teaching and testing strategies can improve testing validity, especially for multilingual or low reading level learners.

Keywords: Student Success, Multilingual Learners, Testing

Subthemes: Assessment/Feedback/(Un)Grading; Course/Curriculum (Re)Design/UDL

This session will explore the impact of Tier 2 vocabulary on testing equity, particularly for multilingual learners or students with lower reading proficiency. Tier 2 vocabulary, which includes words with multiple meanings, can introduce complexity in exam items, potentially disadvantaging certain student populations. By examining the role of vocabulary in assessments, participants will learn strategies to identify and address ambiguous language, ensuring fairer testing environments. Inclusive teaching practices and assessment design, grounded in Universal Design for Learning (UDL) principles, will be discussed as methods for enhancing testing validity and improving student success for diverse learners.

Outcomes:

1. Analyze exam items to identify Tier 2 vocabulary.
2. Discuss implications of ambiguous vocabulary on exam items.
3. Create a plan to equip students to navigate Tier 2 vocabulary on exams.

9e) French Broad 3

Building Community Through Collaborative Specifications Grading Practices

Shawna Felkins, University of Kentucky

Key Statement: What happens when students help shape how they're graded?

This session shares a collaborative specifications grading model grounded in clarity, shared responsibility, and meaningful learning.

Keywords: Collaborative Assessment, Student Agency, Transparent Grading

Subthemes: Assessment/Feedback/(Un)Grading; Compassionate Classroom/Community

What would it look like to build a grading system *with* your students, not just *for* them? In this session, I share how I restructured a general education course using collaborative specifications grading. Students helped shape assignment expectations, participated in feedback cycles, and reflected on their own learning. I'll walk through the structure I used, the shifts that happened along the way, and

the tensions I navigated. Whether you're new to specifications grading or rethinking your feedback practices, you'll leave with practical ideas and thoughtful questions to bring back to your classroom.

Outcomes:

1. Describe how collaborative specifications grading can support student motivation, transparency, and a sense of belonging in the classroom.
2. Identify ways to involve students in shaping grading expectations.
3. Reflect on how grading practices can support curiosity, reduce anxiety, and promote engagement.

10:00 AM - 10:40 AM

Concurrent Session 10

10a) Blue Ridge 3

Teaching Without Limits by Applying UDL 3.0 Through Appreciative Inquiry

Robert LeGary Jr., Goodwin University

Annjanette Bennar, Goodwin University

Key Statement: Transform course development with an appreciative inquiry approach to design and implement UDL practices. Participants collaboratively design engaging strategies to enhance content and learner agency.

Keywords: Appreciative Inquiry, Universal Design for Learning (UDL), Course Development

Subthemes: Course/Curriculum (Re)Design/UDL; Other

Transform your course development with this hands-on workshop utilizing an appreciative inquiry approach (Jones & Masika, 2021). Through paired interviews and group activities, participants explore the 4-D cycle (Discovery, Dream, Design, Destiny) to identify effective inclusive practices (Johnson, 2014). Through collaboration, participants develop practical UDL strategies to enhance both their course content and student learning experiences (Sriharan et al., 2021). They will leave with ideas and strategies for redesigning course elements (e.g., assignments,

assessments, learning activities) that incorporate UDL 3.0 guidelines. This strengths-based approach shifts accessibility from a compliance mindset to an opportunity for pedagogical innovation and promoting learner agency.

Outcomes:

1. Apply the 4-D cycle (Discovery, Dream, Design, Destiny) to analyze successful inclusive teaching practices and envision barrier-free learning environments in their courses.
2. Generate UDL-based ideas for redesigning a course element (e.g., assignment, methods, learning activities).
3. Develop an action plan to implement UDL 3.0 strategies to a specific course.

10b) Blue Ridge 4

Instructor-Facilitated, Personalized Student-AI Learning Partnerships

Kathleen J. Kennedy, University of Arizona

Key Statement: Create engaging AI learning experiences that inspire students to become confident learners. Hands-on experience with our research-based 5-step process!

Keywords: Student Engagement, Social Learning Design, AI Personalization

Subthemes: AI in Higher Education; Instructional Skills + Methods

This session presents a practical, research-based approach to AI-enhanced instruction and learning that supports academic integrity and human creativity. This interactive session will introduce you to a proven 5-step process for creating engaging AI learning experiences that inspire student confidence and autonomy. Participants will gain hands-on experience with each step: Assessment of Learning Goals, Template and Activity Design, Student Guidance Framework, Implementation Strategies, and Outcome Evaluation. Through structured activities and real-world examples, learn how to help students develop from basic AI users into confident learners who can effectively customize AI interactions for their unique learning needs.

Outcomes:

1. Apply the 5-step process to create engaging AI learning experiences in your discipline.
2. Design customizable templates that guide students in developing effective AI learning strategies.
3. Implement assessment techniques that measure both student work effort and learning outcomes.

10c) French Broad 1

Changing Institutional Culture Through the First-Year Seminar

Leah Chambers, Pennsylvania Western University

Rich Lane, Pennsylvania Western University

Key Statement: Engaging and training faculty across disciplines to teach first-year seminar courses has the potential to shift institutional culture to better support student success and learning.

Keywords: First-Year Seminar, Pedagogy, Student Success

Subtheme: Course/Curriculum (Re)Design; Classroom Community/Culture

This session explores the revitalization and redesign of a first-year seminar course to improve student success and retention and how the pedagogical training and development of faculty from across disciplines to teach the first-year seminar can positively influence institutional culture to better support students. Data from our 2024 course pilot showed a positive impact on student success and retention and on faculty growth and development. Attendees will understand strategies for creating an effective first-year seminar course and gain practical approaches faculty from a variety of disciplines can use to engage and teach first-year students

Outcomes:

1. Understand how to design a first-year seminar course to support student success and learning.
2. Understand how first-year seminar faculty development has the potential to change the culture of the first-year seminar.

3. Explain and analyze their institution's approach to the first-year experience and consider how well first-year curriculum supports student success and learning.

10d) French Broad 2

Collaborative Approaches to (Re)Designing Research Assignments

Laura Langberg, Appalachian State University

Jackie Eagleson, Appalachian State University

Dusty Ross, Appalachian State University

Mady Fitzgerald, Appalachian State University

Key Statement: This workshop explores (re)designing assignments with research components. Participants will collaborate to (re)design projects incorporating librarian insights.

Keywords: Research, Librarians, Assignment (Re)Design

Subthemes: Other; Other

This workshop will explore approaches to (re)designing research assignments with a research component using a service-learning project as an example. Librarians and instructors will discuss how to make research applicable both in and outside the classroom and offer strategies for integrating research in meaningful ways. Attendees will engage in small group discussions to (re)design a research project of their choice, incorporating insights on research (re)design from a librarian's perspective. Participants have the option to bring an assignment they want to redesign to use in this hands-on assignment (re)design workshop.

Outcomes:

1. Discuss how to make research applicable across a variety of assignments.
2. (Re)design a project by incorporating research to enhance learning outcomes, with insights from librarians on effective research design.
3. Gain new perspectives on assignment design and research through collaboration with other instructors and librarians.

Using Case Studies and Real-Time Polling to Foster Student Engagement

James F. McCaughern-Carucci, St. Johns River State College - St. Augustine

Key Statement: Case studies combined with real-time polling create a learning environment that encourages problem-solving, critical thinking, and community in the classroom.

Keywords: Case Studies, Evidence-Based Instructional Practice, Problem-Solving

Subtheme: Active & Engaged Learning; Instructional Skills + Methods

Case studies are used in many fields of study; however, science and medicine rely heavily upon this teaching method, because case studies create a rich narrative of clinical evidence and foster critical thinking skills. A combination of case studies, collaborative learning, and real-time polling resulted in a hybrid teaching strategy which was useful in both face-to-face instruction as well as online synchronous anatomy and physiology courses. Students found the weekly case studies engaging, beneficial to their understanding of the course material, and community-building in the classroom, which may translate to improved student success.

Outcomes:

1. Assess the potential efficacy of case studies and as an EPIB hybrid, and online courses.
2. Explore how real-time polling can be used to stimulate team-building and student engagement in on-campus and online classrooms.
3. Identify a course in which a case study and real-time polling can be incorporated into the instructional design.

10:50 AM - 11:10 AM

Concurrent Session 11

**Curricular Integration as a Curriculum Development Strategy in
Healthcare Education**

Shane Ryan, Medical University of South Carolina

Key Statement: Curricular integration connects disciplines to enhance learning. This review explores what it is, how it works, and why we use it in health professions education.

Keywords: Curricular Integration, Integrative Literature Review, Health Professions Education

Subthemes: Instructional Skills + Methods; Active & Engaged Learning

Curricular integration is increasingly used in health professions education to enhance learning by connecting disciplines and promoting real-world application. This integrative review synthesizes research on its definition, theoretical foundations, implementation, and impact. Findings highlight its benefits in fostering interdisciplinary collaboration, improving clinical reasoning, and enhancing knowledge transfer. However, challenges persist in defining and evaluating integration consistently. The need for standardized metrics and longitudinal studies is emphasized. This presentation will explore key insights, discuss practical implications, and outline future research directions to optimize curricular integration in preparing students for evolving healthcare environments.

Outcomes:

1. Analyze the theoretical foundations and key principles of curricular integration in health professions education and their impact on student learning.
2. Evaluate the benefits and challenges of implementing curricular integration, including interdisciplinary collaboration among faculty.
3. Identify future research directions and strategies for evaluating the efficacy of curricular integration in health professions education.

Utilizing Libraries to Enhance Student Success in Digital Arts Education

Keri Prelitz, California State University, Fullerton

Key Statement: Libraries can support student success in digital arts by removing access barriers to resources, lowering education costs, and enhancing student engagement.

Keywords: Affordable Education, Digital Arts, Academic Libraries

Subthemes: Active & Engaged Learning; Classroom Technology

As digital tools and emerging media reshape the landscape of studio arts and visual communication design, academic libraries play a vital role in supporting evolving pedagogical needs. This presentation explores how libraries enhance access to essential resources, foster collaboration with faculty, and support student engagement—particularly in fields like motion design and AR/VR. By offering free, high-quality materials and online learning tools, libraries help reduce the cost of education and promote inclusive access. Drawing from case studies and classroom experience, we will examine how partnerships between libraries and arts programs can drive innovation and better prepare students for creative careers.

Outcomes:

1. Analyze the evolving role of academic libraries in supporting digital arts and design education.
2. Assess strategies for integrating library resources to lower educational costs, remove barriers to technology, and increase student engagement in creative disciplines.
3. Generate ideas for cross-campus collaborations that connect librarians, faculty, and students in support of innovative and inclusive learning environments.

11c) French Broad 1

Engaging Students Through Project-Based Competitions for Active Learning

Sue Moon, Farmingdale State College

Key Statement: Learn how project-based competitions can enhance student engagement, foster collaboration and creativity, and develop critical thinking and communication skills.

Keywords: Project-Based Learning, Active Learning, Student Engagement

Subthemes: Active & Engaged Learning; Instructional Skills + Methods

This session explores how project-based competitions can serve as a practical approach to advancing learning by fostering student engagement, critical thinking, and real-world problem-solving skills. Drawing on over five years of experience running a semester-long business plan competition, this presentation provides a blueprint for designing project-based competition to enhance student learning outcomes. Attendees will learn steps for structuring competitions, and fostering creativity and collaboration. By the end of the session, participants will be equipped to implement or improve competition-based learning activities that develop critical competencies in their students.

Outcomes:

1. Identify key design elements of project-based competitions that enhance student engagement and learning outcomes.
2. Assess potential challenges in implementing project-based competitions and propose solutions to improve their effectiveness as a pedagogical tool.
3. Apply strategies for fostering collaboration, creativity, and active student engagement through competition-based learning activities.

11d) French Broad 2

Writing Assessment Questions Using Generative Artificial Intelligence

Eytan Klausner, South College

Key Statement: Generative artificial intelligence (AI) can be used to write assessment questions. The presentation will discuss student academic performance and perceptions of AI-generated questions.

Keywords: Artificial Intelligence, Assessment, Academic Performance

Subthemes: AI in Higher Education; Assessment/Feedback/(Un)Grading

Artificial intelligence (AI) can be used to write assessment questions. However, there are currently no reports about the administration of AI-generated questions to students. ChatGPT was used to write assessment questions. Approximately 100 AI-generated questions were administered to student pharmacists (n=43, response rate=88%). It is estimated that this practice is efficient and saves valuable faculty time. The academic performance of students on AI-generated questions was equivalent to their performance on instructor-generated questions. In a survey, student perceptions of instructors using AI to write assessment questions were not favorable. Students were unable to distinguish between AI- and instructor-generated questions.

Outcomes:

1. Describe the methodology involved in generating assessment questions using AI.
2. Describe the advantages and disadvantages of generating assessment questions using AI.
3. Describe student pharmacists' experiences with and perceptions regarding the administration of AI-generated questions.

11e) French Broad 3

Engaging Students in Collaborative Classroom Engagement: A Case Study of Students From USA and Egypt

Sonia Kapur, University of North Carolina at Asheville

Key Statement: Collaborative online international learning provides students across continents an opportunity to engage in cross-cultural understanding and develop global competencies essential for today's interconnected world. Through

shared projects and discussions, students can exchange diverse perspectives and foster lasting international relationships.

Keywords: Collaborative, Online, International Learning Engagement

Subtheme: Instructional Skills + Methods; Classroom Technology

Collaborative online international learning is an evolving approach that engages students across geographical boundaries, bringing diversity and varied perspectives into the classroom. In this presentation, we will highlight a case study involving students from the USA and Egypt, showcasing the design and effectiveness of this collaborative learning experience. By examining the outcomes and methodologies employed, we aim to provide valuable insights that can help educators seamlessly replicate such initiatives in different contexts, aligning with various student learning objectives.

Ultimately, this exploration underscores the transformative potential of cross-cultural collaboration in enhancing educational practices and fostering global citizenship among students.

Outcomes:

1. Describe the COIL model of the course between the USA and Egypt.
2. Analyze the strategies for students to engage in cross-cultural learning.
3. Share a handout with steps to think about to start developing own projects.

11:20 AM - 12:00 PM

Concurrent Session 12

12a) Blue Ridge 3

Transforming Higher Education Through the TILT Framework

Jennifer Vogler, University of Wisconsin-Superior

Key Statement: The Transparency in Teaching and Learning (TILT) framework is a transformative approach designed to advance clarity, equity, and effectiveness in higher education. Come and learn!

Keywords: Transformative Approach, Equitable Learning Environment, Online Learning

Subthemes: Course/Curriculum (Re)Design/UDL; Instructional Skills + Methods

The Transparency in Teaching and Learning (TILT) framework is a transformative approach designed to advance clarity, equity, and effectiveness in higher education. This session will provide attendees with a comprehensive understanding of how the TILT framework can revolutionize teaching practices and student learning experiences by making instructional objectives, assignments, and grading criteria more transparent and accessible. This interactive workshop will provide attendees with the opportunity to engage in hands-on activities designed to help them apply TILT principles to their own teaching practices by analyzing real-life examples and collaboratively critiquing them with peers.

Outcomes:

1. Improve teaching practices.
2. Foster greater student engagement in online classrooms.
3. Promote a more equitable learning environment through transparent practices.

12b) Blue Ridge 4

Student Misconceptions of Research in the Digital Age

Kristin E. C. Green, Pennsylvania State University

Key Statement: In this session, two theoretical frameworks are introduced that elucidate common misconceptions, foster metacognition, and provide scaffolding for student success in the research process.

Keywords: Metacognition, Research Process, Information-Seeking Behavior

Subthemes: Active & Engaged Learning; Instructional Skills + Methods

Remnants from the print era of research are plentiful within digital research infrastructures. How can students, lacking research experience with print sources, understand the implications of these vestiges when learning the research process in the digital age? In this session, an academic librarian will introduce two theoretical frameworks, the Information Search Process and the ACRL Framework for Information Literacy for Higher Education. The concepts within these

frameworks elucidate common research misconceptions, offer insights to foster metacognition of information-seeking behavior, and provide scaffolding for student success in the research process.

Outcomes:

1. Correlate the student research process to the stages of the Information Search Process.
2. Examine common student research misconceptions resulting from the transition of scholarly communication from print to digital sources.
3. Apply concepts from the ACRL Framework for Information Literacy for Higher Education to foster metacognition and provide scaffolding for student success in the research process.

12c) French Broad 1

Teaching Business Students Ethical Use of Generative AI (Strategies That Work and Some That Might Not)

Dennis C. Chen, Belmont University

Key Statement: Participants will learn strategies and engage in an experiential learning exercise designed to teach students ethical use of generative AI.

Keywords: Generative AI, Ethical Use of Generative AI, Effective Teaching Strategies

Subthemes: AI in Higher Education; Instructional Skills + Methods

University faculty and administrators are grappling with effective strategies and methods for teaching students the ethical use of generative AI. Students will need this skill set of effectively and ethically using generative AI as they start their careers.

Participants will engage in an intentionally designed experiential learning exercise modeled after a similarly developed and piloted exercise for teaching ethical use of generative AI within a business course. The hope is that Lilly participants will take this experience back to their universities and classrooms and develop similar strategies for teaching students the effective and ethical use of generative AI.

Outcomes:

1. Observe and discuss effective methods of teaching ethical use of generative AI.
2. Participate in an experiential learning exercise tailored for the session.
3. Return to their institution with ideas about how to develop strategies for teaching ethical use of AI within their curriculum.

12d) French Broad 2

Inspiring Transformative Learning Through Team Creative Projects

Meg Flanigan, The University of Texas at Dallas

Key Statement: Transformative learning occurs when students tap into innate creativity and collaborate in meaningful team projects. Come learn about, and be inspired by, their originality!

Keywords: Creativity, Critical Thinking, Assessment

Subtheme: Active & Engaged Learning; Instructional Skills + Methods

Creativity, at the pinnacle of Bloom's Taxonomy, is often overlooked in promoting and assessing critical thinking. This session explores the design of creative team projects that foster critical thinking. By tapping into their innate creativity, students collaborate to create impactful projects that integrate knowledge, skills, passion, and compassion. Such original applications help students find meaning in course content and inspire them to recognize that creativity resides in everyone. Participants will learn how to consider the use of such approaches to encourage and assess critical thinking in their own courses.

Outcomes:

1. Analyze the importance of creativity in the promotion of critical thinking.
2. Use strategies that promote creative teamwork.
3. Apply these strategies to the development of a collaboratively creative project in their own courses.

Holistic Institutionalized Professional Development to Support STEM Students

Steven D. Koether, Sam Houston State University

Adannaa O. Alexander, Sam Houston State University

Kendis E. D. Smith, Sam Houston State University

Key Statement: Discover how instructors and staff are transforming STEM gateway courses with active learning and culturally engaging strategies—Improving professional development through institutional change.

Keywords: STEM Education, Professional Development, Student Success

Subthemes: STE(A)M; Compassionate Classroom/Community

Through a National Science Foundation–funded grant, the Culturally Engaging Instruction Project seeks to improve STEM education by providing professional development for instructors and instructional staff who teach gateway courses in the College of Science and Engineering Technology and the College of Health Sciences at Sam Houston State University. After two years of implementation, come learn from representatives across three tracks (instructors, teaching assistants, peer tutors) how active learning and culturally engaging strategies have been incorporated into instructional spaces to improve STEM student outcomes.

Outcomes:

1. Identify how at least 3 instructional strategies were applied to STEM classrooms.
2. Differentiate 3 professional development levels, within 3 tracks, to help STEM students persist.
3. Brainstorm how parts of the Culturally Engaging Instruction Project could be applied in their own classroom/institution.

12:10 PM - 12:30 PM

Concurrent Session 13

13a) Blue Ridge 3

Improve Student Knowledge Retention Using an Alternative Assessment Strategy

Mary Ritchey, Penn State University

Key Statement: Assessments in which students taught the key concepts and rationale of specific chemistry problems resulted in greater retention of those concepts on the final exam.

Keywords: Alternative Assessment, Knowledge Retention, STEM

Subthemes: Assessment/Feedback/(Un)Grading; Instructional Skills + Methods

Teaching a topic generally results in a deeper understanding than does merely learning a topic, but it is often hard to incorporate into a classroom. This presentation examines an alternative assessment used in an introductory chemistry course where students ($n = 56$), as part of their exams, created videos teaching the key concepts and rationale involved in solving complex chemistry problems. Evaluating retention of these specific concepts on the final exam showed that students did better on concepts for which they had created videos versus students who were tested with a traditional exam

Outcomes:

1. Identify challenges to incorporating student lead teaching into the classroom.
2. Understand the benefits of alternative assessments as a learning tool to increase student knowledge retention.
3. Acquire practical skills to implement alternative assessments in numerous courses.

13b) Blue Ridge 4

The Role of Teaching Faculty in Fostering Scholarly Training Experiences

Meredith Palm, Baylor University

Key Statement: Using an interdisciplinary research collaboration case study, this session will describe ways that teaching faculty can enhance the training of emerging scholars.

Keywords: Faculty Development, Curriculum Development, Collaboration

Subthemes: Course/Curriculum (Re)Design/UDL; Instructional Skills + Methods

Learning skills in a new discipline can be facilitated through didactic instruction enhanced by good pedagogy. Teaching-focused faculty have a unique set of tools (e.g., backwards course design) that may benefit the research experiences of their colleagues and students through developing training experiences. Using an interdisciplinary collaboration case study, this session will describe ways that teaching faculty can enhance the training of emerging scholars and how these experiences can be leveraged in the promotion materials for consideration of a higher rank. Special attention will be given to brainstorming ways participants may appreciate the application of their pedagogical skills to research collaborations.

Outcomes:

1. Identify opportunities within one's own networks to apply teaching-related practices to other scholarly pursuits.
2. Brainstorm ways in which backwards course design could be utilized to structure a training program within one's discipline.
3. Develop materials that showcase contributions of teaching faculty to developing research skills beyond the classroom.

13c) French Broad 1

The BIO Learning Lounge: Tales From the Frontlines

Jonathan W. Yates, Oakland University

Key Statement: The BIO Learning Lounge is a new, student-focused space established to increase student academic success and build a sense of community.

Keywords: Peer Mentoring, Student Success, Community Building

Subthemes: Active & Engaged Learning; Compassionate Classroom/Community

The Biological Sciences department at Oakland University opened the BIO Learning Lounge (“The Lounge”) in the fall of 2023. The Lounge’s primary function is to act as a walk-in, peer-mentoring center available to any student taking a biology course. The second focus for the Lounge is to act as the “heart” of a growing Biology Community. A strong sense of belonging and feeling a part of a community have been shown to be critical for students’ academic success and retention. This session will review the establishment of the Lounge and detail some of our successes and challenges to date.

Outcomes:

1. Appreciate how peer mentoring can help with student engagement and academic success.
2. Provide a framework for how to establish a formal mentoring center.
3. Generate ideas on how best to assess the effectiveness of the Lounge on student learning, academic success, and community-building.

12:30 PM - 1:15 PM

Blue Ridge Ballroom

Buffet Lunch

Name Tag Required for Entrance

1:15 PM - 2:30 PM

Blue Ridge Ballroom

Keynote II

Teaching Is Hard: Because It Matters

Claire Howell Major

2:50 PM- 3:10 PM

Concurrent Session 15

15a) Blue Ridge 3

Playing the Wrong Game, or Reconsidering How We Gamify Education

Jackson Bostian, William Peace University

Key Statement: This session discusses shortcomings of conventional approaches to gamifying learning and the true value of games as references for strategically fostering student motivation and engagement.

Keywords: Gamification, Student Motivation, Course Design

Subthemes: Course/Curriculum (Re)Design/UDL; Instructional Skills + Methods

Approaches to gamifying education often oversimplify both teaching and game design, leading many to shoehorn game-like elements into courses without truly understanding why games are valuable reference points in the first place. Not only do many applications rely on the flawed and potentially harmful assumption that games are inherently engaging, they fall far short of the considerations required to appeal to students in the ways games do. This talk critiques past misapplications of gamification and explores how thinking like a game designer can empower educators to more effectively design inclusive courses that motivate students in the same ways games do.

Outcomes:

1. Avoid common shortcomings of conventional approaches to gamification.
2. Use game design thinking as a lens for better gamification.
3. Create educational experiences that foster student motivation and engagement the same way games do.

15b) Blue Ridge 4

Understanding the Hidden Curriculum and Its Effects on Student Belonging

Laura L. Wolford, MGH Institute of Health Professions

Key Statement: Each university program has its own culture. With that comes cultural expectations that shape the sense of belonging for our students. We can shape them purposefully!

Keywords: Belonging, Minoritized Students, University Culture

Subthemes: Compassionate Classroom/Community; Mindfulness/Resiliency

Each university program has its own culture. With that comes unspoken cultural expectation, norms, and values– the “hidden curriculum.” The hidden curriculum shapes students’ experiences and sense of belonging in the university and program. This presentation explores how the hidden curriculum influences identity development, particularly for first-generation and minoritized students. We will share findings from a national qualitative study examining how social expectations impact students’ feelings of success and belonging as they transition into the workforce. Our discussion will highlight how programs can identify their own hidden curricula and propose strategies for fostering belonging.

Outcomes:

1. Describe the nature of the hidden curriculum and socialization in their programs.
2. Analyze the effects of the hidden curriculum on their students' feelings of belonging.
3. Generate a plan to analyze the impacts of social expectations on their student experience.

15c) French Broad 1

The Impact of Field-Based Instruction on Pre-Service Educators

Jessica P. Marcolini, University of Wyoming

Heather Skaza Acosta, Florida Gulf Coast University

Key Statement: Discover how a field-based course bridges classroom learning with real-world applications, enhancing self-efficacy, knowledge, and skills for pre-service non-formal environmental educators.

Keywords: Environmental Education, Pre-Service Educators, Field-Based Instruction

Subthemes: Instructional Skills + Methods; Other

This presentation overviews a semester-long, field-based course for pre-service non-formal environmental educators. Addressing a gap in professional development, the course emphasized fieldwork, laboratory experiences, and curriculum development to enhance participants' self-efficacy, content knowledge, and pedagogical skills. Using course artifacts and semi-structured interviews, we explored how place-based marine and environmental science research prepares future educators. Findings highlight the value of authentic, hands-on field experiences in fostering critical thinking and bridging classroom learning with real-world applications, contributing to the broader understanding of effective training for non-formal environmental educators.

Outcomes:

1. Apply insights from the field-based course to design or adapt their own field-based environmental education programs.
2. Connect the design and implementation of a field-based environmental education course to broader strategies for professional development in non-formal education.
3. Generate ideas for integrating locally relevant environmental themes into their own educational programs to enhance student engagement.

15d) French Broad 2

Fast Track: Accelerating Freshman Success in Math Through Asynchronous Learning

Kelley Koob, University of Missouri System

Key Statement: Come learn about Fast Track, an asynchronous summer workshop for incoming freshman STEM majors that allows them to advance to calculus faster.

Keywords: Online Learning, Freshman Accelerated Learning, Asynchronous
Subthemes: Course/Curriculum (Re)Design/UDL; Classroom Technology

Fast Track is an innovative asynchronous summer workshop for incoming freshman STEM majors. The program offers coursework in algebra and trigonometry, combining online assessments and written evaluations with personalized feedback. Students complete the course at their own pace, earning college credit through an exit exam that helps them advance to calculus faster. Designed for flexibility and self-paced learning, Fast Track ensures students build a strong math foundation and efficiently progress through their STEM degree, entering their college years prepared for higher-level coursework.

Outcomes:

1. Analyze the structure and benefits of asynchronous learning in the context of math course workshops for incoming freshmen.
2. Use the Fast Track model to provide incoming freshmen curriculum advancement and campus involvement before fall semester begins.
3. Assess the overall effectiveness of a freshman bridge program.

15e) French Broad 3

Improving Student Engagement Through Interprofessional Education and Collaborative Practice

Elizabeth Wescott, Quinnipiac University

Valerie Strange, Quinnipiac University

Key Statement: Interprofessional education is crucial to all health professions, enhances communication, teamwork, and role understanding. Case examples with embedded strategies within our curriculum will be provided.

Keywords: Student Engagement, Collaborative Practice, Real-World Application

Subthemes: Active & Engaged Learning; Instructional Skills + Methods

Interprofessional education (IPE) is mandated in the occupational therapy curriculum by accreditation standards. IPE is also crucial in other health professions

due to its benefits in enhancing communication, teamwork, and understanding of diverse roles. Effective IPE strategies, such as case-based learning, simulations, and collaborative projects, help faculty and students develop a holistic approach to patient care. These strategies are embedded through practical assignments and assessments, ensuring students demonstrate competencies in real-world scenarios. Embedding IPE aligns with program requirements, preparing graduates for collaborative practice. Our program will share instructional methods through case examples, showcasing impact on student engagement and learning outcomes.

Outcomes:

1. Describe the benefits of embedding interprofessional education within curriculum.
2. Identify strategies that promote interprofessional education within curriculum.
3. Discuss the impact of interprofessional education on student outcomes.

3:20 PM - 4:00 PM

Concurrent Session 16

16a) Blue Ridge 3

Teaching Strategies That Bridge the Gap Between Theory and Practice

Sara T. Pappa, Marymount University

Diana Karczmarczyk, George Mason University

Key Statement: Making the connection between theory and practice is challenging for students. Using innovative teaching strategies can be an effective tool to help create these links.

Keywords: Skills-Based, Competencies, Professional Preparation

Subthemes: Instructional Skills + Methods; Course/Curriculum (Re)Design/UDL

This interactive session will make the connection between theory taught in the classroom, the needs of the current workforce, and the role of higher education in professional preparation. Today, more than ever, students need to be prepared

for the workforce immediately upon graduation. This session will focus on innovative teaching strategies and curriculum design to ensure that students are equipped with the knowledge, skills, and abilities necessary for success.

Outcomes:

1. Draw connections between needed workforce skills and learning activities.
2. Implement at least five teaching strategies in their courses to aid in skill-building and job preparation.
3. Explain at least one structured technique to guide classroom discussions connecting theory to practice.

16b) Blue Ridge 4

From Perfectionism to Play: Using Improv to Enhance Learning Environments

Divya Chaudhry, Vanderbilt University

Key Statement: This session demonstrates the role of applied improvisation in boosting learner engagement, encouraging intellectual risk-taking, and promoting intellectual humility

Keywords: Learner Engagement, Intellectual Risk-Taking, Improvisation

Subthemes: Active & Engaged Learning; Compassionate Classroom/Community

Improvisation (improv) theater is a form of theater where much of the content is unplanned and created spontaneously by the performers. Drawing inspiration from research across various fields (Aylesworth, 2008; Barker, 2012; Lavik, 2021; Mourey, 2020), this workshop will demonstrate how applied improvisation in the higher education classroom can enhance creativity, boost communication skills, foster collaboration, and aid in the development of intellectual humility. Participants will engage in improv games and guided reflection exercises to determine how improv principles could be incorporated into their instructional practice.

Outcomes:

1. Familiarize themselves with core improv principles such as acceptance, active listening, embracing failure, spontaneity, and collaboration.

2. Engage in guided reflection to examine their own attitudes toward mistakes and failure.
3. Learn practical strategies to incorporate improv exercises into their own instruction.

16c) French Broad 1

What Is SoTL? Seven Steps to Achieve Your SoTL Publication

Milton Cox, Miami University Emeritus

Key Statement: We will define SoTL and discuss seven production steps that can help you find and design teaching and learning projects for SoTL presentations and publications.

Keywords: SoTL, Publication of SoTL, SoTL at Lilly

Subtheme: Other; Other

There is a growing discipline in higher education that features the scholarship of teaching and learning (SoTL). The presenter of this session has been an editor-in-chief of a journal that publishes SoTL. 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.

Outcomes:

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

16d) French Broad 2

Designing Science Courses for Blind and Visually Impaired Students

Emilie Tekely, Harrisburg Area Community College

Key Statement: Science should be accessible for all students. Learn about ways to modify course activities for students who are blind or visually impaired.

Keywords: Blind, Accessibility, Tactile Models

Subthemes: Instructional Skills + Methods; Other

Science courses, especially biology courses, rely heavily on visual content. This can include identifying cell types and organisms, observing color changes, or labeling diagrams. These strategies create barriers for students who are blind or visually impaired. This session will provide examples of how biology labs were modified to make the laboratory experience more inclusive by the use of tactile models, auditory descriptions, Braille materials, and the use of generative AI. Additional ideas for modifications for course activities will be provided.

Outcomes:

1. Identify and describe common challenges that blind or visually impaired students face in science courses.
2. Explore various modifications that can improve accessibility of course content.
3. Reflect on individual courses and identify strategies to employ to improve accessibility.

16e) French Broad 3

Judging Books by Their Covers: A Hands-On Chemistry Capstone Experience

Stefka Eddins, Gardener-Webb University

Benjamin Brooks, Gardener-Webb University

Venita Totten, Gardener-Webb University

Key Statement: A pioneering collaboration with our university library inspired us to innovate our Chemistry capstone experience while seeking to participate in the Poison Book Project.

Keywords: Capstone Experience in Chemistry, Experiential Learning, Academic Department-Library Collaboration

Subthemes: Course/Curriculum (Re)Design/UDL; Active & Engaged Learning

We describe a pioneering collaboration between our university library and the Chemistry program to create an interdisciplinary, hands-on capstone course sequence. This collaboration sought to participate in the national Poison Book Project which uses chemical analysis to identify and catalog books containing poisonous substances. While retaining original capstone elements, such as literature searches, article critiques, annotated bibliographies, and oral presentations, we introduced a hands-on component in which students catalogued potential poison books and developed a database for library use. Students prepared research posters and hosted a campus Poison Book Symposium that was open to the public.

Outcomes:

1. Recognize the importance of using the capstone experience as a tool to teach students how to communicate scientific concepts to the wider university community and the public.
2. Assess the challenges of weaving elements of experiential learning into the senior capstone experience, particularly at a teaching-oriented institution.
3. Evaluate the efficacy of expanding the focus of the senior capstone experience to more applied topics that reach beyond one's academic discipline.

4:20 PM - 4:40 PM

Concurrent Session 17

17a) Blue Ridge 3

Assessing Peer Mentoring Skills Perceptions for Science Undergraduates

Temperance Rowell, Virginia Tech

Key Statement: Mentorships in undergraduates STEM experiences are important but need more evidence. We assessed mentor and mentee self-perceptions of skills to help us better understand experiences!

Keywords: Peer Mentoring, STEM, Living-Learning Community

Subthemes: Assessment/Feedback/(Un)Grading; STEM

Mentorships in undergraduate STEM experiences have been touted to help retention and student success, but direct evidence is still needed. Our peer mentors take courses focused on developing their peer mentor skills concurrent with participating in our community's peer mentor program. Therefore, we sought to find/adapt an assessment plan for our program to better understand self-perceptions of intended skills (i.e., Mentoring Competency Assessment) and reflective prompts three times throughout the academic year, in addition to end-of-year mentee perceptions. We found that many mentoring skills increased and some perceptions matched with their mentees, though it varied between students.

Outcomes:

1. Describe specific skills important to STEM peer mentoring relationships.
2. Assess how student self-perceptions of peer mentoring skills change throughout the academic year.
3. Compare/contrast the value of adapting a known quantitative mentorship skills instrument to understand the student experience versus the themes generated by student qualitative responses.

17b) Blue Ridge 4

Participatory Action Research (PAR) in Undergraduate and Graduate Classes

Melissa L. Whitson, University of New Haven

Key Statement: Participatory action research (PAR) empowers individuals to be active contributors to research and action. Come hear some examples of PAR as a teaching methodology.

Keywords: Participatory Action Research, Action Teaching, Needs Assessment

Subthemes: Active & Engaged Learning; Compassionate Classroom/Community

In community psychology, we focus on action research and are dedicated to transforming our pedagogy to emphasize empowerment and nonhierarchical relationships. Yet, truly grasping a community psychology perspective is difficult in

traditional classroom settings. Rooted in social justice and community involvement, participatory action research (PAR) empowers individuals in the community to be active contributors to the research and formulations of actions to be taken. This presentation will share examples of PAR as a teaching approach using Photovoice methodology in an undergraduate class and a linked undergraduate-graduate design, as well as a Needs Assessment methodology in a graduate class.

Outcomes:

1. Describe Participatory Action Research (PAR) and different associated methodologies.
2. Compare different approaches applying PAR to higher education teaching.
3. Connect PAR approaches as a teaching methodology to their own teaching and work with students.

17c) French Broad 1

Weekly Quizzing Does Not Impact Recall but Does Lower Stress

Emily Jobe, University of Cincinnati

Key Statement: Weekly quizzes in lieu of exams did not impact content recall but did lower reported stress and improve study habits.

Keywords: Assessment, Stress, STEM

Subthemes: Assessment/Feedback/(Un)Grading; STE(A)M

Exams are common in STEM courses, but they are a source of student stress and make-ups are draining for faculty. To tackle both issues, I switched to summative weekly quizzes with optional retakes. To gather student perspectives and mitigate concerns that students would not retain information without exams, a survey and a content test were given to students enrolled in sections with different assessment formats. Reassuringly, there were no differences on the content test between sections. However, with weekly quizzes, students thought that the format was beneficial to their learning and reported lower stress and more consistent study habits.

Outcomes:

1. Describe the study design and student population.
2. Summarize the benefits of weekly quizzing over traditional exams.
3. Identify challenges and solutions for adopting a weekly-quiz format.

17d) French Broad 2

Enhancing Students' Confidence and Learning Using Service-Learning

Krystal Flores, Texas A&M University

Key Statement: Service-learning pedagogy plays a significant role in actively engaging students inside and outside of the classroom, fostering transformation for students and communities alike.

Keywords: Service-Learning, Community-Based Learning, High-Impact Teaching

Subthemes: Active & Engaged Learning; Instructional Skills + Methods

This presentation will discuss high-impact teaching practices (Service-Learning, Team-Based Learning) used in the Spring 2024 and Fall 2024 semesters of PHLT 411: Project Management in Public Health. Undergraduate public health students utilized grant funding to develop, implement, and manage community health outreach initiatives addressing health disparities in the Rio Grande Valley.

Participants will be able to define service-learning, examine its application, and identify benefits and challenges associated with the implementation of this teaching methodology. The presentation serves as motivation for faculty to incorporate service-learning into their courses.

Outcomes:

1. Define service-learning pedagogy by exploring the concepts of service-learning.
2. Discuss the practical application of service-learning pedagogy in a public health undergraduate course.
3. Describe the benefits and challenges of incorporating service-learning and collaborative projects in course design.

4:50 PM - 5:10 PM

Concurrent Session 18

18a) Blue Ridge 3

Experiential Learning as a Catalyst for Academic Success

Michelle Corvette, William Peace University

Key Statement: Simulations build bridges between content and practice, often revealing students' internal decision-making processes. Come see how to use simulation for your discipline and context.

Keywords: Simulations, Experiential Learning, Pedagogy

Subthemes: Active & Engaged Learning; Instructional Skills + Methods

Simulation, based in experiential learning theory, provides an opportunity for students to learn and apply skills. Simulation is new to many disciplines. Research demonstrates that realism and intensity prove effective in skill development, often revealing the internal decision-making processes of the student and serving as a bridge between content and practice. However, many educators view it as requiring more time and resources than are accessible. We will review the key components of simulation and their functions, identify options that make the pedagogy accessible to educators, and work with participants to construct simulations that both meet their learning objectives and fit their contexts.

Outcomes:

1. Articulate the efficacy of simulation as a pedagogy.
2. Differentiate between the key components of simulation and their related functions in the experiential learning cycle.
3. Construct a simulation outline appropriate to their contexts and disciplines.

18b) Blue Ridge 4

Revolutionizing Lifespan Psychology Education Through Gamification, Interactive Learning, and Service-Learning

Amie Muldong, West Coast University

Key Statement: This session presents the impact of course redesign integrating gamification, interactive learning, and service-learning portfolios, showcasing pilot implementation, data analysis, and key outcomes after one year.

Keywords: Course Redesign, Pilot Implementation, Outcomes

Subthemes: Course/Curriculum (Re)Design/UDL; Classroom Technology

This session explores the transformative impact of course redesign in Lifespan Psychology, integrating gamification, interactive learning, and service-learning portfolios as signature assignments. We present data and results from a year-long pilot, highlighting increased student engagement, critical thinking, and real-world application of psychological concepts. Attendees will gain insights into effective instructional strategies, assessment outcomes, and best practices for integrating these innovative approaches. The session also addresses accessibility considerations and student feedback, demonstrating how these methods enhance learning experiences. Join us to explore evidence-based strategies that revolutionize psychology education and foster deeper student engagement and success.

Outcomes:

1. Analyze the impact of gamification, interactive learning, and service-learning portfolios on student engagement and learning outcomes in Lifespan Psychology courses.
2. Evaluate data and results from a year-long pilot study to assess the effectiveness of course redesign in fostering critical thinking and real-world application.
3. Generate actionable strategies for integrating gamification and experiential learning into their own courses to enhance student engagement and retention.

18c) French Broad 1

Leave the Ego at the Door: The Secret Sauce for Creating a Learning Community in the Classroom

Oren Hertz, Florida International University

Key Statement: Create a learning environment in your classroom that is unsurpassed! Bridge the gap between students and professor by understanding the value of classroom connections.

Keywords: Learning Communities, Classroom Teaching, Teaching & Learning

Subthemes: Compassionate Classroom/Community; Instructional Skills + Methods

Have you ever started class, and within 5 minutes students are gazing at their phones? In this session, we will learn how to captivate learners' attention by focusing on cultivating working relationships with our students while maintaining and even increasing academic rigor. This presentation offers day-to-day simple human connection techniques to bridge the gap between students and professor, to include a focus on generational gaps, relevancy, flexibility, honesty, vulnerability, classroom leadership, and kindness within boundaries.

Outcomes:

1. Identify disconnect points between students and professor.
2. Elevate working relationships with students.
3. Engage students in any subject matter by fostering a learning environment with working relationships at its core.

18d) French Broad 2

Promoting Leadership and Civic Skill Development Through Experiential Learning

Julie Lester, Valdosta State University

Key Statement: Providing students opportunities to develop leadership and civic skills through experiential learning is vital for the future of communities and organizations.

Keywords: Deliberation, Civic Engagement, Experiential Learning

Subthemes: Instructional Skills + Methods; Course/Curriculum (Re)Design/UDL

Universities play an important role in developing students as leaders with confidence in their civic skills. One civic skill, deliberation, may be increasingly important in environments that could be considered polarized. Leaders that have the ability to deliberate with those who hold divergent views may be perceived as more effective in communities and organizations. Practicing civic skills helps students learn more about leadership and how to engage in communities and organizations. This presentation will discuss how an undergraduate political science capstone course was designed to provide students opportunities to develop and practice leadership and civic skills through experiential learning.

Outcomes:

1. Identify opportunities for civic skill development related to their courses.
2. Develop ideas for experiential learning in courses they teach.
3. Connect with others and share ideas about civic skill development and experiential learning in an interdisciplinary environment.

18e) French Broad 3

Harnessing GenAI to Create Sustainable Program Assessment Plans in Higher Ed

Lisa Bergson, Bridgewater State University

Thomasena Shaw, Bridgewater State University

Key Statement: Learn how to harness Generative AI to design sustainable program assessment plans that effectively measure student learning outcomes in a higher educational institution.

Keywords: AI in Higher Education, Program Assessment, Assessment Tools

Subthemes: AI in Higher Education; Assessment/Feedback/(Un)Grading

This session explores the transformative potential of using Generative AI to create sustainable assessment plans for programs/majors in higher education. Using insights from a university Office of Assessment AI grant, attendees will learn

how GenAI can create direct and indirect assessment tools like rubrics and questionnaires to measure student learning outcomes. With enrollment, retention, and student success as priorities, leveraging GenAI offers a practical and ethical way to develop assessment plans across disciplines. The session covers practical applications, ethical considerations, and interdisciplinary approaches, ensuring assessment plans measure performance effectively and contribute to an equitable educational environment.

Outcomes:

1. Understand the ethical implications involved in using Generative AI for assessment design, ensuring academic integrity and fairness.
 2. Learn practical approaches to create program assessments that enhance student engagement and learning outcomes.
 3. Explore how Generative AI can be integrated across various academic disciplines, fostering critical thinking and continuous improvement in assessment practices.
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5:15 PM - 6:15 PM

TBD

Poster Reception
Concurrent Session 19

P 1) A Specifications Grading Assignment for Critical Reading and Scientific Literacy

Emily Jobe, University of Cincinnati

Key Statement: This assignment, geared for nonmajors in the natural sciences, combines critical reading with scientific literacy and gives students multiple chances to meet the minimum expectations.

Keywords: Specifications Grading, Critical Reading, STEM

Subthemes: Assessment/Feedback/(Un)Grading; STEM

Applying the ideals of specifications grading or mastery grading to content-focused STEM courses can be challenging. This series of assignments, for nonmajors or majors, combines critical reading with scientific literacy and gives students multiple chances to improve. The assignments “Analyze a Secondary Source”, “Analyze a Primary Source” and “Analyze an Experiment” can be adapted to any scientific discipline. The questions are mostly non-subjective and can be graded very quickly, while teaching students how to navigate sources. Students are required to submit two of each assignment type and are given 3 additional attempts to answer 80% of the questions correctly.

Outcomes:

1. Define the concepts of specifications grading and critical reading.
2. Explain why these concepts are challenging to implement in content-focused STEM courses.
3. Describe the structure of the assignment presented here and how it addresses these challenges.

P 2) AI as a Transformative Tool in Higher Education: Engaging Faculty and Administrators

Pearce Dietrich, Vantage Career Center

Key Statement: Explore AI as a transformative tool in higher education, fostering acceptance among faculty and administrators by demonstrating its ethical applications in personalized learning, administrative efficiency, and equipping students with AI literacy for workforce success.

Keywords: AI, Adoption, Efficiency

Subtheme: AI in Higher Education; Classroom Technology

This presentation examines AI as a transformative tool in higher education, designed to engage faculty and administrators who may be skeptical or resistant to its adoption. It highlights AI’s potential to enhance personalized learning, streamline administrative tasks, and equip students with AI literacy for workforce success post-graduation. The session showcases strategies to foster AI acceptance

by demonstrating ethical and impactful uses, such as tailoring instruction to diverse learners and leveraging data for institutional improvement. Participants will explore actionable methods to integrate AI tools while considering equity, accessibility, and responsible use.

Outcomes:

1. Develop AI-driven strategies to create personalized, engaging learning experiences for diverse higher education student populations.
2. Implement AI tools to streamline administrative tasks (e.g., grading, scheduling), enabling faculty to focus on instruction and student engagement.
3. Evaluate AI-generated data to inform teaching strategies and institutional decision-making, fostering improved student and programmatic outcomes.

P 3) Building AI Literacy Foundations in First-Year Seminars

Emily Bailey, Towson University

Key Statement: This pilot study examines how AI ethics modules and a common technology-focused assignment are being developed to support first-year seminar students for foundational AI literacy.

Keywords: AI, First-Year Seminars, Digital Literacy

Subthemes: AI in Higher Education; Other

As AI technologies become increasingly prevalent in academic settings, first-year seminars are prime spaces to introduce students to AI ethics and AI literacy early in their college experience. This pilot initiative aims to explore student AI engagement through AI ethics training and a common AI information literacy assignment in a first-year seminar program at a mid-Atlantic public university. It outlines the proposed change process, proposing that early AI intervention in first-year seminars could establish competencies that benefit students throughout their academic careers.

Outcomes:

1. Identify opportunities to integrate AI concepts into first-year seminar curricula.
2. Determine effective change management strategies for integrating AI literacy initiatives.
3. Describe assessment approaches for measuring the impact of AI integration in developing student information literacy.

P 4) Camp CryptoBot: An Approach for Teaching Cybersecurity

Pauline Mosley, Pace University

Matt Ganis, Pace University

Key Statement: Camp CryptoBot will utilize SeaPerch, (underwater robot) spheros, and drones as a platform for teaching the 10 cybersecurity first principles, concepts and ethics.

Keywords: Cybersecurity, Cryptography, Confidence

Subthemes: STE(A)M; Active and Engaged Learning

Camp CryptoBot will utilize SeaPerch, (underwater robot) spheros, and drones as a platform for teaching the 10 cybersecurity first principles, concepts and ethics. The camp will consist of dynamic group activities and storytelling hands-on labs that incorporate investigate-analysis in an interactive learning environment. At the end of the camp, students will be able to demonstrate proficiency and apply critical thinking to the following areas: crypto-literacy, crypto-technology, crypto-society, and crypto-warfare.

Outcomes:

1. Learn how to create differentiated learning activities.
2. Design and develop engaging hands-on lessons.
3. Create assessment tools to provide you with feedback on how a student is learning.

P 5) Decreasing Math Anxiety Using a Mindfulness and Growth Mindset Approach

Tashana Samuel, Guttman Community College - CUNY

Key Statement: Math subjects tend to trigger anxiety in college students. The Mindfulness and Growth Mindset Approach (MAGMA) has reduced math anxiety in students taking STEM-related courses.

Keywords: Math Anxiety, Mindfulness, Growth Mindset

Subtheme: Mindfulness/Resiliency; Active & Engaged Learning

Math. For many students, simply hearing this four-letter word induces feelings of dread, panic, helplessness, and defeat. Math anxiety is a debilitating problem that affects many community college students. The Mindfulness and Growth Mindset Approach (MAGMA) is an academic intervention (developed by the author) that involves embedding specific mindfulness and growth mindset techniques in the classroom. Pilot-tested and replicated, MAGMA has significantly reduced anxiety in college students taking STEM-related courses—improving the psychological experience for both students and instructors in the classroom. MAGMA also has implications in decreasing anxiety in other subject domains, such as reading, writing, and presentation anxiety.

Outcomes:

1. Reflect on ways in which math anxiety in students could interfere with their learning.
2. Describe elements of MAGMA and how mindfulness and growth mindset principles work together to reduce stress, and improve conditions for learning.
3. Consider ways in which MAGMA could be applied to benefit the students they serve.

P 6) Design and Implementation of a Higher Education Course Focused on Divorce

Julie Campbell, Illinois State University

Key Statement: Would college students benefit from a course with a focus on divorce? Empirical evidence gathered by teaching such a course addresses this question.

Keywords: Course Design, Relationships, Learning Outcomes

Subthemes: Course/Curriculum (Re)Design/UDL; Instructional Skills + Methods

A higher education course concentrated on the topic of divorce was designed and implemented at a public university. The objective of the course was not to say whether divorce is right or wrong, but rather to guide students in a cultural exploration of their own beliefs about divorce. This presentation provides details of the course materials and a discussion of the pedagogy surrounding a course designed around the topic of divorce. The results demonstrate that students who attended this course indicated that they increased their knowledge of divorce. These conclusions were drawn based on student's course evaluations and instructor observations.

Outcomes:

1. Assess whether the topic of divorce should be included in higher education curriculum.
2. Critique the use of an implemented pedagogical approach used to address this topic.
3. Generate new ideas about why the topic of divorce is not more readily included in higher education.

P 7) Embedding Specialized Curriculum Throughout a Program's Plan of Study

Laura H. King, East Carolina University

Key Statement: Teaching specialized content embedded throughout a plan of study allows students to learn how to integrate the content more strategically when aligned with specific courses.

Keywords: UDL, Accessibility, Online Learning

Subthemes: Course/Curriculum (Re)Design/UDL; Instructional Skills + Methods

As higher education institutions are being challenged to adhere closely to 120 hours to graduation, plans of study may benefit from embedding specialized curriculum throughout a plan of study rather than as a stand-alone course. Accessibility and Assistive Technology curriculum is specialized and historically taught in a stand-alone course. This session shares how this content was designed to spiral through a plan of study, allowing students to link its content directly to content in other courses. It has applications for learning more about the example shared, as well as how it may be applied for other types of content.

Outcomes:

1. Examine how the example shared would benefit a plan of study in their university setting.
2. Describe how embedding specialized curriculum across courses will enhance interdisciplinary connections.
3. Identify effective strategies for practical application to their own curriculum design.

P 8) Enhancing Graduate Student Confidence Levels Through a Pro Bono Clinic

Glynnis Jones, Moravian University

Key Statement: A Pediatric Pro Bono Clinic in graduate occupational therapy student coursework is beneficial to building confidence levels in clinical skills and working with families.

Keywords: Pro Bono Clinic, Experiential Learning, Confidence Levels

Subthemes: Instructional Skills + Methods; Other

It is essential that graduate level occupational therapy (OT) students build their confidence in clinical skills and in working with families. A six-week pediatric pro bono clinic in student coursework provided a unique, experiential learning opportunity for students to interact with real pediatric clients and their families while offering essential services to underserved communities. OT students demonstrated a significant increase in their confidence levels from pre to post pro bono clinic. This experience allowed them to strengthen their clinical skills, improve

communication with patients and families, and enhance their ability to problem-solve in real-world scenarios.

Outcomes:

1. Analyze the impact of pro bono clinic participation on graduate students' clinical skills and overall confidence levels, using data to highlight measurable improvements.
2. Apply best practices for integrating pro bono clinics into existing graduate programs, demonstrating how these experiences can enhance student learning and professional growth.
3. Connect the benefits of hands-on, experiential learning through pro bono clinics to key educational outcomes, such as improved clinical competency, communication skills, and career readiness.

P 9) Fostering Critical Thinking and Ethical Use of Gen AI Across Disciplines

Thomasena Shaw, Bridgewater State University

Kierstyn Lamour, Pellissippi State University

Key Statement: Explore best practices and practical applications to enhance critical thinking and foster the ethical use of generative AI across disciplines

Keywords: AI in Higher Education; Active and Engaged Learning

Subthemes: AI in Higher Education; Instructional Skills + Methods

This poster presents strategies to foster critical thinking and ethical use of generative AI across disciplines. Attendees will gain insights into practical approaches for integrating AI ethically, ensuring students are prepared to navigate its challenges.

Outcomes:

1. Understand the ethical implications of generative AI and learn practical approaches for integrating AI into coursework.
2. Assess ways to foster critical thinking about AI.
3. Explore AI applications across different academic disciplines.

P 10) Issues Facing Faculty With Mental Health Concerns

Jay Gabbard, Western Kentucky University

Key Statement: Faculty with mental health issues often face distinct challenges in academia. This poster reports the results of a national study on this important issue.

Keywords: Faculty, Mental Health, Academia

Subthemes: Mindfulness/Resiliency; Other

Faculty members with psychiatric concerns often face significant challenges in academia. These can include challenges in obtaining tenure and promotion, stigma from colleagues, difficulty in disclosing conditions, and a lack of adequate mental health services to assist them. An exploratory mixed-methods cross-sectional study gathered data (n = 503) from an online survey of faculty members working at colleges and universities in the United States. The electronic posted presentation will examine the presence and contribution of prevailing workplace stressors that influence faculty mental health and emotional stability-as well as ascertain their level of psychiatric concerns and explore potential solutions to them.

Outcomes:

1. Critically assess factors contributing to faculty mental health issues in academia.
2. Explore the unique stressors faced by faculty with psychiatric disabilities.
3. Describe potential services that can be implemented on their campus to assist faculty with psychiatric disabilities.

P 11) Mapping Knowledge and Building Community With MURAL

Erin McKenney, North Carolina State University

Key Statement: I use MURAL to structure inquiry-based learning activities. Students engage with each other to connect and apply concepts across the semester, co-creating community and understanding.

Keywords: Inquiry, Connection, Co-Creation

Subtheme: Classroom Technology; Active & Engaged Learning

I use MURAL, a free digital whiteboard, to enhance student learning and build classroom community. Structuring inquiry-based activities enables students to think more critically and creatively. The collaborative exercises help students actively engage with course content and with one another to make connections across topics, apply concepts in new contexts, and co-create a shared knowledge base. As the semester progresses, this evolving repository supports deeper understanding and provides a foundation for authentic research. MURAL supports participation, visual thinking, and intellectual community, making it a powerful tool for instructors seeking to promote meaningful engagement and collaborative learning in their courses.

Outcomes:

1. Assess the value of MURAL for scaffolding inquiry and collaboration
2. Identify ways to use MURAL for their own classes or projects
3. Generate approaches to assess MURAL impacts with SOTL research

P 12) Older Gen Z Working With Younger Gen Z in STE(A)M

Molly Marnella, Commonwealth University, Bloomsburg Campus

Key Statement: College-age Gen Z students are teaching STEM lessons to younger Gen Z and elementary students. See the connections and differences between the two levels of Gen Z.

Keywords: STE(A)M, Gen Z, Teaching

Subthemes: STE(A)M; Classroom Technology

During a practicum (stage 3 – teaching experience) course in May at Commonwealth University- Bloomsburg campus, the college-age Gen Z students

wrote and taught lessons about STE(A)M to multiple school districts of 4th-grade to 6th-grade younger Gen Z students. During these lessons, both Gen Z levels worked together to understand STE(A)M, with a focus on technology use. Learn about the connections and differences that occurred during these experiences between the two levels of Gen Z age groups based on formal and informal data collection: observations, qualitative and quantitative surveys.

Outcomes:

1. Compare and contrast college-age Gen Z with elementary-age Gen Z.
2. Assess how STE(A)M can bring together a generation.
3. Use the knowledge of how both age groups in Gen Z see each other in the classroom when teaching in your future classroom.

P 13) Partnership, Peer Support, and Storying Community With First-Year University Students

David S. Gamble, North Carolina Wesleyan University

Key Statement: Collaborative partnership between the North Carolina Wesleyan University Writing Center and a course for first-year students explores holistic approaches blending academic skill-building and community support.

Keywords: Writing Center, First-Year University Students, Interdisciplinary Partnership

Subthemes: Compassionate Classroom/Community; Active & Engaged Learning

This poster explores a semester-long collaborative writing and speaking project which grew out of a partnership between the North Carolina Wesleyan University (NCWU) Writing Center and the instructor of a pilot course designed to support first-year university student academic skill-building and sense of engagement within the NCWU community. The piece tracks our project from the co-creation of a guiding conceptual model, through student submissions and revisions and collaborations with peer Writing Consultants, to the final product. It provides rich pedagogical insight, practical strategies for operationalizing interdisciplinary collaboration, and a rallying call for centering community as part of teaching and learning.

Outcomes:

1. Reflect upon the specific needs and potential of first-year college/university students.
2. Connect college/university course assignments with strengthening students' sense of community.
3. Relate the collaborations described in the poster to possibilities at home-institutions.

P 14) Real-World Management Skills Success Through the Use of Case Studies

Garrett Chism, Metropolitan State University of Denver

Key Statement:

Keywords: Case Studies, Online Delivery, Teamwork

Subtheme: Active & Engaged Learning; Instructional Skills + Methods

Outcomes:

1. Describe how using case studies can lead to improved student performance and engagement in college courses.
2. Identify key steps in the process of designing and implementing effective case study activities.
3. Explain pedagogical benefits of incorporating case studies into college courses no matter the discipline.

P 15) Supporting Undergraduate Learning Through an Authentic Practicum Experience

Chrystal Dean, Appalachian State University

Ashley Whitehead, Appalachian State University

Wendy Lewis, Appalachian State University

Key Statement: This session will describe the inception, evolution, realization, and future directions of an authentic practicum experience for undergraduate preservice teachers in an innovative mathematics clinic.

Keywords: Authentic Practicum, STEM Education, Undergraduate Education

Subthemes: Course/Curriculum (Re)Design/UDL; STE(A)M

This session will share an innovative mathematics clinic's development and implementation process. Preservice elementary education teachers participated in a practice-based preparation experience implementing intensive mathematics instruction to first through 4th-grade students struggling in mathematics. The session will describe the clinic's inception, evolution, realization, and future directions. This will include affordances and constraints involved in the process and expansion possibilities.

Outcomes:

1. Delineate the development and implementation process of an authentic practicum experience for undergraduate STEM educators.
2. Identify the affordances and constraints involved in the process of developing an innovative mathematics clinic.
3. Describe expansion possibilities, including necessary partnerships and resources.

P 16) Working 24/7: A Conceptual Framework for Understanding and Supporting Online Faculty

Laura McNeill, University of Alabama

Shelby Morris, University of Alabama

Key Statement: Reconceptualizing faculty time as non-linear in online education reduces temporal anxiety, improves instructor well-being, and creates more effective learning environments for student success.

Keywords: Faculty Well-Being, Temporal Fluidity, Online Pedagogy

Subthemes: Classroom Technology; Mindfulness/Resiliency

This poster presentation explores how reconceptualizing time in online education can mitigate faculty temporal anxiety while enhancing student learning outcomes. Traditional linear time frameworks inadequately address the polysynchronous nature of virtual instruction, creating disconnects between institutional expectations and faculty experiences. Drawing on current research, we examine how temporal fluidity affects instructor well-being and teaching effectiveness. The poster will share recommended administrative strategies and faculty practices that embrace non-linear time perspectives, reduce burnout, and establish boundaries. By supporting faculty temporal wellness, institutions can foster more engaging online learning environments and ultimately advance student success.

Outcomes:

1. Differentiate between linear and polysynchronous time frameworks in online teaching environments.
2. Identify recommendations for university administrators that acknowledge the unique temporal demands of online education.
3. Identify practical strategies to help faculty establish sustainable boundaries while maintaining effective student engagement in virtual learning spaces.

End of Day Two

Enjoy dinner and evening on your own.

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Wednesday
August 13th, 2025
Daily Schedule



DRAFT CONFERENCE PROGRAM

Daily Overview

Wednesday, August 13th

Conference Help Desk

7:00 AM - 9:45 AM

Buffet Breakfast

6:45 AM - 8:00 AM

Roundtable Sessions

8:00 AM - 8:30 AM

Keynote III

Todd Zakrajsek

8:45 AM - 10:00 AM

Thank you for a great event!

Detailed Schedule

Wednesday, August 13, 2025

6:45 AM - 8:00 AM

Private Buffet Breakfast

Name Tag Required for Entrance

8:00 AM - 8:30 AM

Blue Ridge Ballroom

Roundtable Sessions II

RT L) Are Our Graduates Fully Ready? Let's Talk Professional Dispositions

Nikki Logan, University of Wisconsin – Stevens Point

Sarah Beaulieu, University of Wisconsin – Stevens Point

Ariel Smits, University of Wisconsin – Stevens Point

Benjamin Balge, University of Wisconsin – Stevens Point

Key Statement: Do your students struggle with professionalism, self-awareness, critical thinking, or other dispositions? Come share experiences and discuss how to support and develop students' professional dispositions.

Keywords: Professional Dispositions, Teacher Preparation, Student Support

Subthemes: Assessment/Feedback/(Un)grading; Compassionate Classroom/Community

For adults to have a successful career and thriving professional relationships, they need to embody a high level of professional dispositions. Dispositions, also referred to as beliefs, behaviors, and attitudes, include perseverance for excellence, respectful communication skills, and taking responsibility for one's own actions. In addition to teaching content, some college programs assess and support students' professional dispositions to help better prepare students for their careers after graduation. This discussion will share one college's disposition model and facilitate a

discussion about student dispositions, college program expectations, and processes and supports in place to help students improve their professional dispositions.

Outcomes:

1. Differentiate various college dispositions models and processes.
2. Identify and evaluate the supports undergraduate college students need to obtain a high level of professional dispositions.
3. Justify why professional skills programs should expect a high level of and support student dispositions.

RT M) Talent, Feedback, and Transition: Supporting Student-Athletes Beyond the Game

Hui Du, University of New Haven

Key Statement: This roundtable explores strategies to enhance student-athlete academic engagement and career readiness by addressing performance feedback loops and preparing for careers beyond competitive sport.

Keywords: Student-Athletes, Academic Engagement, Career Readiness

Subthemes: Active & Engaged Learning; Assessment/Feedback/(Un)Grading

This roundtable explores strategies to increase student-athlete academic engagement and career readiness by addressing the psychological and structural differences between athletic and academic experiences. Many student-athletes thrive in sport due to talent and immediate feedback, but they struggle in the classroom where success requires long-term effort and delayed rewards. The session will discuss how to support student-athletes in understanding these differences, recognizing the limited opportunities to compete professionally, and building motivation for academic and career development. Participants will exchange approaches for fostering identity exploration, transferable skill development, and long-term planning that prepare student-athletes for life beyond sport.

Outcomes:

1. Identify key academic and career readiness challenges faced by student-athletes and understand how athletic identity and feedback loops influence their classroom engagement.
2. Explore practical strategies to break the cycle of academic disengagement by aligning support with student-athletes' motivational patterns and strengths.
3. Increase awareness and readiness to support student-athlete success through intentional advising, career planning, and identity development beyond sport.

RT N) Doing the Normal Things To Be Exceptional

Jeff Thomas, University of Southern Indiana

Paul Parkison, University of North Florida

Key Statement: Teaching is not about minimal compliance and “just doing your job”; it is about fulfilling professional duties with personal presence, care, and respect for students.

Keywords: Teaching, Students, Professionalism

Subtheme: Compassionate Classroom/Community; Mindfulness/Resiliency

This session explores our attempts to do the “normal” things and how they increase students’ perceptions that we are engaged and enthusiastic based on end-of-term evaluations. Naturally, we won’t be able to share any keen insights about being “exceptional” and can only offer to share experiences and thoughts regarding our journey toward being normal through purposeful beginning of class procedures, grading and assessment procedures, and listening to students. We suggest that through a Personalism lens, you will be able to better meet students’ needs by “being there” to promote an environment of instructor and student happiness.

Outcomes:

1. Create a list of three “normal” in-class or out-of-class things students expect of good instructors which they can implement right away to promote Personalism and eudaemonia in their students’ classroom.
2. Identify challenges they face in truly listening to and understanding students.
3. Identify when they have struggled to balance personal desires/needs with their responsibilities toward students.

RT O) WISE Interventions Engage the Whole Student by Small Design Changes

Nancy Winfrey, Wake Forest University

Key Statement: Teach the whole student by including the affective learning domain! Learn a framework to integrate non-prescriptive character traits or values into your existing course design.

Keywords: Learning Domains, Engaged Learning, Small Changes

Subthemes: Active & Engaged Learning; Mindfulness/Resiliency

Explore a framework for integrating non-prescriptive character traits into existing course design, helping students see the rationale for, and practice using tools toward, aligning who they are with the work they will ultimately do. Redesigning your course is not needed; rather, we focus on small interventions that create space for students to do their own meaning-making.

Outcomes:

1. View a framework for integrating character or values into their existing course design.
2. View an example of the model in use, including impact data and evaluation measures.
3. Discuss with colleagues the applicability of this framework in their contexts.

RT P) Exploring Project-Based Learning: A Hands-On Collaboration

Devdutta Deb, Mercy University

Tharushi Perera, Mercy University

Key Statement: This session will introduce participants to the principles of project-based learning (PBL) through a hands-on activity, allowing them to work in teams to create something collaboratively.

Keywords: Active Learning, STEM/STEAM, Project/Problem-Based

Subthemes: Active & Engaged Learning; STE(A)M

Recent advances in the learning and pedagogical improvement research suggest that Project-Based Learning (PBL) is vital to acquiring and improving 21st-century skills, including critical thinking, problem-solving, collaboration, time management, and self-management. Therefore, PBL integration serves two-fold benefits: (1) allowing instructors to update their pedagogy by making their courses more skill inclusive and (2) providing students with a broader level of perspective about the courses early in their education journey. The PBL workshop will introduce participants to PBL principles, emphasizing hands-on, real-world projects. Attendees will collaborate in groups, brainstorm solutions, and develop their projects. The session will include project planning, execution, and presentations, followed by reflection and discussion on integrating PBL into various educational or professional settings.

Outcomes:

1. Gain a practical understanding of PBL's potential to engage learners, enhance skills like communication and creativity, and prepare them for real-world challenges.
2. Foster collaboration and problem-solving in teams and reflect on the effectiveness of PBL for real-world application.
3. Leave with strategies for implementing PBL in their own classrooms, making the workshop a valuable resource for anyone looking to create a more dynamic and collaborative learning environment.

RT Q) A Collaborative, Student-Centered Alternative to Midterms

Aaron Cole, University of North Carolina at Pembroke

Key Statement: The presentation will introduce a student-driven alternative to traditional midterm exams/projects that collaboratively uses technology to build and study for the midterm.

Keywords: Collaborative, Student-Centered, Assessment

Subthemes: Active & Engaged Learning; Assessment/Feedback/(Un)Grading

The presentation introduces a collaboration-based alternative to the traditional midterm exam/project structure. The alternative method requires students to review course material and draft potential questions for the midterm. The questions are workshopped in student groups with instructor direction to make necessary edits. Students create a study guide using feedback during workshops and course notes to complete a review session facilitated by online, gamification programs to heighten student engagement. Finally, the midterm is assessed based on the previously described preparation sequence and performance on the midterm to balance formative and summative measures and avoid high-stakes stress.

Outcomes:

1. Understand the need for formative and summative components of midterm assessment.
2. Acquire a conceptual framework to restructure midterm assessment to center students.
3. Consider how to adapt the midterm alternative across disciplines.

RT R) Move Forward Into Service

Donell C. Murray, Morehead State University

Key Statement: Moving a student forward into community service makes for a strong partnership between students and the community. Selecting a unique service project can affect all!

Keywords: Community, Service-Learning, Personal Growth

Subthemes: Active & Engaged Learning; Course/Curriculum (Re)Design/UDL

The goal at our institution is to impact as many students as possible with the opportunity for service-learning in our community. These service projects, in partnership with the community, ensure that our students are prepared for a career with communication skills, cultural competency skills, and civic engagement skills. The task is to recruit as many college students as possible with the selection of community partnerships. In this presentation, I will highlight different ideas to get started!

Outcomes:

1. Teach the importance of service-learning between students and the community.
2. Identify projects that could be used in completing service-learning projects.
3. Illustrate a plan for the benefits for the future of students from such partnerships.

RT S) Sustaining and Initiating Faculty Learning Communities

Milton Cox, Miami University

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

Keywords: Faculty Learning Communities, Faculty Development, Sustaining FLCs

Subthemes: Instructional Skills + Methods; Other

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.

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.

RT T) Empowering Faculty to Enhance Student Career Readiness Awareness and Success

Amanda DuBois, Louisiana State University at Alexandria

Sara Blazek, Louisiana State University at Alexandria

Key Statement: Students need durable skills to succeed in obtaining and retaining a job after graduating. Come listen to ideas for training faculty to incorporate these skills into their classes and how to encourage student engagement through these assignments!

Keywords: Career Readiness, Student Engagement, Faculty Development

Subthemes: Other; Active & Engaged Learning

Come explore innovative strategies for faculty development aimed at integrating career readiness assignments into the classroom to boost student engagement! By aligning course content with real-world applications and experiences, faculty can help students make clear connections between academic material and post-graduation career paths. Emphasis is placed on enhancing critical career skills—oral and written communication, critical thinking, teamwork, and technology. Participants will have the opportunity to brainstorm practical, discipline-specific approaches to embed these skills at their own institutions.

Outcomes:

1. Describe current strategies being used to implement career readiness assignments/assessments in the classroom.
2. Develop their own unique strategies for implementing career readiness material in their own classes at their own institutions.

3. Compare and contrast strategies and their usefulness to their own environment.

RT U) What Is the Felt Experience of Positive Teaching-Learning Relationships?

Ileya Grosman, University of Denver

Key Statement: What does it feel like to connect with students? This roundtable offers an opportunity for participants to explore the somatic and emotional underpinnings to what creates meaningful teaching-learning relationships.

Keywords: Relational Teaching, Mutuality, Felt Experience

Subthemes: Compassionate Classroom/Community; Active & Engaged Learning

This roundtable begins by sharing findings from a study on professors' felt experiences in positive relationships with students, then invites participants to explore how they recognize connection, presence, zest, and mutual empowerment in the teaching-learning dynamic. Grounded in relational cultural theory, embodiment, and somatics, the discussion draws on research that reimagines higher education as a more humanized and inclusive space—where the relational pulse of the classroom fosters mutual growth, empathy, and mattering.

Outcomes:

1. See connection as central—not peripheral—to student success and faculty vitality.
2. Consider alternative, embodied, and arts-based approaches for acknowledging and sensing connecting moments in educational settings.
3. Reflect on their own teaching through a relational lens, centering presence, empathy, and mutual empowerment.

8:45 AM - 10:00 AM

Blue Ridge Ballroom

Keynote III

Quiet Students, Loud Ideas:

Classroom Communities Where Everyone Has A Voice

Todd Zakrajsek



Thank you for joining us!

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-

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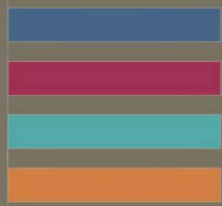
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I have always wanted to teach.

Fast forward to today. I teach as a university professor at Vanguard University: a small, private, liberal arts university in Orange County, California. I’m also dean of teaching and learning, allowing me to collaborate with other faculty in improving all of our teaching and support efforts that allow students to thrive in their learning. My passion is in continually becoming more effective facilitating learning for my students. I’m also fortunate to get to coach faculty in my dean role and connect with faculty from all over the world through the Teaching in Higher Ed community.

Bonni Stachowiak



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