

ITLC-LILLY CONFERENCES

# CONFERENCE PROGRAM *2026*



Innovative Strategies to  
Advance Student Learning



LILLYCONFERENCES-NC.COM

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Program Book

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# WELCOME

## TO LILLY-ASHEVILLE 2026



LILLY CONFERENCES

ITLC

International Teaching  
Learning Cooperative, LLC



Dear Colleagues,

We are excited to welcome you to Asheville, North Carolina for the 2026 ITLC-Lilly Conference on Innovative Strategies for Teaching and Learning! In the coming days, you'll discover new strategies that can reshape your teaching, engage in meaningful conversations, and begin friendships that will last well beyond the conference.

Coming together now is more important than ever, as higher education continues to evolve rapidly. Generative AI, demographic shifts, and broader societal changes present real challenges and remarkable opportunities to rethink how we teach, support learning, and build even stronger educational communities.

For over 40 years, ITLC-Lilly has purposefully supported educators as they continue to learn, adapt, and grow. As part of our commitment to learning and community, we encourage you to introduce yourself to someone you've never met. Some of the most valuable conversations at Lilly happen in the hallways, over coffee, during meals, and between sessions. Beyond presentations and keynote sessions, much learning at this conference will come from your more personal reflection and dialogue with others. For those interested, we are excited to introduce a new collaborative conference Workbook experience. More on that opportunity will come in a separate email.

Take a bit of time to explore Asheville, a city where creativity, hospitality, and natural beauty offer the perfect setting to continue conversations, reflect on new ideas, and recharge before returning home. We hope you get a chance to experience this quirky and deeply welcoming city deep in the Blue Ridge Mountains!

Thank you to presenters and reviewers who built a truly exceptional, *sold out* program this year! We also thank our nationally recognized keynote speakers (Michael Palmer, University of Virginia; Susan Hrach, Columbia University; and Todd Zakrajsek, UNC-Chapel Hill/Conference Director).

To returning friends, welcome back. To those attending for the first time, we're delighted you've joined us. Together we will develop innovative strategies, rekindle our enthusiasm for teaching, and return home inspired to try something new that makes a difference for even one more student.

We hope you leave Asheville with new ideas, new friends, renewed energy, and practical strategies that you can use immediately and that will continue to benefit your students for years to come. Thank you so much for joining us. After all, the participants create the community that has made the Lilly Conferences what they are today.

Best,

A handwritten signature in black ink, reading "Todd Zakrajsek". The signature is fluid and cursive, with the first name "Todd" and last name "Zakrajsek" clearly legible.

Todd Zakrajsek, ITLC-Lilly Conference Director

# Navigating the Conference

## General Information

### Ethos

ITLC-Lilly events strive to provide a community where individuals feel safe and energized, working and interacting in an environment that is supportive and focused on the ITLC-Lilly Conference Spirit.

As a result, we must insist that individuals participating in the conference:

- Respect all their colleagues at the conference and speak in a supportive and nonthreatening manner.
- Refrain from self-promotion with the intent to generate income. If an individual at the conference is interested in engaging your professional services, please ask them to contact you at the conclusion of the conference.

### Giveaways

Conference drawings will be held throughout the event. Drawings include: one free ITLC-Lilly conference registration, books (on display at the conference registration area), Educational Blueprint Desktop tools, and swag from *The Scholarly Teacher*!

### Communication

The mobile app Sched is used for navigating the conference content. Download the app to your mobile device or laptop. Build your own schedule, upload/download session handouts, create your conference profile, and more! Schedule changes will be posted to Sched in real-time.

## 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 tags. 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 - Lunch, Afternoon Refreshments, Networking Reception
- Tuesday - Breakfast, Lunch, Afternoon Refreshments, and 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

This is an evidence-based conference. Presenters may ask that you provide a session evaluation at the conclusion of their presentation via a Sched response. These evaluations are intended for professional growth, and presenters may include the forms in tenure and promotion materials. They are important feedback to the presenters; your feedback is appreciated.

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, a deeply rooted artistic tradition, and delicious Southern cuisine.

## Health

Please use 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, we encourage you to rest in your room.

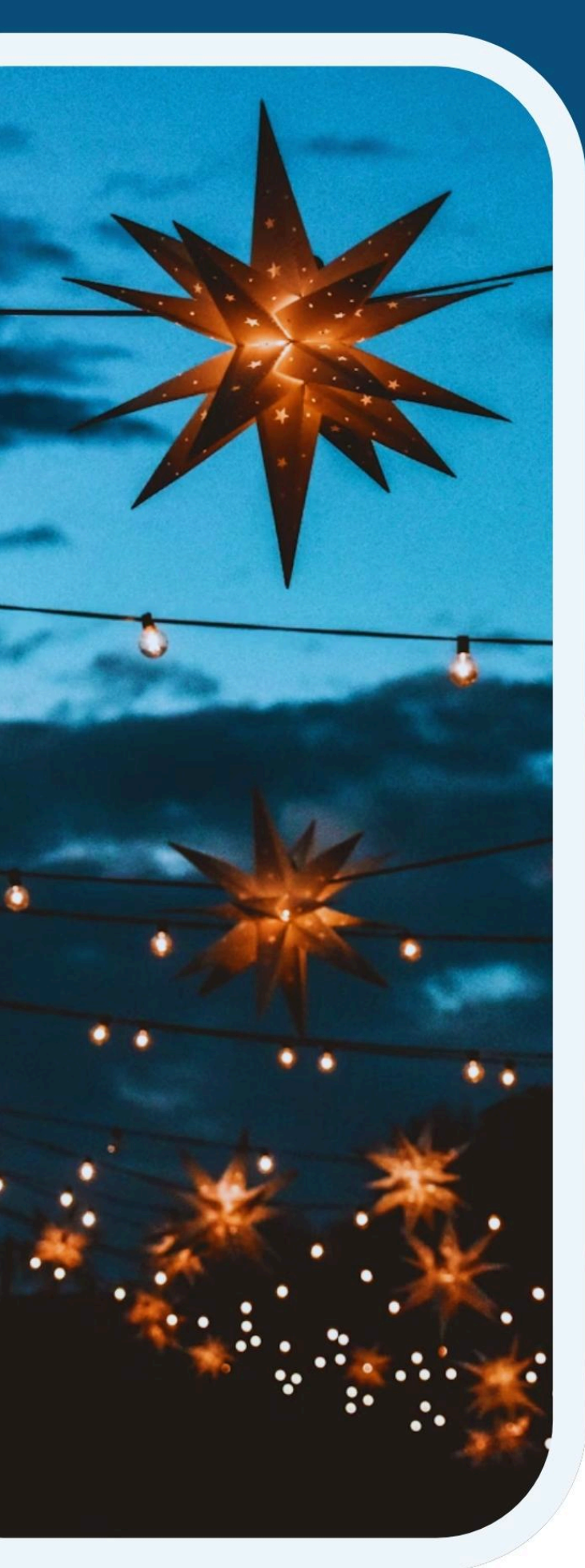
Personal bubble stickers may be applied to nametags as an indicator of desired personal space (e.g., fist bump/handshake welcomed or please wave hello with introductions).

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

# Conference Venue







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# AT A GLANCE

SCHEDULE  
OF EVENTS



LILLY CONFERENCES

ITLC

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|                          |                                                                                                                    |                                                                                                                             |                                                                                                        |                                                                                                             |                                                                                                  |
|--------------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
|                          | Monday<br>August 10, 2026                                                                                          |                                                                                                                             |                                                                                                        |                                                                                                             |                                                                                                  |
| 8:00 AM<br>-<br>5:15 PM  | REGISTRATION/HELP DESK OPEN                                                                                        |                                                                                                                             |                                                                                                        |                                                                                                             |                                                                                                  |
| 10:00 AM -<br>10:30 AM   | Conference Welcome & Opening Remarks<br>Todd Zakrajsek, Conference Director<br>Blue Ridge Ballroom                 |                                                                                                                             |                                                                                                        |                                                                                                             |                                                                                                  |
| Breakout<br>Rooms:       | Blue Ridge 3                                                                                                       | Blue Ridge 4                                                                                                                | French Broad 1                                                                                         | French Broad 2                                                                                              | French Broad 3                                                                                   |
| 10:50 AM -<br>11:30 AM   | 2a<br><br>Teach Students to Transform AI Use From Shortcut to Tutor<br><br>S. Meyers & B. Smith                    | 2b<br><br>Fostering Student Resilience While Respecting Neurodiversity Using Sociocultural Learning Theory<br><br>L. Parker |                                                                                                        | 2d<br><br>Addressing "Should" Language to Improve Student Engagement<br><br>S. Frasier                      | 2e<br><br>Labor-Based Contract Grading in a Communication Studies Classroom<br><br>T. Vanderveen |
|                          | 10-Minute Transition                                                                                               |                                                                                                                             |                                                                                                        |                                                                                                             |                                                                                                  |
| 11:40 AM -<br>12:00 PM   | 3a<br><br>Evaluation of a Structured GenAI-Assisted Workflow for Undergraduate Research Inquiry<br><br>E. McKenney | 3b<br><br>AI-Enhanced Educational Digital Escape Rooms for Active Learning<br><br>M. Li                                     | 3c<br><br>Tracking Students' Learning Progress in a Standards-Based Grading Course<br><br>M. Chiorescu | 3d<br><br>Teaching Social Complexity Through Fieldwork and Global Comparison<br><br>D. Addy & D. L. Harkins | 3e<br><br>Forward-Thinking for Students' Future Success<br><br>E. Modlin                         |
| 12:00 PM -<br>12:50 PM   | Buffet Lunch<br>Name Tag Required for Admission<br>Blue Ridge Ballroom                                             |                                                                                                                             |                                                                                                        |                                                                                                             |                                                                                                  |
| 12:50 PM<br>-<br>1:50 PM | Keynote I<br>What If We Designed Courses Like Eurogames?<br>Michael Palmer<br>Blue Ridge Ballroom                  |                                                                                                                             |                                                                                                        |                                                                                                             |                                                                                                  |

|                          |                                                                                                                     |                                                                                                              |                                                                                                 |                                                                                                                                                    |                                                                                                                              |
|--------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
|                          | 20-Minute Transition                                                                                                |                                                                                                              |                                                                                                 |                                                                                                                                                    |                                                                                                                              |
| <b>Breakout Rooms:</b>   | <b>Blue Ridge 3</b>                                                                                                 | <b>Blue Ridge 4</b>                                                                                          | <b>French Broad 1</b>                                                                           | <b>French Broad 2</b>                                                                                                                              | <b>French Broad 3</b>                                                                                                        |
| <b>2:10 PM - 2:50 PM</b> | <b>5a</b>                                                                                                           | <b>5b</b>                                                                                                    | <b>5c</b>                                                                                       | <b>5d</b>                                                                                                                                          | <b>5e</b>                                                                                                                    |
|                          | <p>"Don't Judge Me!" Interdisciplinary Strategies to Build Brave, Resilient Classrooms</p> <p>J. Lovvorn et al.</p> | <p>Using GenAI to Promote Learning Through Engaging Dynamic Learning Ecosystems</p> <p>R. Francis</p>        | <p>Reshaping Ideas About Teacher Roles in Higher Education</p> <p>R. Kohlenberg</p>             | <p>Students Developing Logic Models Learn Causality With Compelling Contexts</p> <p>D. Remler</p>                                                  | <p>Moving Instruction Beyond Academics Through Mental Health Awareness</p> <p>L. D. Culbertson</p>                           |
|                          | 20-Minute Transition                                                                                                |                                                                                                              |                                                                                                 |                                                                                                                                                    |                                                                                                                              |
| <b>3:10 PM - 3:30 PM</b> | <b>6a</b>                                                                                                           | <b>6b</b>                                                                                                    | <b>6c</b>                                                                                       | <b>6d</b>                                                                                                                                          | <b>6e</b>                                                                                                                    |
|                          | <p>Using AI to Engage Students' Critical Thinking About Human Communication</p> <p>D. Nathaniel</p>                 | <p>Making Standards-Based Grading Work for You and Your Students</p> <p>R. Epstein</p>                       | <p>Teaching Through Tragedy by Using Crisis Communication in the Classroom</p> <p>J. Nevitt</p> | <p>Teaching Entrepreneurship With AI Personas</p> <p>J. Volker</p>                                                                                 | <p>From Reflection to Action: Creative Expression as a Pathway to Cultural Humility in Higher Education</p> <p>M. Shanks</p> |
|                          | 10-Minute Transition                                                                                                |                                                                                                              |                                                                                                 |                                                                                                                                                    |                                                                                                                              |
| <b>3:40 PM - 4:00 PM</b> | <b>7a</b>                                                                                                           | <b>7b</b>                                                                                                    | <b>7c</b>                                                                                       | <b>7d</b>                                                                                                                                          | <b>7e</b>                                                                                                                    |
|                          | <p>Process Prerequisite: A General Education Course in Scholarly Communication</p> <p>K. E. C. Green</p>            | <p>Effects of Student Response System in University Foundation Courses</p> <p>G. Tuttle &amp; G. Garrett</p> | <p>Enhancing STEM Education and Recruitment Through Hands-On Learning</p> <p>Z. Yang</p>        | <p>Intraprofessional International Collaboration: Strengthening Occupational Therapy Practice Across the Globe</p> <p>S. Kirve &amp; P. Graham</p> | <p>From Survival to Success: A Case Study in Rethinking Career Training for High-Barrier Adult Learners</p> <p>C. Dimoff</p> |
|                          | 10-Minute Transition                                                                                                |                                                                                                              |                                                                                                 |                                                                                                                                                    |                                                                                                                              |

|                                |                                                                           |                                                                  |                                                                              |                                                                 |                                                                                     |
|--------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------------|-----------------------------------------------------------------|-------------------------------------------------------------------------------------|
| 4:10 PM - 4:50 PM              | 8a                                                                        | 8b                                                               | 8c                                                                           | 8d                                                              | 8e                                                                                  |
|                                | Teaching With Joy                                                         | Practical Techniques for Building Classroom Community            | Publishing SoTL Work in the <i>Journal on Excellence in College Teaching</i> | Foundational Concepts for Using Gamification in Education       | Designing Experience: Leveraging Augmented Reality for Experiential Learning        |
|                                | C. Demetriou et al.                                                       | J. White                                                         | G. Wentzell                                                                  | M. Williams & H. Hudson                                         | V. Reddi & Y. Levchenko                                                             |
|                                | 10-Minute Transition                                                      |                                                                  |                                                                              |                                                                 |                                                                                     |
| 5:00 PM - 5:40 PM              | 9a                                                                        | 9b                                                               |                                                                              | 9d                                                              | 9e                                                                                  |
|                                | Rethinking Student Confidence Through Feedback, Validation, and Belonging | Redesigning Instruction for Active Engagement Through Reflection |                                                                              | Teaching Audience-Centered Writing for Real-World Communication | Fostering Critical Literacy in First-Year Students Using Active Learning Strategies |
|                                | T. Outlaw                                                                 | M. Pittman                                                       |                                                                              | A. Flanagan                                                     | M. Perkins & J. Thacker                                                             |
| 5:40 PM - 6:40 PM              | Opening Reception<br>Preconference Space                                  |                                                                  |                                                                              |                                                                 |                                                                                     |
| Dinner and Evening on Your Own |                                                                           |                                                                  |                                                                              |                                                                 |                                                                                     |

|                   |                                                                                   |
|-------------------|-----------------------------------------------------------------------------------|
|                   | Tuesday<br>August 11, 2026                                                        |
| 7:00 AM - 5:00 PM | Conference Help Desk Available                                                    |
| 7:00 AM - 7:50 AM | <b>Buffet Breakfast</b><br>Name Tag Required for Admission<br>Blue Ridge Ballroom |
| 8:00 AM - 8:30 AM | <b>Roundtable Session I</b><br>Blue Ridge Ballroom                                |

|                            |                                                                |                                                                                      |                                                               |                                                                           |                                                           |
|----------------------------|----------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------|
|                            | 10-Minute Transition                                           |                                                                                      |                                                               |                                                                           |                                                           |
| <b>Breakout Rooms:</b>     | <b>Blue Ridge 3</b>                                            | <b>Blue Ridge 4</b>                                                                  | <b>French Broad 1</b>                                         | <b>French Broad 2</b>                                                     | <b>French Broad 3</b>                                     |
| <b>8:40 AM - 9:20 AM</b>   | <b>12a</b>                                                     | <b>12b</b>                                                                           | <b>12c</b>                                                    | <b>12d</b>                                                                | <b>12e</b>                                                |
|                            | Incorporating Generative AI for Data Analysis in the Classroom | From AI Prompt-and-Paste Users to Critical Producers                                 | Ideation and Integration Using Creative Thinking              | Understanding Younger Graduate Learners and Designing for Their Success   | Executive Functioning and Student Success                 |
|                            | K. Branner                                                     | A. H. Brown                                                                          | M. Stewart                                                    | N. Hohman                                                                 | C. Keairnes                                               |
|                            | 10-Minute Transition                                           |                                                                                      |                                                               |                                                                           |                                                           |
| <b>9:30 AM - 9:50 AM</b>   | <b>13a</b>                                                     | <b>13b</b>                                                                           | <b>13c</b>                                                    | <b>13d</b>                                                                | <b>13e</b>                                                |
|                            | Hitting the “Sweet Spot” With TPACK for AI Evaluation          | Student Perceptions of Alignment Between Prerequisites and Advanced Level Coursework | Increasing Student Engagement Through Rubric-Based Assessment | Start With the Start in Mind to Expand Student Ambitions                  | Promote Student Flourishing With Purposeful Course Design |
|                            | J. Charnosky                                                   | J. Hinders & K. Bowen                                                                | S. Choi et al.                                                | J. Bostian                                                                | L. Wuest                                                  |
|                            | 10-Minute Transition                                           |                                                                                      |                                                               |                                                                           |                                                           |
| <b>10:00 AM - 10:40 AM</b> | <b>14a</b>                                                     | <b>14b</b>                                                                           | <b>14c</b>                                                    | <b>14d</b>                                                                | <b>14e</b>                                                |
|                            | Burnout Is Not a Badge of Honor                                | Human-AI Co-Design for Immersive and Engaging Learning Experiences                   | Designing Online Courses That Keep Students Before They Leave | Values-Based Exit Tickets Advance Learning in Diversity Education Courses | Using Course Content to Foster Classroom Belonging        |
|                            | R. Sunday                                                      | K. J. Kennedy                                                                        | J. Coon                                                       | L. Boyer                                                                  | J. Burkland & K. Branner                                  |
|                            | 10-Minute Transition                                           |                                                                                      |                                                               |                                                                           |                                                           |

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|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| 10:50 AM -<br>11:10 AM | <b>15a</b><br><br>Bridging the Gap Between Nomophobic Student Behaviors and Professor Support                                                    | <b>15b</b><br><br>Strategies to Design for Student Engagement and Belonging                        | <b>15c</b><br><br>Turning Assigned Readings Into Student-Led Learning Through Reading Pods            | <b>15d</b><br><br>Delay AI Adoption: Build Competence Instead to Improve Student Well-Being            | <b>15e</b><br><br>Alternative Grading as a UDL Strategy for Trauma-Informed Teaching                             |
|                        | G. Freeman                                                                                                                                       | S. M. Foote                                                                                        | R. E. Lynch                                                                                           | A. I. Rynarzewska                                                                                      | A. T. Galizes & J. Bostian                                                                                       |
|                        | 10-Minute Transition                                                                                                                             |                                                                                                    |                                                                                                       |                                                                                                        |                                                                                                                  |
| 11:20 AM -<br>12:00 PM | <b>16a</b><br><br>Use of Generative AI for Case Study Development                                                                                | <b>16b</b><br><br>Leveraging Student Interest to Build Critical Thinking Skills (Taylor's Version) |                                                                                                       | <b>16d</b><br><br>Social Annotation Supports Diverse Modes of Engagement and Learning Gains            | <b>16e</b><br><br>Recommendations for Developing a SoTL Project, Presentation, and Publication                   |
|                        | J. McCaughern-Carucci                                                                                                                            | M. Jimenez                                                                                         |                                                                                                       | K. Glover & E. McKenney                                                                                | M. Cox                                                                                                           |
|                        | 10-Minute Transition                                                                                                                             |                                                                                                    |                                                                                                       |                                                                                                        |                                                                                                                  |
| 12:10 PM -<br>12:30 PM | <b>17a</b><br><br>Belonging Interventions That Improve Student Outcomes                                                                          | <b>17b</b><br><br>Pedagogical Strategies to Improve Student Engagement With Assigned Readings      | <b>17c</b><br><br>Semester-Long PhotoVoice Project Highlighting Community-Based Experiential Learning | <b>17d</b><br><br>Designing Community-Engaged Learning for Vocational Exploration Through Youth Sports | <b>17e</b><br><br>Experiential Learning, Networking, and Professionalization Through an Alumni Speaker Symposium |
|                        | A. Jordan                                                                                                                                        | F. Junnier                                                                                         | G. Clark                                                                                              | H. Brady & E. Olsen-Telles                                                                             | L. Hoffer                                                                                                        |
| 12:20 PM -<br>1:10 PM  | <b>Private Buffet Lunch</b><br>Name Tag Required for Admission<br><i>Blue Ridge Ballroom</i>                                                     |                                                                                                    |                                                                                                       |                                                                                                        |                                                                                                                  |
| 1:10 PM -<br>2:10 PM   | Keynote II<br>Emerging Technologies and Education:<br>When They Help and When They Hinder<br><b>Todd Zakrajsek</b><br><i>Blue Ridge Ballroom</i> |                                                                                                    |                                                                                                       |                                                                                                        |                                                                                                                  |



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|--------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
|                          | 20-Minute Transition                                                      |                                                                                               |                                                                                   |                                                                                                      |                                                                              |
| <b>Breakout Rooms:</b>   | <b>Blue Ridge 3</b>                                                       | <b>Blue Ridge 4</b>                                                                           | <b>French Broad 1</b>                                                             | <b>French Broad 2</b>                                                                                | <b>French Broad 3</b>                                                        |
| <b>2:30 PM - 2:50 PM</b> | <b>19a</b>                                                                | <b>19b</b>                                                                                    | <b>19c</b>                                                                        | <b>19d</b>                                                                                           | <b>19e</b>                                                                   |
|                          | AI Resiliency Through Pre- and Post-Course Oral Communication Reflections | Using an AI-Enhanced Utility Value Intervention to Increase Student Motivation and Engagement | Digital Accessible Motivation Cue Cards for Resilience-Building in Online Courses | From Pages to Projects: Innovative Approaches to Teaching Fiction Analysis                           | Aligning Course Content to Career Readiness in Computing Using GitHub        |
|                          | <b>D. Baker</b>                                                           | <b>K. Noren-Santmyer</b>                                                                      | <b>J. Williams &amp; T. M. Woodard</b>                                            | <b>B. Gellings</b>                                                                                   | <b>M. Lamoureux &amp; L. Chiaverini</b>                                      |
|                          | 10-Minute Transition                                                      |                                                                                               |                                                                                   |                                                                                                      |                                                                              |
| <b>3:00 PM - 3:40 PM</b> | <b>20a</b>                                                                | <b>20b</b>                                                                                    | <b>20c</b>                                                                        | <b>20d</b>                                                                                           | <b>20e</b>                                                                   |
|                          | From Prompt to Practice: Building Competency-Based Assessments With AI    | Playful Bite-Sized Experiential Learning Using Well-Being Experiment Cards                    | Laughademics: Using Humor to Engage Student Learning                              | Experiential Learning Through Extension Partnerships Advancing Student Learning and Career Readiness | Why Touching Grass Beats Touching Screens Through Intergenerational Learning |
|                          | <b>N. Pennington et al.</b>                                               | <b>C. L. Sidman &amp; L. Morris</b>                                                           | <b>R. Dolon</b>                                                                   | <b>L. Garcia</b>                                                                                     | <b>E. Bush &amp; K. Wibking</b>                                              |
|                          | 10-Minute Transition                                                      |                                                                                               |                                                                                   |                                                                                                      |                                                                              |
| <b>3:50 PM - 4:30 PM</b> | <b>21a</b>                                                                | <b>21b</b>                                                                                    |                                                                                   | <b>21d</b>                                                                                           | <b>21e</b>                                                                   |
|                          | Reimagining Classroom Assessment Techniques (CATs) With Generative AI     | Making Learning Matter With Alternative Grading, Real Audiences, and Hometown Writing         |                                                                                   | Quakespeare: The Use of Roleplaying to Engage Public Health Students                                 | Perceptions of Workforce Skills by Students in Public Health                 |
|                          | <b>G. Wentzell</b>                                                        | <b>K. Rittby et al.</b>                                                                       |                                                                                   | <b>M. Shaltout &amp; A. Clendenin</b>                                                                | <b>S. Pappa</b>                                                              |
|                          | 10-Minute Transition                                                      |                                                                                               |                                                                                   |                                                                                                      |                                                                              |

|                   |                                                                                         |                                                                                                      |  |                                                                                                                  |  |
|-------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------|--|
| 4:40 PM - 5:00 PM | <b>22a</b><br><br>How AI Can Help Students Understand Word Choice<br><br>M. J. Berntsen | <b>22b</b><br><br>Accessible Scenario-Based eLearning for Performance and Inclusion<br><br>A. Morgan |  | <b>22d</b><br><br>From Relationship to Results: Leveraging Faculty Connection for Student Success<br><br>J. Adam |  |
| 5:00 PM - 6:00 PM | <b>Poster Reception</b><br><i>Preconference Space</i>                                   |                                                                                                      |  |                                                                                                                  |  |
|                   | Dinner and Evening on Your Own                                                          |                                                                                                      |  |                                                                                                                  |  |

|                   |                                                                                                                                 |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------|
|                   | Wednesday<br>August 12, 2026                                                                                                    |
| 7:00 AM - 9:45 AM | HELP DESK                                                                                                                       |
| 7:15 AM - 8:20 AM | <b>Buffet Breakfast</b><br>Name Tag Required for Dining<br><i>Blue Ridge Ballroom</i>                                           |
|                   | 10-Minute Transition                                                                                                            |
| 8:30 - 9:00 AM    | <b>Roundtable Discussions II</b><br><i>Blue Ridge Ballroom</i>                                                                  |
|                   | 10-Minute Transition                                                                                                            |
| 9:10 - 10:30 AM   | Keynote III<br>The Art of Attention:<br>Embodied Pedagogy for Deep Learning<br><b>Susan Hrach</b><br><i>Blue Ridge Ballroom</i> |

| Poster Presentations |                                                                                                                |
|----------------------|----------------------------------------------------------------------------------------------------------------|
| 1                    | Between Belief and Belonging: Exploring Impostor Phenomenon Among Online Doctoral Students<br><b>T. Outlaw</b> |
| 2                    | Designing Accelerated Capstone Courses for Applied Learning and Assessment<br><b>T. Shaw &amp; L. Bergson</b>  |
| 3                    | Dialogic Practices Change Faculty Perceptions/Intentions Toward Self and Students<br><b>S. Freis</b>           |
| 4                    | Eliminating the Permission to Forget Through Continuous Learning Systems<br><b>C. Krusemark</b>                |
| 5                    | Engaging and Supporting Adult Working Learners in Online Learning<br><b>L. H. King &amp; K. Burnette</b>       |
| 6                    | From Classroom to Campus: Authentic Marketing Learning Through Athletics<br><b>H. Du</b>                       |
| 7                    | Have We All Gone Mad? Improving Retrieval Using Precision Teaching<br><b>A. Hatcher &amp; M. Wallace</b>       |
| 8                    | Intellectual Community and Deeper Learning in an Interdisciplinary Honors Capstone<br><b>M. Adnot</b>          |
| 9                    | Marketing in the Age of the "Illusion of Free Will"<br><b>H. Du</b>                                            |
| 10                   | Moving From Reactive Accommodations to Proactive Accessibility<br><b>L. H. King &amp; K. Burnette</b>          |
| 11                   | Reciprocity Over Hierarchy: An AI-Enhanced Reverse Mentoring Framework<br><b>M. Lyons-Smith</b>                |
| 12                   | Using Art to "Draw" Theoretical Ideas in the College Classroom<br><b>J. Smith</b>                              |
| 13                   | Using Community Libraries to Address Challenges in Information Literacy Instruction<br><b>L. Parker</b>        |
| 14                   | When Syllabi and Discussion Boards Fail, Try Group Annotations<br><b>E. Wright</b>                             |

| Roundtable Discussions<br>Session I |                                                                                        |
|-------------------------------------|----------------------------------------------------------------------------------------|
| A                                   | AI and Writing in a Capstone Course Investigating Meaningful Writing<br><b>E. Ryan</b> |
| B                                   | Art of the Mixtape and Tangible Creativity<br><b>A. Stetson &amp; S. Brinker</b>       |

|          |                                                                                                                          |
|----------|--------------------------------------------------------------------------------------------------------------------------|
| <b>C</b> | The Benefits and Drawbacks of International Collaboration Amongst Healthcare Students<br><b>P. Graham &amp; S. Kirve</b> |
| <b>D</b> | Creating Tech-Free Classroom Policies to Deepen Engagement and Build Community<br><b>A. Chunco</b>                       |
| <b>E</b> | Explore, Report, Teach: Using Jigsaw Methods to Navigate Complex Systems<br><b>T. M. Farley</b>                          |
| <b>F</b> | Faculty-Led Creation of a Shared Graduate Formation Course<br><b>E. Greene &amp; J. Adam</b>                             |
| <b>G</b> | Helping Distracted Students Act on Their Academic Intentions<br><b>B. Smith &amp; S. Meyers</b>                          |
| <b>H</b> | Helping Faculty Address the Hidden Curriculum<br><b>A. Walden &amp; K. Hubbard</b>                                       |
| <b>I</b> | I Can Google It or Teaching to Reclaim Human Connections<br><b>V. Totten et al.</b>                                      |
| <b>J</b> | Sustaining and Initiating Faculty Learning Communities<br><b>M. Cox</b>                                                  |
| <b>K</b> | Unlocking Generative AI Potential: Hands-On Design Sprint for Your Institution<br><b>S. Long &amp; A. Watkins</b>        |

| <b>Roundtable Discussions</b><br><b>Session II</b> |                                                                                                                                      |
|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>L</b>                                           | An Exploration of Life-Long Learning Through Career Development Planning<br><b>M. Stebleton</b>                                      |
| <b>M</b>                                           | Dialogue Journals as a Relationship-Rich Practice in Language Study Abroad<br><b>A. Smith</b>                                        |
| <b>N</b>                                           | High-Impact Strategies for ELLs in Mixed Classrooms<br><b>J. G. White</b>                                                            |
| <b>O</b>                                           | The IDEAS Fellowship: On Cultivating a Liberal Arts Community at Emory University<br><b>R. Deighton-Mohammed &amp; K. Loudermilk</b> |
| <b>P</b>                                           | Learning to Teach While Teaching to Learn<br><b>E. Bartley</b>                                                                       |
| <b>Q</b>                                           | Rethinking Assignments for Critical Thinking in the Age of AI<br><b>T. Shaw et al.</b>                                               |
| <b>R</b>                                           | Teaching With a Mentor Mindset<br><b>M. Wallace</b>                                                                                  |



# KEYNOTE

## PRESENTATIONS



LILLY CONFERENCES

ITLC | International Teaching  
Learning Cooperative, LLC

# Keynote I

Monday, August 10, 2026

12:50 pm - 1:50 pm



## What If We Designed Courses Like Eurogames?

*Michael Palmer, University of Virginia*

**Key Statement:** This session explores how Eurogame design elements—focus on mechanics, limited randomness, and social interaction—parallel evidence-based, learner-centered approaches to course design.

**Keywords:** Eurogames, Course design, Learning

**Subthemes:** Active and Engaged Learning; Other

What might strategic board games have to teach us about effective course design? In the world of Eurogames, elegant mechanics take precedence over elaborate themes, randomness is intentionally constrained, and players engage in structured social interaction within transparent systems. Progress comes through accumulating meaningful achievements rather than eliminating opponents. These features reflect deliberate system design and offer a rich metaphor for learner-centered teaching. This session explores how Eurogame design elements parallel evidence-based course design: prioritizing learning over content coverage, making expectations visible, intentionally guiding students toward deeper understanding, reducing the distorting effects of grades, and structuring productive social learning experiences. Through concrete examples and interactive reflection, participants will consider how thinking like a game designer can emphasize learning, sharpen alignment, clarify structure, and increase student engagement. Attendees will leave with fresh language and practical strategies for designing courses that are coherent, motivating, and intentionally constructed.

### *Outcomes:*

1. Describe the historical origins and defining features of Eurogames.



2. Analyze how Eurogame design principles—such as deemphasizing theme, limiting hidden information, minimizing randomness, and encouraging social interaction—parallel evidence-based course design practices.
3. Identify one actionable course design change that increases learning, transparency, alignment, or engagement.

**Michael Palmer** earned his PhD in chemistry from the University of Wyoming and has spent more than two decades supporting instructors as an educational developer. Since 2003, he has worked in the University of Virginia's Center for Teaching Excellence, where he now serves as director. His work explores how consultation, play, alternative grading, and thoughtful course design can deepen student learning, including his ongoing interest in the connections between Eurogames and teaching. He is a three-time recipient of the POD Network's Innovation Award and has received both the Robert J. Menges Award and the Bob Pierleoni Spirit of POD Award.

# Keynote II

Tuesday, August 11, 2026

1:10 pm - 2:10 pm



## Emerging Technologies and Education: When They Help and When They Hinder

*Todd Zakrajsek, UNC Chapel Hill School of Medicine*

**Key Statement:** Emerging technologies, from calculators to AI, promise transformational educational enhancements, but impact depends on use. Grounded in learning science, this keynote uses SAMR and ICI to frame a consideration of when innovation supports or hinders learning.

**Keywords:** Classroom Technology, Self-Efficacy, Mindfulness

**Subthemes:** Classroom Technology; Other

Emerging technologies have long promised to transform education, from calculators to the internet to student response systems to today's generative AI. However, a great deal of research on the scholarship of teaching reminds us that tools alone do not improve learning; how we use them does. Grounded in established principles from the science of learning, this keynote examines key aspects of any new technology and how it may enhance learning and when they inadvertently hinder it. Using frameworks such as SAMR and the ICI model, we will also explore how to move beyond novelty toward intentional integration. Participants will leave with a clearer lens for evaluating new technologies and practical strategies to ensure innovations support, rather than distract from, meaningful student learning.

**Todd D. Zakrajsek** PhD, is an Associate Research Professor in the School of Medicine at the University of North Carolina at Chapel Hill. He develops resources for faculty on teaching/learning, leadership, and publishing. Prior to joining the SOM he was a tenured associate professor of psychology and built faculty development efforts at three universities.

Todd has served on many educationally related boards and work groups during his four decades of teaching and faculty development. He has also consulted with organizations such as The American Council on Education (ACE), Lenovo Computer, Microsoft, and the Bill & Melinda Gates Foundation. For the past 20 years, Todd has directed Lilly Conferences on evidence-based teaching and learning and is the editor of The Scholarly Teacher, an online resource for faculty in higher education. Todd's recent books include Classroom Assessment Techniques 3rd ed. (due out July, 2024, with Tom Angelo), Teaching at Its Best, 5th ed. (2023, with Linda Nilson); The New Science of Learning, 3rd ed, (2022); Teaching for Learning, 2nd ed. (2021, with Claire Major and Michael Harris); Advancing Online Teaching (2021, with Kevin Kelly); and Dynamic Lecturing (2017, with Christine Harrington). Todd has given more than 300 campus workshops, conference presentations, and keynote addresses in 49 states, 12 countries, and 4 continents.

# Keynote III

Wednesday, August 12, 2026

9:10 am - 10:30 am



## The Art of Attention:

### Embodied Pedagogy for Deep Learning

*Susan Hrach, Columbus State University*

**Key Statement:** In this keynote, you'll experience embodied learning, which leverages physical movement, spatial awareness, and social relationships to enhance thinking and learning.

**Keywords:** Physical Presence, Educational Norms, Analog Tools

**Subthemes:** Active and Engaged Learning, Mindfulness/Resilience

Higher education these days can feel transactional, and students sometimes expect little more than a transcript of grades and credits for time served. What does teaching look and feel like when we give our attention to students as whole persons? If we aspire to such a goal, what current educational norms might be working against us? In this talk, I'll define and illustrate embodied learning, which leverages physical movement, spatial awareness, and social relationships to enhance thinking and learning. Key points include the importance of creating community through intentionally designed spaces, and being mindful of our physical presence in both online and in-person classrooms. I'll highlight the value of sensory experiences with physical objects beyond the keyboard and screen. Participants will draw inspiration to embrace analog tools in fostering a supportive learning environment. By integrating embodied practices, you can create a more dynamic, engaging, and supportive learning environment that benefits both you and your students.

#### *Outcomes:*

1. Experience first-hand the effect of whole-body movement on cognitive performance and perception.

2. Contribute insights and observations about how the features of a space can work for or against productive learning experiences.
3. Take away analog tools and strategies to apply.

**Susan Hrach**, PhD, ACC, is the author of *Minding Bodies: How Physical Space, Sensation, and Movement Affect Learning* (WVU Press), winner of a 2022 Silver Nautilus Award. A recent Fulbright Canada Distinguished Research Chair in the Scholarship of Teaching and Learning, Susan brings an embodied approach to faculty development, professional coaching, and educational leadership. She most recently co-edited *Transformative Coaching for Faculty and Staff in Higher Education* (Routledge, 2026). For more about her work as a speaker, facilitator, and coach, see [SusanHrach.com](http://SusanHrach.com)



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# DAILY SCHEDULE

MONDAY  
AUGUST 10, 2026



LILLY CONFERENCES

ITLC

International Teaching  
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Monday, August 10, 2026

## Schedule at a Glance

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8:00 am - 5:15 pm

Registration/Help Desk Opens!

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10:00 am - 10:30 am

Blue Ridge Ballroom

Conference Welcome & Opening Remarks  
Todd Zakrajsek

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10:50 am - 12:00 pm

Concurrent Sessions

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12:00 pm - 12:50 pm

Blue Ridge Ballroom

Private Buffet Lunch  
*Name Tag Required*

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12:50 pm - 1:50 pm

Blue Ridge Ballroom

Keynote I  
*What If We Designed Courses Like Eurogames?*  
Michael Palmer, University of Virginia

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2:10 pm - 5:40 pm

Concurrent Sessions

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5:40 pm - 6:40 pm

Preconference Space

Opening Reception

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Enjoy Dinner and Evening on Your Own!

# Concurrent Session 2

10:50 am - 11:30 am

2a) Blue Ridge 3

## **Teach Students to Transform AI Use From Shortcut to Tutor**

*Sal Meyers, Simpson College*

*Brian Smith, Graceland University*

**Key Statement:** Pedagogical prompting turns AI from an answer machine into a tutor. This session gives you a practical framework to adapt and teach to your students.

**Keywords:** Generative AI, Self-Regulated Learning, Student Prompting

**Subthemes:** AI in Higher Education; Active and Engaged Learning

Most students use AI to help them with their coursework; however, their prompts are more likely to provide them with the correct answers than support their learning. To address this issue, Xiao et al. (2026) drew on principles of prompt engineering and self-regulated learning (i.e., identifying knowledge gaps and how to address them) to develop pedagogical prompting: a way of writing AI prompts so that the AI serves as a tutor rather than a shortcut. This session will introduce participants to the components of a pedagogical prompt and guide them to adapt pedagogical prompts to their courses.

### *Outcomes:*

1. Explain the components of a pedagogical prompt and how they promote self-regulated learning.
2. Adapt the pedagogical prompting framework to the disciplinary context of one of their own courses.
3. Develop a plan for introducing pedagogical prompting to students, including strategies for encouraging adoption.

## **Fostering Student Resilience While Respecting Neurodiversity Using Sociocultural Learning Theory**

*Lee Parker, Central Michigan University*

**Key Statement:** Supporting neurodiverse students while also fostering real-world resilience can be challenging. Discover how one instructor's unique approach to the Sociocultural Theory of Cognitive Development helps strike this balance!

**Keywords:** Universal Design, Compassionate Classroom, Learning Theory

**Subthemes:** Compassionate Classroom/Community; Instructional Skills + Methods

Making the university classroom a welcoming space for Neurodiverse learners using UDL and compassionate classroom practices is a major point of discussion. Solely relying on these practices, however, sets unrealistic expectations for workplaces less accommodating to the ways Neurodiverse individuals express their learning. This session will focus on how instructors knowledgeable of neurodiversity can use Sociocultural Theory to push/support Neurodiverse individuals through expressing their learning in somewhat challenging workforce-relevant ways while also using their new position as "More Knowledgeable Others" to help students work through this discomfort. The place of accommodations in this process will be discussed as well.

### *Outcomes:*

1. Identify key characteristics of neurodiversity in higher education and common challenges neurodiverse students face when demonstrating learning.
2. Explain how Sociocultural Theory and targeted accommodations can support Neurodiverse students in developing workforce-relevant communication and learning skills.
3. Apply practical strategies from this session to design inclusive yet rigorous learning experiences in participants' own disciplines.

## **Addressing “Should” Language to Improve Student Engagement**

*Sharon Frasier, For Us: Solo & Family Therapy*

**Key Statement:** This session helps instructors increase student engagement by shifting students from should-based thinking to choice-based learning using simple strategies that encourage participation.

**Keywords:** Student Engagement, Choice-Based Learning, Psychological Safety

**Subthemes:** Active and Engaged Learning; Mindfulness/Resiliency

Many students avoid participating because they believe they “should” already understand material or feel confident before speaking or asking questions. This session helps instructors recognize how should-based thinking limits engagement and how noticing and redirecting these thoughts can support participation and build resilience. Participants will learn simple strategies to normalize not knowing and create classrooms where students feel comfortable being imperfect out loud. Through structured peer interaction and reframing techniques, participants will leave with practical tools to increase participation and help students leave “should” at the door.

### *Outcomes:*

1. Identify how should-based thinking impacts student participation.
2. Apply strategies to normalize not knowing and encourage engagement.
3. Practice reframing should-based thinking into choice-based language to increase participation.

## **Labor-Based Contract Grading in a Communication Studies Classroom**

*Taylor Vanderveen, University of Georgia*

**Key Statement:** Students are often focused on getting an “A” rather than learning. Alternative grading models like labor-based contract grading may help shift their focus. Learn how!

**Keywords:** Alternative Grading, Labor-Based Contract Grading, Assessment

**Subthemes:** Assessment/Feedback/Ungrading; Instructional Skills + Methods

Students are often focused on getting an “A,” rather than actively learning in the classroom. Alternative grading models can allow students to focus on qualitative/descriptive feedback, rather than the letter grade they received. Additionally, these models can give students the opportunity to miss the mark, productively fail, and take risks, without fear of “getting it wrong.” This session will discuss the basics of alternative grading, provide insight into the implementation of a labor-based contract grading model in a writing intensive communication studies classroom, and allow participants to brainstorm ways to use this model in their own settings.

*Outcomes:*

1. Explain alternative grading and labor-based contract grading.
2. Assess the benefits of alternative grading models.
3. Apply a labor-based contract grading model to their own setting.

## Concurrent Session 3

11:40 am - 12:00 pm

3a) Blue Ridge 3

### **Evaluation of a Structured GenAI-Assisted Workflow for Undergraduate Research Inquiry**

*Erin McKenney, North Carolina State University*

**Key Statement:** Students completed an 8-step, generative AI-enabled workflow to develop and refine research. Students perceived all steps as useful and valued AI as a thought partner.

**Keywords:** Generative Artificial Intelligence, Inquiry-Based Learning, Scaffolded Instructional Design

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

Generative AI is already embedded in student research and writing, yet many instructors struggle to design assignments that harness its benefits without rewarding unverified claims or outsourced reasoning. Here I present a generative AI-enabled workflow that scaffolds topic-to-question development: narrowing scope, planning literature searches, synthesizing evidence, articulating gaps, and testing feasibility. I will share findings from student ratings and reflections tied to the workflow components. Notably, students reported value across the workflow, and the component perceived as most helpful varied across individuals, suggesting that support needs are distributed rather than concentrated at a single bottleneck.

*Outcomes:*

1. Adapt generative AI prompts to address bottlenecks in student research.
2. Assess student feedback on an 8-step research development workflow.
3. Identify opportunities to implement generative AI to facilitate student research development in your own course or lab.

3b) Blue Ridge 4

## **AI-Enhanced Educational Digital Escape Rooms for Active Learning**

*Mingjun Li, University of Hartford*

**Key Statement:** This session explores AI-enhanced educational digital escape rooms as an active learning design, highlighting future integration of immersive and intelligent learning technologies.

**Keywords:** Active Learning Design, Immersive Learning Technologies, Game-Based Learning Environments

**Subthemes:** AI in Higher Education; Active and Engaged Learning

This session introduces AI-enhanced digital escape rooms as an active learning strategy adaptable across computing and STEM disciplines. Participants will explore how game-based design supports problem-solving, collaboration, and student engagement in diverse learning contexts. The session highlights current implementations and discusses future directions that integrate AI and immersive



technologies, including extended reality, to personalize learning and enhance experiential depth. Attendees will leave with practical design principles and examples for incorporating digital escape rooms into their own courses to support inclusive, scalable, and engaging active learning experiences.

*Outcomes:*

1. Generate digital escape room concepts grounded in active and game-based learning principles.
2. Adapt AI-enhanced digital escape room strategies to their own disciplinary, instructional, and course contexts.
3. Connect immersive and intelligent learning technologies, including AI and VR, to pedagogical goals for student engagement and learning.

3c) French Broad 1

**Tracking Students' Learning Progress in a Standards-Based Grading Course**

*Marcela Chiorescu, Georgia College & State University*

**Key Statement:** Explore how tracking the number of reassessments attempts students take under standards-based grading uncovers learning behaviors and guides the development of more effective assessment strategies.

**Keywords:** Standards-Based Grading, Tracking Learning, Assessment

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

Standards-based grading is an assessment framework that emphasizes students' demonstrated learning of course standards through multiple opportunities for reassessment. This presentation reports on a study examining the implementation of standards-based grading in a Precalculus course, with a particular focus on tracking student learning over time. The study analyzes how many attempts students used to meet expectations for specific standards and how students engaged with reassessment opportunities. Findings contribute to a deeper understanding of student learning behaviors within alternative grading systems and offer evidence to inform instructional and assessment practices.

*Outcomes:*

1. Present the context of the study and motivation.
2. Describe the standard-based grading system framework implemented.
3. Analyze and discuss students' learning progress.

3d) French Broad 2

### **Teaching Social Complexity Through Fieldwork and Global Comparison**

*Dale Addy, Belmont University*

*David L. Harkins, Belmont University*

**Key Statement:** How interdisciplinary, course-embedded fieldwork prepares students to engage complex social problems using design empathy and social entrepreneurship practices in local and global contexts.

**Keywords:** Experiential Learning, Interdisciplinary Education, Social Impact

**Subthemes:** Active and Engaged Learning; Compassionate Classroom/Community

This study explores an interdisciplinary, course-embedded fieldwork model integrating design empathy and social entrepreneurship across local and global contexts. Situated within quasi-paired undergraduate courses, students engage in community-based fieldwork in Nashville and Amsterdam, working across disciplinary boundaries to explore complex social problems. Data are drawn from classroom observations, student-generated artifacts, and informal partner interactions, all embedded within normal course activities. The analysis focuses on how pedagogical design, experiential learning, and cross-context engagement shape student sensemaking and applied reflection. The project offers a descriptive model for educators seeking to design field-based learning experiences that prepare students to navigate complexity in social impact work.

*Outcomes:*

1. Assess how interdisciplinary, course-embedded fieldwork can be structured to engage students with complex social problems.

2. Connect interdisciplinary approaches (design empathy and social entrepreneurship practices) to student learning outcomes in local and global contexts.
3. Apply key elements of this field-based model to design or adapt their own experiential learning experiences.

3e) French Broad 3

### **Forward-Thinking for Students' Future Success**

*Ellen Modlin, Florida International University*

**Key Statement:** Forward-thinking is an innovative, student-centered, competency-based teaching approach that encourages students to anticipate how their coursework can inform decision-making in their future careers.

**Keywords:** Forward-Thinking, Evidence-Based Practice, Research

**Subthemes:** Active and Engaged Learning; Instructional Skills + Methods

Students often view coursework as content that must be mastered to pass licensure exams. We introduce a forward-thinking approach which encourages students to see the value of their coursework for future professional competencies. This innovative, student-centered, competency-based approach can prepare students to think ahead and anticipate the application of both practical and theoretical coursework to their future careers. This presentation will highlight the successful implementation of this approach and offer practical strategies to adapt this framework across disciplines.

#### *Outcomes:*

1. Describe the forward-thinking approach in higher education and its value for student success.
2. Analyze the application of practical and analytical coursework for students' future success.
3. Create a plan to implement forward-thinking into any discipline.

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## Private Buffet Lunch

12:00 pm - 12:50 pm

Blue Ridge Ballroom

*Name Tag Required*

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## Keynote I

12:50 pm - 1:50 pm

Blue Ridge Ballroom

What If We Designed Courses Like Eurogames?

*Michael Palmer, University of Virginia*

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## Concurrent Session 5

2:10 pm - 2:50 pm

5a) Blue Ridge 3

### **“Don’t Judge Me!” Interdisciplinary Strategies to Build Brave, Resilient Classrooms**

*Jason Lovvorn, Belmont University*

*Sue Trout, Belmont University*

*Robin Cobb, Belmont University*

*Darcie Finch, Belmont University*

**Key Statement:** This presentation explores how faculty can cultivate (a) brave spaces for difficult topics and sensitive skills, and (b) classroom cultures where mistakes are learning experiences.

**Keywords:** Brave Spaces, Student Resilience, Classroom Cultures

**Subthemes:** Mindfulness/Resiliency; Compassionate Classroom/Community

College students contend with ongoing adverse factors, among them technology reliance, loneliness, mental health, polarized politics, and “Anxious Generation” challenges (Haidt, 2024). Subsequently, student courage and resilience remain relevant concerns in higher education contexts. Using an interdisciplinary

approach (across education, English, and nursing), literature review, and reflections on current practices, this presentation explores two questions: (1) How can faculty cultivate brave classrooms to discuss/practice difficult/sensitive topics? (Ford et al., 2024; Katun et al., 2023); (2) How can faculty create classroom cultures where mistakes and feedback are learning experiences instead of failure? (Buddington, 2024; Cai & Meng, 2025).

*Outcomes:*

1. Recognize classroom challenges for today's college students.
2. Devise "brave classroom" practices to facilitate difficult topics and sensitive skills.
3. Implement strategies to help college students better understand the benefits of making mistakes and developing resilience.

5b) Blue Ridge 4

**Using GenAI to Promote Learning Through Engaging Dynamic Learning Ecosystems**

*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 and 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.

5c) French Broad 1

## **Reshaping Ideas About Teacher Roles in Higher Education**

*Randy Kohlenberg, University of North Carolina at Greensboro*

**Key Statement:** Redesigning faculty roles is necessary to meet the challenges of contemporary learning environments and the public perception of higher education. Perception of higher education is essential.

**Keywords:** Transformation, Higher Education, Public Perception

**Subthemes:** Active and Engaged Learning; Instructional Skills + Methods

As higher education continues to undergo significant transformation, teacher roles are being challenged and redefined. Globalization, technological advancement, changing student demographics, societal expectations, politicization of education, and other issues present challenges to just about every aspect of teaching. The purpose of this presentation is to spark discussion on how the teaching profession can effectively prepare students for the next decades. Emphasis will be on a learner-centered paradigm, mentoring, curriculum revitalization/revision, integration of technology, formative assessment, student wellness, and so forth. Redesigning faculty roles is essential for meeting the demands of contemporary learning environments and the public perception of higher education

*Outcomes:*

1. Consider how the roles of higher education faculty are being challenged.
2. Debate how redefining the roles of the teaching profession can effectively prepare students for the next decades.
3. Assess the demands of contemporary learning environments and address how changes can be achieved in public perceptions of higher education.

5d) French Broad 2

### **Students Developing Logic Models Learn Causality With Compelling Contexts**

*Dahlia Remler, Baruch College, City University of New York*

**Key Statement:** Teach logic models to strengthen causal reasoning, engage students, and support AI-resistant assessment through active learning, individualized assignments, and lessons from 20 years' experience.

**Keywords:** Causality, Mechanisms, Compelling Contexts

**Subthemes:** Active and Engaged Learning; AI in Higher Education

A logic model explains the causal mechanism by which an intervention changes an outcome. I present activities and a scaffolded assignment for building logic models of interventions and outcomes students choose. I share lessons from 20 years of using them with Masters of Public Administration students: Focusing on mechanisms strengthens understanding of causality and using evidence to draw causal conclusions; logic models engage students as they see how to improve programs they care about. The assignment supports AI-resistant assessment through individualized applications and hand-drawn diagrams. Session participants learn key concepts through the same active learning approaches and explore using logic models in their courses.

#### *Outcomes:*

1. Create a simple logic model for a selected program.
2. Explain and teach causality using a logic model of a specific program.
3. Identify opportunities to use logic models in their own teaching.

## **Moving Instruction Beyond Academics Through Mental Health Awareness**

*Linda D. Culbertson, Grove City College*

**Key Statement:** By examining current mental health research and actively involving participants, this session will inform, motivate, and create a springboard for action in the academic setting.

**Keywords:** Mental Health, Social and Emotional Learning, Wellness

**Subthemes:** Compassionate Classroom/Community; Mindfulness/Resiliency

Because teaching involves much more than academics, this session addresses the topic of mental health from the point of view of an instructor. From identification of mental health issues to actually providing assistance for the student in crisis, this session allows participants to verbalize frustrations, share in solutions, and apply the latest research in the area of teaching. Participants will leave the session with a better understanding of how to handle mental health issues and with a plan in hand to meet the needs of their students in a successful manner in their very next class.

### *Outcomes:*

1. Understand the importance of properly managing mental health issues when working with students in an academic setting.
2. Practice the words to say when a mental health crisis is presented.
3. Develop an action plan for de-escalation of crisis situations and connecting students with school resources.

## **Concurrent Session 6**

3:10 pm - 3:30 pm

## **Using AI to Engage Students' Critical Thinking About Human Communication**

*Daina Nathaniel, Wingate University*



**Key Statement:** This presentation focuses on how AI was incorporated in an upper level course in Human Communication by engaging students in course development through critical thinking.

**Keywords:** AI Development, Higher Education, Human Communication

**Subthemes:** AI in Higher Education; Instructional Skills + Methods

It is becoming increasingly apparent that the best approach to AI in the classroom is to learn how the systems can enhance pedagogy and student learning, rather than fighting its existence and use. This presentation focuses on how AI was incorporated to both plan and execute an upper level course in Human Communication. Students were engaged in the development of the course through a scaffolded critique of AI throughout the semester.

*Outcomes:*

1. Incorporate AI in course planning.
2. Use student knowledge of technology in pedagogical planning.
3. Engage students in critical thinking about AI development.

6b) Blue Ridge 4

## **Making Standards-Based Grading Work for You and Your Students**

*Rachel Epstein, Georgia College & State University*

**Key Statement:** Standards-based grading (SBG) allows students multiple attempts to demonstrate their learning. Discover how to implement SBG to increase student success while keeping your workload manageable.

**Keywords:** Standards-Based Grading, Alternative Grading, Student Success

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

Standards-based grading (SBG) is a method of alternative grading that promotes growth mindset by giving students multiple attempts to meet the standards. This presentation will discuss tips for implementing SBG in your courses to promote student success without overburdening the instructor. While this work is based on a

Precalculus course, the methods are relevant to other disciplines where the content could be divided into standards or topics that could be individually assessed through exams, quizzes, or assignments. Strategies discussed will include designing assessments, tracking grades, making reflections, and giving two opportunities to meet a single standard on a single assessment.

*Outcomes:*

1. Learn the basics of SBG and how to use it to help students learn from feedback.
2. Implement strategies to increase student success with SBG.
3. Save time while using SBG.

6c) French Broad 1

**Teaching Through Tragedy by Using Crisis Communication in the Classroom**

*Jessica Nevitt, Indiana University Bloomington*

**Key Statement:** This session will focus on steps that educators can take to effectively and compassionately communicate with students during and after a crisis to preserve a successful learning environment.

**Keywords:** Resilience, Student Well-Being, Empathetic Teaching

**Subthemes:** Compassionate Classroom/Community; Mindfulness/Resiliency

Crisis communication is a critical skill for educators who work closely with college students. Although crises are an increasingly regular occurrence, most educators are not prepared to communicate in an effective and empathetic way with students when tragedy strikes. This session will focus on steps that educators can take to effectively and compassionately communicate with students during and after a crisis to preserve a successful learning environment.

*Outcomes:*

1. Describe the steps that educators can take to communicate effectively during and after a crisis.
2. Analyze the importance of empathy when communicating with students during and after a crisis.

3. Select the most effective communication strategy to preserve the learning environment in a classroom.

6d) French Broad 2

### **Teaching Entrepreneurship With AI Personas**

*John Volker, Austin Peay State University*

**Key Statement:** Learn how AI personas enable experiential entrepreneurship learning through stakeholder simulations, improving student engagement, creativity, and entrepreneurial mindset development in scalable classroom environments.

**Keywords:** Entrepreneurship Education, AI Personas, Experiential Learning

**Subthemes:** AI in Higher Education; Active and Engaged Learning

This session explores how AI personas can be used as experiential learning partners in entrepreneurship education. Participants will learn how role-based AI can simulate customers, investors, and other stakeholders, allowing students to test ideas, receive immediate feedback, and refine their thinking in low-risk environments. The session introduces a practical framework for designing persona-driven activities aligned with course objectives. Examples from classroom implementation will demonstrate how AI personas enhance engagement, creativity, and entrepreneurial mindset development. Attendees will leave with actionable strategies to integrate AI personas into their own courses in ways that are scalable, ethical, and pedagogically sound.

#### *Outcomes:*

1. Analyze how AI personas can support experiential entrepreneurship learning through stakeholder simulation and iterative feedback.
2. Apply a practical framework to design persona-driven activities aligned with entrepreneurship course objectives.
3. Adapt AI persona strategies to enhance student engagement, creativity, and entrepreneurial mindset development in their own courses.

## **From Reflection to Action: Creative Expression as a Pathway to Cultural Humility in Higher Education**

*Margo Shanks, Baylor University*

**Key Statement:** Students synthesize their learning through a creative artifact, which allows students to move beyond traditional academic expression and offers more authentic and emotionally resonant representations of their growth.

**Keywords:** Cultural Humility, Active Learning, Reflective Assessment

**Subthemes:** Instructional Skills + Methods; Active and Engaged Learning

This presentation showcases a reflective, arts-based assignment designed to foster cultural humility through critical self-examination. Students explore their beliefs, biases, and growth using guided activities, culminating in a creative artifact and brief written reflection. A final showcase promotes dialogue and shared learning. This session will highlight assignment design, implementation strategies, and examples of student work, demonstrating how creative reflection can deepen engagement and support transformative learning. Attendees will leave with adaptable tools to incorporate reflective, arts-based approaches into their own teaching, ultimately promoting inclusive learning environments and a lifelong commitment to cultural humility.

### *Outcomes:*

1. Analyze how reflective, arts-based assignments can deepen students' development of cultural humility and self-awareness.
2. Apply guided reflection strategies (e.g., prompts, self-assessments, and experiential activities) to design meaningful learning experiences in their own courses.
3. Design a customized assignment or activity that integrates creative expression to support students' ongoing growth in cultural competence and humility.

# Concurrent Session 7

3:40 pm - 4:00 pm

7a) Blue Ridge 3

## **Process Prerequisite: A General Education Course in Scholarly Communication**

*Kristin E. C. Green, Pennsylvania State University*

**Key Statement:** An instruction librarian shares the impetus for designing a new course where students explore scholarly communication processes and reflect on their identity as emerging scholars.

**Keywords:** Scholarly Communication, Instructional Design, General Education Curriculum

**Subthemes:** Active and Engaged Learning; Universal Design for Learning / Course/Curriculum (Re)Design

Without a course in the curricular catalog that introduces undergraduate students to the history, facets, ethics, and applications of scholarly communication, an instruction librarian decided to design one. In this new course, students explore the context of scholarly communication within higher education to apprise their role in academia. The course focuses on scholarly processes, rather than subject area content, to establish a foundation for future scaffolding of discipline-specific research methodologies taught in upper-level courses. Combining the backwards design method with UDL results in a learner-centered experience that fosters metacognition and prompts students to reflect on their identity as emerging scholars.

### *Outcomes:*

1. Examine the importance of foundational knowledge in the history, facets, ethics, and applications of scholarly communication for the general education curriculum.
2. Correlate learning outcomes beneficial to student exploration of scholarly communication in higher education to the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education.

3. Apply UDL and the backwards design method for effective development of learning activities and assessments that foster metacognition and prompt student self-reflection.

7b) Blue Ridge 4

### **Effects of Student Response System in University Foundation Courses**

*Grace Tuttle, Macmillan Learning*

*Glen Garrett, Macmillan Learning*

**Key Statement:** Students who used iClicker technology achieved significantly higher final course grades than students who did not use iClicker.

**Keywords:** Polling, Student Participation, Assessment

**Subthemes:** Active and Engaged Learning; Classroom Technology

This quasi quantitative study explored the effects of iClicker technology on students' academic performance, based on final course grades. Data were analyzed from 7,812 participants from spring 2017 to fall 2019. Results indicated a statistically significant difference in final course grades between students who used iClicker and those who did not, with higher performance observed in the clicker group.

#### *Outcomes:*

1. Describe iClicker technology as a measurement tool for participation and engagement.
2. Discuss how iClicker technology enhances academic success across diverse groups.
3. Understand the relationship between polling activities and final course grades.

7c) French Broad 1

### **Enhancing STEM Education and Recruitment Through Hands-On Learning**

*Zhiming Yang, North Carolina Central University*

**Key Statement:** Integrating hands-on, experiential learning in STEM courses increases student engagement, improves conceptual understanding, and supports higher retention and enrollment in environmental science programs.

**Keywords:** Hands-On, Experiential Learning, Engagement

**Subthemes:** STEM; Active and Engaged Learning

Many STEM courses at Historically Black Colleges and Universities (HBCUs) relied on lectures and computer-based labs, limiting student engagement and success. This project redesigned instruction by integrating hands-on, experiential learning to improve outcomes in the B.S. Environmental, Earth and Geospatial Sciences (EEGS) program. Hands-on labs were implemented in two existing courses: Physical Geography and Global Environmental Sustainability, and two new courses—Environmental Science and Environmental Education and Outreach Practice—were developed with strong hands-on and experiential components. Outreach extended these experiences to high school students to support recruitment. Results show improved engagement, understanding, and performance, along with increased retention and enrollment.

*Outcomes:*

1. Design hands-on STEM activities that promote active learning.
2. Implement experiential strategies to improve student engagement and conceptual understanding.
3. Apply outreach approaches to support recruitment and retention in STEM programs.

7d) French Broad 2

**Intraprofessional International Collaboration: Strengthening Occupational Therapy Practice Across the Globe**

*Samita Kirve, Royal Holloway University of London*

*Paulina Graham, Pfeiffer University*

**Key Statement:** Intra-professional international collaboration in occupational therapy programs is rare, but vital to foster knowledge exchange and to strengthen the global practices. Presenting our unique project!

**Keywords:** Intraprofessional, Collaboration, Knowledge Exchange

**Subthemes:** Active and Engaged Learning; Compassionate Classroom/Community

The research shows that intraprofessional international collaboration promotes effective communication, conflict resolution, empathy, and trustworthiness (Grant et al., 2021; Stanford et al., 2021; Spaulding et al., 2019). This is not much offered in the Occupational Therapy (OT) curriculum. This presentation explores an innovative intra-professional collaboration between OT students in the United Kingdom and the United States, designed to enhance global knowledge exchange and strengthen professional identity. Student feedback indicates an increase in confidence in navigating international practice variations and applying evidence-informed approaches. Through shared case discussions, reflective dialogue, and comparative analysis of practice, students developed deeper cultural competence and broadened their clinical reasoning.

*Outcomes:*

1. Deepen their understanding of the international intraprofessional collaboration teaching model.
2. Gain knowledge to facilitate effective knowledge exchange across educational and practice contexts.
3. Apply insights from this presentation to strengthen their own teaching and practice.

7e) French Broad 3

**From Survival to Success: A Case Study in Rethinking Career Training for High-Barrier Adult Learners**

*Chaley Dimoff, University of Wyoming*



**Key Statement:** Trauma-informed career training for single mothers using a high-support, high-accountability model that blends structure, flexibility, and respect to improve learner engagement and outcomes.

**Keywords:** Trauma-Informed Learning, Adult Learners, Workforce Development

**Subthemes:** Mindfulness/Resiliency; Compassionate Classroom/Community

This session presents a trauma-informed approach to career training grounded in work with single mothers navigating complex life demands. While rooted in this population, the session expands to explore how high-support, high-accountability design can be applied across diverse adult learner groups, including first-generation students, working adults, and other high-barrier populations. Participants will learn practical strategies to balance structure and flexibility, build learner confidence, and create more responsive learning environments. By reframing common assumptions about adult learners, this session offers a scalable, human-centered framework that supports engagement, persistence, and meaningful outcomes across higher education and workforce contexts.

*Outcomes:*

1. Apply a high-support, high-accountability framework to design learning experiences that balance structure, flexibility, and learner needs.
2. Analyze how trauma-informed principles influence learner engagement, persistence, and confidence in high-barrier adult learning environments.
3. Adapt practical strategies for creating responsive, respectful, and flexible learning environments across community college, workforce, or corporate training contexts.

## Concurrent Session 8

4:10 pm - 4:50 pm

8a) Blue Ridge 3

**Teaching With Joy**

*Cynthia Demetriou*

*Denise Ousley-Exum, University of North Carolina Wilmington*  
*Robert Smith, University of North Carolina Wilmington*

**Key Statement:** The Teaching With Joy (TWJ) approach offers accessible, research informed tools to nurture well-being, inspire connection, and support transformative teaching in higher education.

**Keywords:** Instructional Methods, Well-Being, Community

**Subthemes:** Compassionate Classroom/Community; Instructional Skills + Methods

Joy enhances teaching quality and strengthens student learning, yet it is often overlooked as a core professional practice. The Teaching With Joy (TWJ) approach offers accessible, research-informed tools that nurture well-being, inspire authentic connection, and support transformative teaching in higher education. This interactive presentation invites participants to reflect on the role of joy in their own teaching, explore evidence-based strategies for cultivating personal joy, and learn practical techniques for TWJ in diverse classroom settings. Through guided activities and shared insights, attendees will leave with actionable steps to create more engaging, fulfilling, and joyful learning environments.

*Outcomes:*

1. Contemplate the role of joy in their teaching practice.
2. Apply proven techniques for increasing personal joy and TWJ.
3. Meaningfully connect with colleagues to build a community of joy in teaching.

8b) Blue Ridge 4

### **Practical Techniques for Building Classroom Community**

*Jenn White, Berkeley Learning Teaching Consultants*

**Key Statement:** This session provides practical, easy-to-implement techniques that help teachers build classroom community, increase student belonging, and improve engagement across diverse higher education settings.

**Keywords:** Student Belonging, Classroom Community; Active Learning

**Subthemes:** Compassionate Classroom/Community; Active and Engaged Learning

A strong sense of classroom community improves student engagement, persistence, and learning, yet many teachers may be unsure how to manage that without taking precious time away from curriculum. This interactive session focuses on simple, research-informed techniques that foster connection and belonging without requiring major course redesign. Participants will experience and apply strategies such as structured introductions, inclusive participation methods, and collaborative learning practices. Emphasis is placed on small, intentional actions that create meaningful impact across disciplines and class formats. Attendees will leave with ready-to-use tools to strengthen community, increase participation, and support student success.

*Outcomes:*

1. Describe at least three research-based techniques that foster classroom community.
2. Identify two specific strategies to increase student connection and participation in their teaching context.
3. Develop a plan to integrate one community-building practice into their teaching.

8c) French Broad 1

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

*Gregg Wentzell, Editor-in-Chief, Journal on Excellence in College Teaching*

**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

**Subthemes:** Other; Active and Engaged Learning

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.
2. Determine whether the Journal on Excellence in College Teaching is a good fit for your work.
3. Locate resources for support.

8d) French Broad 2

**Foundational Concepts for Using Gamification in Education**

*Matthea Williams, Baylor University*

*Heather Hudson, Baylor University*

**Key Statement:** Games are fun, but having a game flop in class is never enjoyable.

Come learn about gaming mechanics and how to set your games up for success.

**Keywords:** Active Learning, Student Engagement, Gamification

**Subthemes:** Active and Engaged Learning; Instructional Skills + Methods

Using gamification in education can go beyond entertainment or course review, but lack of context can often impair successful implementation. This presentation will help familiarize attendees with gamification theory and gaming mechanics. This interactive presentation will invite attendees to explore gaming mechanics and how they can be applied. The presenters aim to demystify the process, provide tangible steps and a transferable launch point for course instructors.

*Outcomes:*

1. Become familiar with gamification theory and gaming mechanics.
2. Explore how gaming mechanics can be adapted based on game and goal.
3. Reflect on how gamification concepts could enhance current teaching strategies.

8e) French Broad 3

**Designing Experience: Leveraging Augmented Reality for Experiential Learning**

*Vishnu Reddi, University of Nebraska*

*Yulia Levchenko, University of Nebraska*

**Key Statement:** Grounded in experiential learning framework and informed by classroom-based pilots, the presentation showcases augmented reality (AR)–enabled activities that support learning through action in Architecture, Engineering, and Construction (AEC) classrooms.

**Keywords:** Innovative Strategies, Experiential Learning, Collaborative Learning

**Subthemes:** Active and Engaged Learning; Instructional Skills + Methods

As Architecture, Engineering, and Construction (AEC) disciplines confront growing project complexity, the need for innovative, integrative teaching methods has become critical. In this environment, the experiential learning framework provides the necessary support for AEC. Our 40-minute presentation examines the use of Augmented Reality (AR) as a hands-on pedagogical strategy in university-level AEC education, emphasizing learning through interaction, exploration, and real-time decision-making. Rather than positioning AR solely as a visualization aid, the presentation highlights how immersive, spatially situated experiences enable students to actively engage with design intent, construction logic, and cross-disciplinary coordination. This approach promotes knowledge construction, embodied cognition, and shared problem-solving.

*Outcomes:*

1. Explore how AR can enhance your classroom.
2. Engage students as problem-solvers and decision-makers.
3. Collaborate across disciplines by utilizing shared experiences through AR.

## Concurrent Session 9

5:00 pm - 5:40 pm

9a) Blue Ridge 3

## **Rethinking Student Confidence Through Feedback, Validation, and Belonging**

*Teresa Outlaw, University of North Carolina at Chapel Hill*

**Key Statement:** Learner confidence is shaped by how individuals interpret feedback, challenge, validation, and belonging. This session offers practical strategies instructors can use to create learning environments that help students recognize and trust their developing competence.

**Keywords:** Confidence, Feedback, Validation, Belonging

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

Many students quietly question whether they belong or are capable, even when they are succeeding. This session reframes confidence as emerging from learners' interpretations of feedback, challenge, validation, and belonging within educational environments. Drawing on research with doctoral students, participants will examine how everyday teaching practices influence these interpretations and shape students' perceptions of competence. The session highlights practical strategies that make feedback, expectations, and opportunities for validation more visible, helping students connect evidence of learning to a stronger sense of competence and belonging. Designed for instructors across disciplines, this session offers immediately applicable approaches to support student learning, engagement, and persistence.

### *Outcomes:*

1. Describe how feedback, validation, and belonging influence learners' perceptions of competence.
2. Analyze how instructional practices shape the conditions under which students interpret challenge, feedback, and success.
3. Implement at least two strategies that support learner confidence, belonging, and engagement.

*Morgan Pittman, North Carolina School of Science and Mathematics*

**Key Statement:** Participants will use the Student Engagement Continuum and Activity Engagement Tool to analyze engagement patterns and inform instructional decisions that support deeper cognitive and emotional engagement.

**Keywords:** Engagement Continuum, Teacher Reflection, Instructional Design

**Subthemes:** Active and Engaged Learning; Compassionate Classroom/Community

Student engagement is often defined by what is visible: participation, on-task behavior, and work completion. These indicators can mask shallow or passive learning, particularly in AI-supported environments where completion does not always reflect thinking. This session presents an action research study examining how an engagement-focused reflection cycle, supported by an observation tool aligned to the engagement continuum, influenced instructional design. Instructors used observable data to identify patterns, reinterpret student behaviors, and redesign learning experiences. Findings show a shift from compliance-based interpretations toward deeper cognitive and emotional engagement, offering practical strategies for more intentional, responsive instruction.

*Outcomes:*

1. Identify levels of student engagement using an engagement continuum.
2. Analyze observable student behaviors from a classroom scenario to identify patterns of engagement using the Activity Engagement Tool.
3. Apply how those patterns can inform more intentional instructional decisions that support more active student engagement.

9d) French Broad 2

### **Teaching Audience-Centered Writing for Real-World Communication**

*Amie Flanagan, Clemson University*

**Key Statement:** This session demonstrates how shifting students from academic writing to audience-centered professional communication improves clarity, engagement, and prepares them for real-world contexts.

**Keywords:** Professional Writing, Audience Awareness, Student Learning

**Subthemes:** Instructional Skills + Methods; Active and Engaged Learning

Many students enter professional writing courses with deeply ingrained academic habits that do not translate effectively to workplace communication. This session presents an approach that reframes writing as audience centered and purpose driven rather than assignment focused. Through examples such as memos, targeted feedback strategies, and recognizable case studies, participants will see how students can move from formulaic academic structures to clear, usable communication. Grounded in writing studies and technical communication scholarship, this approach positions writing as a socially situated, genre-driven practice shaped by audience, context, and usability, while emphasizing student-centered learning and real-world application.

*Outcomes:*

1. Identify key differences between academic and professional writing.
2. Apply audience-centered strategies to improve student communication.
3. Implement practical techniques that increase clarity and real-world usability in student writing.

9e) French Broad 3

**Fostering Critical Literacy in First-Year Students Using Active Learning Strategies**

*Marcus Perkins, UNC Greensboro*

*Juanita Thacker, UNC Greensboro*

**Key Statement:** Explore how first-year students navigate information by evaluating current information literacy frameworks, establishing connections between critical thinking, information literacy and metacognition, and incorporating ACRL-based strategies.

**Keywords:** Information Literacy, Critical Thinking, First-Year Students

**Subthemes:** Active and Engaged Learning; Instructional Skills + Methods

Information-seeking for everyday life can pose challenges to first-year undergraduate students, and current instructional frameworks have had limited



success meeting this demand. The ever-changing digital landscape is a near-constant barrage of information making the development of critical inquiry skills a requirement.

In this session we will examine current information literacy frameworks used in K–12 and first-year seminar courses, discuss the intersection of information literacy and critical thinking skills, and introduce the six core concepts of the Association of College & Research Libraries (ACRL) Framework for Information Literacy. Participants will understand how first-year students build knowledge through metacognition and how to effectively incorporate asset-based learning strategies into information literacy instruction across disciplines.

*Outcomes:*

1. Analyze current information literacy instruction and pedagogy used in secondary education and first-year seminar courses to identify limitations and gaps in supporting skill development.
2. Explain the intersection of information literacy and critical thinking skills, including the importance of building metacognitive skills within first-year students.
3. Apply elements of the ACRL Framework for Information Literacy for Higher Education to improve critical inquiry across disciplines.

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## Opening Reception

5:40 pm - 6:40 pm

Preconference Space

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Enjoy Dinner and Evening on Your Own!



# DAILY SCHEDULE

TUESDAY  
AUGUST 11, 2026



LILLY CONFERENCES

ITLC

International Teaching  
Learning Cooperative, LLC

# Tuesday, August 11, 2026

## Schedule at a Glance

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7:00 am - 5:00 pm

Conference Help Desk

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7:00 am - 7:50 am

Breakfast

E'Terie

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8:00 am - 8:30 am

Roundtable Discussions I

Blue Ridge Ballroom

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8:40 am - 12:30 pm

Concurrent Sessions

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12:20 pm - 1:10 pm

Private Buffet Lunch  
*Name Tag Required*

Blue Ridge Ballroom

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1:10 pm - 2:10 pm

Keynote II

*Emerging Technologies and Education: When They Help and When They Hinder*

Todd Zakrajsek, UNC Chapel Hill School of Medicine

Blue Ridge Ballroom

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2:30 pm - 5:00 pm

Concurrent Sessions

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5:00 pm - 6:00 pm

Poster Reception

Preconference Space

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Enjoy Dinner and Evening on Your Own!

# Roundtable Discussions I

8:00 am - 8:30 am

Blue Ridge Ballroom

## **RT A) AI and Writing in a Capstone Course Investigating Meaningful Writing**

*Emily Ryan, West Virginia University*

**Key Statement:** Meaningful writing is not about preventing the use of technology; it is about developing learning experiences where critical thinking still matters.

**Keywords:** Generative AI, Critical Thinking, Meaningful Writing

**Subthemes:** AI in Higher Education; Classroom Technology

Generative AI is not a passing fad but is an educational tool that faculty will need to learn to interact with (Bowles & Kruger, 2023). However, Generative AI can disrupt a student's voice and identity, which causes a loss in the meaningfulness of their writing. (Hwang et al., 2025; Meyer, 2023). Meaningful writing should be a common educational experience because it is purposeful, connected, and important for students (Eodice et al., 2025). It is not about preventing the use of technology; it is about developing learning experiences where critical thinking still matters (Girdhar & Khachatryan, 2023; Major & Chiarelott, 2023).

### *Outcomes:*

1. Explore what meaningful writing looks like when AI is part of the writing process.
2. Examine the impact AI has on critical thinking and the learning process.
3. Discuss how faculty assessment, feedback, and practices need to shift in the age of AI.

## **RT B) Art of the Mixtape and Tangible Creativity**

*Andrew Stetson, Texas Tech University*

*Sarai Brinker, Texas Tech University*

**Key Statement:** Old processes and emerging technologies can coexist in the classroom to give students access to creativity, critical thinking, and tangible work.

**Keywords:** Analog Technology, Creativity, Course Design

**Subthemes:** Active and Engaged Learning; Instructional Skills + Methods

Often, university students are so immersed in technology and AI innovations that they lack the slow and deliberate process that analog technology can sometimes provide. This session shares an Honors course, Art of the Mixtape, in which students engaged with analog mixtapes, workbook-based planning, and physical media design alongside discussion of playlists, online music libraries, and emerging technologies. At the center of this session is the idea that students crave and respond to slower processes if we are brave enough to deliver them. Attendees will leave with fresh ideas for blending old processes and emerging technologies.

*Outcomes:*

1. Identify the value of older analog technologies and what they bring to creative and critical thinking processes.
2. Design coursework that blends older technologies with emerging technologies.
3. Evaluate assignment design choices that slow down the learning process and create more tangible creative work.

## **RT C) The Benefits and Drawbacks of International Collaboration Amongst Healthcare Students**

*Paulina Graham, Pfeiffer University*

*Samita Kirve, Royal Holloway University of London*

**Key Statement:** This roundtable discussion explores the benefits and drawbacks of international collaboration for healthcare students to address professionalism and cultural competence from a global healthcare perspective.

**Keywords:** Cultural Competence, International Collaboration Skills, Global Healthcare Perspective

**Subthemes:** Compassionate Classroom/Community; Active and Engaged Learning

Researchers have found that inter- and intraprofessional education (IPE) and collaboration not only promote learning outcomes for healthcare professionals but also seem to increase effective communication, conflict resolution, empathy, and trustworthiness, and even professional attitudes. Patel et al. (2025) noted also negative impacts, including logistical barriers and interpersonal problems like power dynamics struggles and communication misunderstandings, that interfered with professional growth and interactional skill of the students. Additionally, Kor et al. (2025) reported some students feeling overwhelmed by the extra workload associated with IPE activities. This roundtable discussion is designed to facilitate exploration of the benefits and drawbacks of implementing international IPEs to enhance health professional education.

*Outcomes:*

1. Identify the benefits of international collaboration.
2. Identify the drawbacks of international collaboration based on research and colleagues' perspectives.
3. Address strategies that will help the students to connect with peers in other countries to increase cultural sensitivity, as well as get a more global perspective on healthcare.

**RT D) Creating Tech-Free Classroom Policies to Deepen Engagement and Build Community**

*Amanda Chunco, Elon University*

**Key Statement:** Students are often distracted! We will discuss ways to foster better engagement and community through reducing the use of technology in and out of class.

**Keywords:** Low-Tech, Community, Engagement

**Subthemes:** Active and Engaged Learning; Compassionate Classroom/Community

Undergraduate students are increasingly pulled to multitask because of the constant access to technology. In addition, technology can also create social barriers to community building. While technology can reduce learning barriers for some students,

it may create new barriers for other students. This session explores how intentional course policies that reduce or eliminate technology use, both during class and for selected homework assignments, can increase student engagement with the course content and provide opportunities for peer learning, which can in turn foster social connection. The end goal is to cultivate a more focused and supportive learning environment for all students.

*Outcomes:*

1. Create course design strategies that promote student reading completion and comprehension in homework and during in-class activities.
2. Adapt approaches for decentering technology while equitably supporting students with accommodations in fair and inclusive ways.
3. Promote peer learning and strengthen student community in the classroom.

**RT E) Explore, Report, Teach: Using Jigsaw Methods to Navigate Complex Systems**

*T. Michael Farley, South Dakota State University College of Pharmacy and Allied Health Professions*

**Key Statement:** Two jigsaw-based activities engage learners as expert investigators who teach peers, building systems-level understanding through structured exploration and collaborative knowledge sharing

**Keywords:** Jigsaw Method, Active Learning, Complex Systems

**Subthemes:** Instructional Skills + Methods; Active and Engaged Learning

Understanding complex systems—whether healthcare, policy, or industry—requires more than lecture. This roundtable explores two jigsaw-based active learning strategies used in a graduate pharmacy course that translate readily across disciplines. In the first activity, student groups are assigned distinct healthcare news stories tied to weekly course themes, then present findings and lead peer discussion. In the second, groups profile international health systems, pharmaceutical companies, or pharmacist job postings using guided targets, then teach classmates through structured report-outs. Both approaches leverage the learn-by-teaching principle to build systems literacy, critical analysis, and professional communication

skills. Participants will discuss implementation, adaptation, and disciplinary applications.

*Outcomes:*

1. Describe the jigsaw method and its application across two distinct course activity formats.
2. Identify strategies for designing guided exploration targets that scaffold meaningful peer teaching.
3. Discuss how jigsaw-based activities can be adapted for complex system content in diverse disciplines.

**RT F) Faculty-Led Creation of a Shared Graduate Formation Course**

*Elisa Greene, Belmont University*

*Jamie Adam, Belmont University*

**Key Statement:** Graduate student formation requires intentional design. This roundtable explores a faculty-collaborative process for creating an adaptable graduate formation course supporting flourishing across disciplines.

**Keywords:** Graduate Student Formation, Faculty Collaboration, Professional Flourishing

**Subthemes:** Compassionate Classroom/Community; Mindfulness/Resiliency

Graduate programs prepare students for technical excellence yet often lack shared, intentional approaches to formation and flourishing. This roundtable discusses a collaborative faculty process used to design an adaptable graduate formation course shell across disciplines. Drawing on frameworks of whole-person formation, character education, and flourishing, faculty from multiple programs contributed to course goals, resources, instructional methods, and assessments. Participants will explore the design process, lessons learned from faculty workshopping, and strategies for balancing shared institutional commitments with program-specific needs. The session highlights outcomes, challenges, and next steps toward curricular approval and implementation, inviting dialogue on how graduate education can intentionally support professional identity, character, and long-term flourishing.



*Outcomes:*

1. Articulate why intentional graduate student formation is essential to professional preparation and long-term flourishing.
2. Describe a collaborative, faculty-driven process for designing a shared graduate formation course shell.
3. Identify strategies for adapting a common formation framework across diverse graduate programs.

### **RT G) Helping Distracted Students Act on Their Academic Intentions**

*Brian Smith, Graceland University*

*Sal Meyers, Simpson College*

**Key Statement:** Students who mean well but still miss readings and delay assignments may need faculty to systematically teach—and repeatedly scaffold—practical self-control strategies.

**Keywords:** Self-Regulation, Task Initiation, Executive Function

**Subthemes:** Active and Engaged Learning; Mindfulness/Resiliency

Do your students mean well but still miss readings, delay papers, and lose focus to social media? This roundtable explores why willpower-based approaches fall short and what actually works. Drawing on Duckworth et al.'s (2019) model of self-control, we'll share two practical, low-effort strategies: situational strategies that help students sidestep temptation before it strikes, and implementation intentions that automate goal-directed behavior through if-then planning. Simply telling students about these strategies isn't enough—participants will discuss how to scaffold learning and embed repeated opportunities to practice throughout the term. Come ready to exchange ideas and leave with something immediately useful.

*Outcomes:*

1. Describe two evidence-based, low-effort self-regulation strategies students can use to act on their academic intentions: situational strategies and implementation intentions.

2. Discuss why telling students about these strategies once is unlikely to change behavior and what more effective instruction looks like.
3. Discuss approaches for weaving self-regulation skill-building into an existing course in a low-burden way.

## **RT H) Helping Faculty Address the Hidden Curriculum**

*Andrew Walden, Randolph College*

*Kaitlen Hubbard, Randolph College*

**Key Statement:** As part of a Faculty Learning Community centered on student belonging, we explored how the hidden curriculum impacts students and faculty.

**Keywords:** Faculty Learning Communities, Belonging, Hidden Curriculum

**Subthemes:** Universal Design for Learning + Course/Curriculum (Re)Design ;  
Compassionate Classroom/Community

The hidden curriculum is the set of unwritten rules and assumed norms that govern the academic environment. As part of a Faculty Learning Community centered on student belonging, we explored how the hidden curriculum impacts students and faculty at a small liberal arts college. Using faculty and student surveys we attempted to uncover what made up the hidden curriculum at our institution and used this to guide the development of programming for a faculty audience. We hope to discuss what the hidden curriculum might involve at your institution and how to address it to improve student outcomes.

### *Outcomes:*

1. Define the hidden curriculum and reflect on its composition and impacts at each institution.
2. Adapt strategies from the discussion to address elements of the hidden curriculum in their classrooms.
3. Generate programming to share with colleagues to help them understand the hidden curriculum and critically analyze its impacts on student learning.

## **RT I) I Can Google It or Teaching to Reclaim Human Connections**

*Venita Totten, Gardner-Webb University*

*Stefka Eddins, Gardner-Webb University*

*Ben Brooks, Gardner-Webb University*

**Key Statement:** How do we reclaim human interactions in learning and push against grade inflation when our students are increasingly disengaged in a post-pandemic, AI world?

**Keywords:** GenAI Technology, Student Engagement, Grade Inflation

**Subthemes:** Active and Engaged Learning; AI in Higher Education

As students contend with the pandemic's impact and increase their interactions with AI, they are becoming more disengaged in the classroom. Grades are reaching historic highs. Proven active learning strategies are yielding diminishing results, as technology rapidly changes our students' perspectives on learning and community. How do we "teach with and for integrity" (Gallant and Rettinger, 2025) in this new environment? We are seeking strategies to respond to challenges ahead and to help our students learn. Thus, we hope that this roundtable discussion will stimulate an insightful conversation about returning to the joy of human connection through learning.

*Outcomes:*

1. Develop a sense of community as others validate similar challenges.
2. Share ideas for new practical teaching strategies or insights.
3. Make and maintain contacts for future collaborations, if desired.

## **RT J) Sustaining and Initiating Faculty Learning Communities**

*Milt 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, Building Community, Faculty Development

**Subthemes:** Compassionate Classroom/Community; Instructional Skills + Methods

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 K) Unlocking Generative AI Potential: Hands-On Design Sprint for Your Institution**

*Stephanie Long, Austin Community College*

*Alex Watkins, Austin Community College*

**Key Statement:** See firsthand how Austin Community College implemented AI collegewide and adapt our lessons learned to your institution, gaining tangible strategies for driving AI integration.

**Keywords:** Generative Artificial Intelligence (AI); Collegewide Scaling; Policies, Guidelines, and Procedures

**Subthemes:** AI in Higher Education; Other

Ready to move from scattered AI use to a campuswide strategy? Learn how we implemented an institution-wide framework for generative AI that navigates the promise and pitfalls. Explore real-world challenges like clarifying academic integrity, aligning curriculum with AI capabilities, and engaging stakeholders across silos. Through a hands-on design sprint, participants will begin tailoring our model to fit

their own institutional needs. Leave with ready-to-use templates, decision-making frameworks, and practical strategies to lead AI implementation with clarity and purpose. Whether you're just starting or refining your approach, this session offers grounded, scalable solutions to help you build an AI-literate, student-centered future.

*Outcomes:*

1. Construct practical strategies to lead AI implementation at your institution with clarity and purpose.
2. Adapt the provided ready-to-use templates and decision-making frameworks.
3. Create a student-centered, ethically sound approach to emerging technologies.

## Concurrent Session 12

8:40 am - 9:20 am

12a) Blue Ridge 3

### **Incorporating Generative AI for Data Analysis in the Classroom**

*Katrice Branner, University of South Carolina*

**Key Statement:** The responsible use of generative artificial intelligence (AI) tools can benefit students in data analysis. Generative AI course activities may improve student learning outcomes.

**Keywords:** Generative AI, ChatGPT, Copilot

**Subthemes:** AI in Higher Education; Classroom Technology

Recent research suggests that the introduction of generative artificial intelligence (AI) tools could benefit students in data analysis and problem-solving. Students can use AI to analyze datasets and create and edit code. By incorporating responsible AI use, we embrace and learn to leverage the tool to drive innovation in the classroom and improve student learning outcomes. This session introduces course activities that maximize the benefits of generative AI in data analysis for students.

Participants practice using the AI prompts and give formative feedback that promotes reflection.

*Outcomes:*

1. Describe and analyze strategies from the session on the responsible use of generative AI in data analysis for students.
2. Construct a generative AI prompt for students to analyze a dataset.
3. Create a plan for incorporating generative AI for data analysis in the classroom for the courses they teach.

12b) Blue Ridge 4

### **From AI Prompt-and-Paste Users to Critical Producers**

*Angela H. Brown, Piedmont University*

**Key Statement:** This session provides a framework for shifting students from passive AI prompt-and-paste users to critical thinking learners. This is done by integrating a 4 Pillar AI Literacy framework and human-in-the loop critical thinking strategies related to that framework.

**Keywords:** AI Literacy, Pedagogical AI Integration, Critical Thinking

**Subthemes:** AI in Higher Education; Active and Engaged Learning

As generative AI becomes a standard production tool, the pedagogical challenge is ensuring human critical thinking remains central. This session introduces the 4 Pillar AI Literacy framework designed to move learners from "prompt-and-paste" to intentional, ethical, pedagogical-based, and mission-aligned infusion. We will explore how to redesign assignments and learning experiences that require students to analyze thinking, consider contextual needs, question the process, audit AI logic, verify outputs, and document their decision-making paths. Participants will leave with a toolkit of ideas that prioritize the human "thinking partner" over the machine's output, ensuring academic rigor in an era of automated content.

*Outcomes:*

1. Apply the 4 Pillar AI Literacy framework to create learning experiences that integrate metacognitive reflection and human-in-the-loop practices.
2. Develop a plan for assignment and experience development that requires students to interrogate, refine, and justify AI-generated content rather than simply reproduce it.
3. Analyze strategies for using AI for critical thinking production.

12c) French Broad 1

### **Ideation and Integration Using Creative Thinking**

*Mary Stewart, Florida State University*

**Keywords:** Iteration, Exploration, Empowerment

**Key Statement:** When viewed as a process rather than as a talent, creative thinking builds powerful connections between the STEM fields and the arts.

**Subthemes:** Instructional Skills + Methods; Active and Engaged Learning

When viewed as a process rather than as a talent, creative thinking builds powerful connections between the STEM fields and the arts. We will explore multiple ideation strategies, such as:

- Convergent Thinking, a sequential process best used for solving a clearly defined problem;
- Divergent Thinking, used to generate a wide range of possible solutions;
- Variations on a Theme, delve deeply into a single concept and create multiple answers to the questions it raises;
- Analogical Thinking, see similarities among different objects and events, and thus, view a problem afresh; and
- Inside and Outside the Box, understand problem parameters and expand possibilities.

*Outcomes:*

1. Describe at least three creative thinking strategies that can be used in any discipline.
2. Through an active learning exercise, explore ideation and integration.
3. Begin to develop ways to use creative thinking in their courses.

## **Understanding Younger Graduate Learners and Designing for Their Success**

*Nico Hohman, Georgetown University*

**Key Statement:** Younger graduate students are reshaping teaching and learning. This session presents new national data, developmental insights, and practical strategies to improve instruction, support, and student success.

**Keywords:** Graduate Students, Learning Design, Student Success

**Subthemes:** Instructional Skills + Methods; Active and Engaged Learning

Graduate students in the United States are getting younger, shifting how they learn, engage, and succeed. Using national enrollment data and findings from the Graduate Youth Index, this session explains why early-twenties graduate learners are rapidly becoming the new norm and how their developmental and academic needs differ from traditional mid-career graduate students. Participants will learn research-backed strategies for improving teaching practice, instructional design, and student support structures. The session blends national data with practical tools to help faculty and administrators adapt programs, learning environments, and engagement models to better support today's younger graduate students.

### *Outcomes:*

1. Analyze national demographic trends showing the rise of younger graduate students and interpret their implications for teaching and learning.
2. Compare and differentiate instructional and support needs between younger graduate learners and traditional graduate students.
3. Apply age-informed strategies to adapt course design, engagement approaches, and classroom practices that strengthen graduate student success.

## **Executive Functioning and Student Success**

*Chandra Keairnes, Simpson College*



**Key Statement:** Today's teachers face growing executive functioning needs with limited support. This collaborative session shares practical, scalable strategies to strengthen students' academic, behavioral, and social success.

**Keywords:** Executive Functioning, Practical Strategies, Collaborative Support

**Subthemes:** Instructional Skills + Methods; Active and Engaged Learning

In today's educational landscape, teachers are increasingly asked to do more with fewer resources and reduced support. Disparities in students' executive functioning skills have widened, while access to support staff and specialized services has declined. Although special education services remain essential, they are insufficient to fully address students' academic, behavioral, and social needs within the school day. This session equips educators with practical strategies to support students with executive functioning challenges, including those with diagnosed disorders. Participants will explore both immediately implementable practices and longer-term approaches, while engaging in collaborative dialogue to share effective, classroom-tested strategies that often go unrecognized despite their impact on student success.

*Outcomes:*

1. Identify executive functioning skills.
2. Identify strategies to support students with executive functioning skills.
3. Collaborate with one another to brainstorm additional support for students.

## Concurrent Session 13

9:30 am - 9:50 am

13a) Blue Ridge 3

**Hitting the "Sweet Spot" With TPACK for AI Evaluation**

*Julie Charnosky, The Pennsylvania State University*

**Key Statement:** Find “the sweet spot” where TPACK-aligned design, validated dietetics tools, and AI output evaluation come together to grow confident “clinical” thinkers.

**Keywords:** Generative AI, Design, Critical Thinking

**Subthemes:** AI in Higher Education; Universal Design for Learning / Course/Curriculum (Re)Design

Artificial intelligence is reshaping professional competencies, yet students often lack guidance on evaluating outputs for accuracy, usefulness, and bias. This session demonstrates how the TPACK framework can guide experiential assignment design by aligning technology, pedagogy, and disciplinary content at the instructional “sweet spot.” Using a graduate nutrition course example, participants explore how evidence-based tools and structured reflection strengthen critical thinking, digital literacy, and professional judgement. Emphasis is placed on applying this theory-guided design approach across disciplines to prepare students for clinical and professional decision-making in AI-enhanced practice.

*Outcomes:*

1. Apply the TPACK framework to design AI integrated experiential learning activities.
2. Evaluate how validated, discipline-specific tools can support critical assessment of generative AI outputs.
3. Design reflective activities that build professional judgment for evidence-informed decision-making.

13b) Blue Ridge 4

### **Student Perceptions of Alignment Between Prerequisites and Advanced Level Coursework**

*Julie Hinders, University of Minnesota Crookston*

*Kara Bowen, University of Minnesota Crookston*

**Key Statement:** This SoTL study explored student perceptions of preparedness between required prerequisites and advanced level coursework, offering strategies to improve curricular alignment with upper-level requirements.

**Keywords:** Curricular Alignment, Prerequisite Courses, Student Perceptions

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

Introductory accounting courses serve as critical prerequisites for advanced-level finance coursework. This study utilized a curricular alignment framework to explore undergraduate student perceptions of how effectively foundational courses prepared them for an upper-level, industry-specific finance course. Quantitative findings revealed a significant disconnect in both relevance and rigor, with 87% of students reporting inadequate preparedness. This session shares those results and presents instructional strategies designed to bridge this learning gap. Although focused on health management, the implications regarding prerequisite alignment are likely to extend to other non-accounting business disciplines.

*Outcomes:*

1. Identify common "blind spots" in student preparedness between foundational prerequisites and specialized upper-level coursework.
2. Discuss how the study's curricular alignment framework and findings can be applied to improve prerequisite readiness.
3. Analyze instructional strategies and curricular adjustments designed to bridge the learning gap between introductory and industry-specific coursework.

13c) French Broad 1

**Increasing Student Engagement Through Rubric-Based Assessment**

*Sheena Choi, Purdue University Fort Wayne*

*Tony Kanathanavanich, Purdue University Fort Wayne*

*Julia Smith, Purdue University Fort Wayne*

**Key Statement:** Rubric-based assessment shapes student engagement by supporting metacognitive monitoring and affective learning processes, helping students interpret expectations, regulate effort, and use feedback more effectively.

**Keywords:** Rubric-Based Assessment; Student Engagement; Metacognition

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

Rubric-based assessment is often used to clarify grading, but rubrics can also influence how students engage with learning. This session explores how well-designed rubrics help students understand expectations, manage their effort, and use feedback more effectively. Participants will examine practical examples of rubric-based assignments and discuss how rubric design affects student confidence, motivation, and engagement. The session includes a short activity in which participants revise one element of their own rubric to better support student learning and engagement.

*Outcomes:*

1. Analyze how rubric-based assessment influences student engagement by shaping how students interpret expectations, regulate effort, and use feedback.
2. Assess rubric design features that support or hinder student confidence, motivation, and productive learning behaviors.
3. Apply one rubric design or feedback strategy to adapt an existing assignment in order to better support student engagement and learning.

13d) French Broad 2

**Start With the Start in Mind to Expand Student Ambitions**

*Jackson Bostian, William Peace University*

**Key Statement:** “Start with the end in mind” is an incomplete mantra that limits student ambitions by assuming their backgrounds have prepared them to develop informed goals.

**Keywords:** Mentorship, Hidden Curriculum, Motivation

**Subthemes:** Compassionate Classroom/Community; Other

The advising mantra "start with the end in mind" assumes students arrive on campus with sufficient knowledge to establish informed goals. This means understanding career paths, disciplines, funding opportunities, and so on. Research

shows many students—particularly first-generation students—lack this understanding, leading them to dismiss possibilities and limit themselves to familiar, narrow paths. Effective mentoring expands students' ambitions by revealing opportunities they didn't know existed. "Starting with the start in mind" means considering students' backgrounds and understandings to guide exploration that reveals and recontextualizes unconsidered or dismissed possibilities. When mentors help students discover what's possible, they don't just facilitate goal-setting—they enable new ambitions.

*Outcomes:*

1. Reflect on how student ambitions are limited by their background knowledge of opportunities and possibilities.
2. Create a plan to apply discovery-oriented mentorship/advising strategies to expand student ambitions by revealing possibilities students can turn into new goals.
3. Analyze the ubiquitous application of “Start with the end in mind” as an advising mantra to better consider when students are ready to develop informed goals.

13e) French Broad 3

## **Promote Student Flourishing With Purposeful Course Design**

*Liesl Wuest, Emory University*

**Key Statement:** Purposeful Course Design is a holistic, student-centered framework that encompasses Course Alignment, Design for Learning, and Design for Flourishing.

**Keywords:** Student Flourishing, Well-Being, Course Design

**Subthemes:** Universal Design for Learning / Course/Curriculum (Re)Design; Active and Engaged Learning

Purposeful Course Design is an updated model for comprehensive student-centered design. In addition to research-based practices around student learning, this framework includes strategies that promote student flourishing. Drawing on empirical studies using self-determination theory, this approach helps improve students' sense of autonomy, competence, and relatedness in the classroom

supporting both learning and flourishing outcomes. It has become increasingly apparent that student success in higher education has strong ties to students' sense of well-being and purpose leading to numerous student flourishing initiatives across the United States. This framework aims to support this work by improving student flourishing through their formal educational experiences.

*Outcomes:*

1. Recognize the three foundational components of Purposeful Course Design: Course Alignment, Design for Learning, and Design for Flourishing.
2. Explain why Design for Flourishing is a critical component of a student-centered learning environment.
3. Explain how supporting student autonomy, competence, and relatedness promotes student flourishing.

## Concurrent Session 14

10:00 am - 10:40 am

14a) Blue Ridge 3

### **Burnout Is Not a Badge of Honor**

*Renee Sunday, DRS Global*

**Key Statement:** Evaluate how high-demand environments drive burnout and implement practical systems that protect energy, sharpen decisions, and sustain professional excellence.

**Keywords:** Burnout Prevention, Leadership Culture, Workplace Wellness

**Subthemes:** Mindfulness/Resiliency; Other

Burnout is often treated as evidence of dedication rather than a warning sign of system strain. In high-demand environments, professionals may internalize exhaustion as a measure of commitment, which gradually erodes decision quality and team effectiveness.

This session examines how workplace culture reinforces overextension and introduces four structured leadership practices that protect cognitive clarity and sustained performance.

Participants will explore practical strategies that reduce decision fatigue, strengthen professional boundaries, and reshape norms that glorify overwork. Attendees will leave with an actionable framework that supports high standards without sacrificing long-term health or organizational outcomes.

*Outcomes:*

1. Analyze workplace behaviors that normalize burnout and weaken decision quality.
2. Assess the impact of decision fatigue on leadership effectiveness and team performance.
3. Apply four structured leadership strategies that reduce burnout and support sustained high performance.

14b) Blue Ridge 4

## **Human-AI Co-Design for Immersive and Engaging Learning Experiences**

*Kathleen J. Kennedy, University of Arizona*

**Key Statement:** Use generative AI as an instructional design partner—no technical skills needed—to create immersive, engaging learning experiences that spark discussion, critical thinking, and peer collaboration.

**Keywords:** Generative AI, Immersive Learning, Learning Design

**Subthemes:** Active and Engaged Learning; Mindfulness/Resilience

Human-AI co-design—the intentional practice of using generative AI as an instructional design partner—gives faculty a powerful new capability: rapidly creating immersive, engaging learning experiences that spark discussion, critical thinking, and peer collaboration. No technical skills are required. Using only natural language prompting and context engineering, instructors can design rich, discipline-specific scenarios and decision-making exercises in minutes rather than hours. Drawing on large-scale research in AI-assisted learning design and the training of 1,800+ faculty

and K–12 educators, this session provides a tested, immediately applicable protocol participants can use to transform passive course content into compelling active learning experiences.

*Outcomes:*

1. Apply a natural language prompting and context engineering protocol to construct at least one immersive, scenario-based active learning experience aligned to a specific learning outcome in their own course or discipline.
2. Differentiate between surface-level gamification and purposefully scaffolded human-AI co-designed learning, and assess the quality of AI-assisted learning experiences using a practical design rubric.
3. Generate a plan for integrating human-AI co-designed experiences into existing course structures, connecting them to discussion, peer learning, and collaborative activities already present in their teaching practice.

14c) French Broad 1

## **Designing Online Courses That Keep Students Before They Leave**

*Jennifer Coon, Tyler Junior College*

**Key Statement:** A replicable three-part course design framework that proactively addresses six documented online dropout triggers before they become withdrawal decisions, tested across two courses.

**Keywords:** Universal Design for Learning,, Online Course Architecture, Student Retention

**Subthemes:** Universal Design for Learning + Course/Curriculum (Re)Design; Active and Engaged Learning

Online attrition is not primarily a motivation problem. It is a design problem. Students leave when courses fail to anticipate where they will struggle. This session presents a replicable course design framework built around three principles: transparent navigation, proactive scaffolding, and consistent module architecture. Developed and refined across two introductory accounting courses over two years, the framework addresses cognitive overload, time management failure, technology



barriers, and unclear expectations before they trigger withdrawal. Attendees will examine before-and-after course redesigns, identify failure points in their own courses, and leave with a structural template adaptable to any discipline or delivery format.

*Outcomes:*

1. Identify at least three structural design decisions in their current online course that may contribute to student attrition during the first three weeks.
2. Analyze the Introduction-Learn-Demonstrate module framework and evaluate how its core principles could be adapted to their own course content and student population.
3. Apply a proactive scaffolding approach to redesign one element of their online course, whether navigation, time management support, or student expectation-setting, before the next semester begins.

14d) French Broad 2

**Values-Based Exit Tickets Advance Learning in Diversity Education Courses**

*Lori Boyer, University of North Carolina at Chapel Hill*

**Key Statement:** Creating brave space requires more than stating values. Exit ticket data reveals which values students perceive most, least, and why.

**Keywords:** Brave Space Pedagogy, Values-Based Assessment, Diversity and Inclusion Education

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

Exit tickets advance learning through metacognitive reflection. This study examines values-based exit tickets in a workplace diversity course where five explicit values provided shared language for engagement. Analysis of 400+ tickets reveals which values students perceived most frequently, how perceptions evolved, and what practices students associated with each value. While focused on workplace diversity, the approach transfers to any course where students engage with challenging or controversial content and build classroom community. Findings inform values-based

pedagogy and provide evidence for designing compassionate communities. Participants learn to design and analyze values-based exit tickets for their courses.

*Outcomes:*

1. Design values-based exit tickets to systematically assess classroom community and compassionate engagement in their own courses.
2. Analyze patterns in student perceptions to identify which pedagogical practices effectively enact stated values and create brave space.
3. Draft course values and exit ticket prompts that can be implemented in courses with challenging or controversial content.

14e) French Broad 3

### **Using Course Content to Foster Classroom Belonging**

*Jess Burkland, Babson College*

*Katrice Branner, University of South Carolina*

**Key Statement:** Course content is an overlooked resource for building belonging. This session explores small, intentional ways instructors draw on disciplinary language and faculty teaching identity to support psychological safety and engagement.

**Keywords:** Belonging, Psychological Safety, Teaching Identity

**Subthemes:** Compassionate Classroom/Community; Active and Engaged Learning

Course content is an overlooked resource for building student belonging and psychological safety. Drawing on research on belonging, psychological safety, faculty teaching identity, and student engagement, and informed by classroom teaching practice, this session explores how instructors can use disciplinary language and course concepts to create more inclusive and engaging classroom environments. Participants will actively analyze brief teaching examples, reflect on their own course content, and identify small, intentional instructional moves that align with their teaching identities. The session emphasizes reflection and application, helping participants leave with at least one practical strategy they could try in their own classroom right away.

*Outcomes:*

1. Describe how psychological safety and belonging support student engagement and learning, and how drawing on faculty teaching identity can strengthen these outcomes.
2. Identify small, intentional instructional moves that integrate disciplinary content with their own teaching identity.
3. Generate at least one actionable strategy to foster greater belonging in their classroom while building on their teaching identity.

## Concurrent Session 15

10:50 am - 11:10 am

15a) Blue Ridge 3

### **Bridging the Gap Between Nomophobic Student Behaviors and Professor Support**

*Greta Freeman, University of South Carolina Upstate*

**Key Statement:** Nomophobia (No Mobile Phone Phobia) among college students is a growing concern. Explore how professors can understand, address, and support student wellbeing and learning.

**Keywords:** Nomophobia (No Mobile Phone Phobia), Faculty Support, Instructional Strategies

**Subthemes:** Compassionate Classroom/Community ; Classroom Technology

Nomophobia, or the fear of being without a mobile phone, is an emerging concern that can affect attention, engagement, and overall well-being. As mobile device reliance increases, faculty are often left navigating its impact without clear guidance or support strategies. This session examines common nomophobic behaviors observed in higher education settings and explores their implications for teaching and learning. Participants will gain insight into how to recognize these behaviors and implement practical, supportive approaches that promote student well-being while maintaining academic focus. Emphasis is placed on fostering balanced technology use and strengthening the role of professors in supporting student success.

*Outcomes:*

1. Identify and describe key behaviors and impacts of nomophobia among college students.
2. Apply practical strategies to support student wellbeing while maintaining classroom engagement.
3. Develop approaches to balance technology use and promote focused, effective learning environments.

15b) Blue Ridge 4

**Strategies to Design for Student Engagement and Belonging**

*Stephanie M. Foote, Gardner Institute for Excellence in Higher Education and Stony Brook University*

**Key Statement:** This session will focus on four approaches faculty can take to design their class beginnings with the goal of fostering student engagement and belonging.

**Keywords:** Class Beginnings, Belonging, Engagement

**Subthemes:** Compassionate Classroom/Community; Instructional Skills + Methods

Student engagement and sense of belonging are shaped by initial class experiences or class beginnings (Lange, 2016). While there are strategies faculty can use to maximize the beginning and ending of individual class meetings, this session focuses on four approaches faculty can take to be intentional about the design of the beginning of their course(s) in a broader sense. Specifically, we will explore pedagogical approaches that can be implemented to communicate belonging and engagement before and during the early part of a course. Participants will leave with specific ideas that can be implemented, immediately, in their own courses.

*Outcomes:*

1. Describe the importance of class beginnings on student engagement and belonging.
2. Analyze four approaches that can be implemented to foster student engagement and belonging.

3. Identify at least one approach to implement in their own course(s).

15c) French Broad 1

### **Turning Assigned Readings Into Student-Led Learning Through Reading Pods**

*Raven E. Lynch, The Ohio State University*

**Key Statement:** Reading Pods transform heavy reading loads into collaborative exploration, where students engage deeply with course materials, teach one another, and drive meaningful class discussions.

**Keywords:** Active Learning, Reading Accountability, Engaged Pedagogy

**Subthemes:** Active and Engaged Learning; Instructional Skills + Methods

This session introduces Reading Pods, a classroom strategy designed to address the common concern of students arriving to class without completing assigned readings. In this model, small groups are responsible for different readings and lead brief discussions to share key ideas and connections to learning outcomes with peers. The approach reduces individual reading load while increasing choice, accountability, engagement, and dialogue. The presenter will share anecdotal experiences implementing Reading Pods in undergraduate courses, including student responses, challenges, and adaptations. Participants will leave with practical steps for implementing this strategy and ideas for transforming reading-heavy courses into collaborative, student-driven learning environments.

#### *Outcomes:*

1. Analyze common barriers that prevent students from completing assigned readings and how Reading Pods address these challenges.
2. Assess the potential benefits and limitations of using Reading Pods to increase choice, accountability, engagement, and peer-led teaching in reading-heavy courses.
3. Generate a plan to adapt and implement the strategy in their own classroom.

15d) French Broad 2

## **Delay AI Adoption: Build Competence Instead to Improve Student Well-Being**

*Ania Izabela Rynarzewska, Georgia College and State University*

**Key Statement:** Pressure to adopt AI negatively affects students' well-being. However, non-AI-based perceptions of competence lead to resistance to pressure and improved wellbeing.

**Keywords:** AI Adoption, Perceived Competence, Student Well-Being

**Subthemes:** AI in Higher Education; Mindfulness/Resiliency

Students are exposed to marketing messages that use various persuasive tactics to drive AI adoption as an outcome. A quantitative survey across majors in a Southern, public, liberal arts university reveals that an increased social media consumption and lower perceived competency contribute to feelings of pressure of AI adoption. This pressure to adopt has an inverse relationship to well-being. This suggests that increasing student's perceived competency increases their ability to push back on AI pressures to adopt. The implications of the study are such that students' perceived competence reduces the pressure to adopt and, subsequently, improves student well-being.

### *Outcomes:*

1. Understand the effects of pressure to adopt AI on students.
2. Differentiate between the effects of pressure to adopt AI and non-AI-based competence.
3. Connect the different effects to student well-being.

15e) French Broad 3

## **Alternative Grading as a UDL Strategy for Trauma-Informed Teaching**

*Ana Teresa Galizes, William Peace University*

*Jackson Bostian, William Peace University*

**Key Statement:** Alternative grading practices operationalize the key principles of trauma-informed teaching as concrete, equity-centered assessment design strategies.

**Keywords:** Universal Design, Alternative Grading, Trauma-Informed Pedagogy

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

Traditional assessment models often mirror the hierarchical, high-pressure structures that trauma-informed pedagogy warns against—triggering anxiety, enforcing compliance, and limiting creative risk-taking. This session maps the eleven principles of trauma-informed teaching onto practical alternative grading strategies, including specifications grading, ungrading, and standards-based grading. Participants will explore how shifting assessment from adherence to a prescribed standard toward individualized pathways to success removes harmful comparison dynamics, repositions feedback as support rather than judgement, and creates psychological safety for students to learn from failure rather than being punished by it.

*Outcomes:*

1. Articulate how the principles of trauma-informed teaching function as a design framework for assessment.
2. Distinguish between adherence-based and success-based assessment design.
3. Identify one alternative grading strategy they can adapt for their own context.

## Concurrent Session 16

11:20 am - 12:00 pm

16a) Blue Ridge 3

### **Use of Generative AI for Case Study Development**

*James McCaughern-Carucci, St. Johns River State College*

**Key Statement:** Generative AI can create engaging, interactive case studies that help students hone their critical thinking skills as well as team-building skills.

**Keywords:** Generative AI, Case Studies, Critical Thinking

**Subthemes:** AI in Higher Education; Classroom Technology

Case studies are a beneficial tool to foster engagement, community development as well as critical thinking skills. Creating a case study, like any writing project, can be a long, arduous process. There are a number of AI tools which can significantly reduce the amount of time it takes to construct a case study and even include charts, graphs and images such as diagnostic imaging. In this presentation, we will evaluate the tools available for case study generation and discuss the benefits and pitfalls of using Generative AI for this instructional technique.

*Outcomes:*

1. Differentiate between Predictive AI and Generative AI.
2. Assess the benefits and potential pitfalls of using Generative AI for case study creation.
3. Explore Generative AI tools available to develop a case study for your field of study.

16b) Blue Ridge 4

**Leveraging Student Interest to Build Critical Thinking Skills (Taylor's Version)**

*Melina Jimenez, University of Florida*

**Key Statement:** ...Ready for it? Use Taylor Swift's music to help students develop higher order thinking skills through scaffolded small group discussions.

**Keywords:** Engaged Learning, Facilitating Classroom Discussions, Critical Thinking

**Subthemes:** Active and Engaged Learning; Instructional Skills + Methods

...Ready for it? Use Taylor Swift's music to help students develop higher order thinking skills through scaffolded small group discussions. Whether you're a Swiftie or just curious, this session will use Bloom's Taxonomy to engage learners and bridge the cognitive jump from analysis to evaluation. Attendees will play the role of students, annotating two songs and a podcast excerpt using guided questions and discussing in small groups. We will finish with a debrief on ways to leverage student interests, and to apply strategies to other academic contexts. Attendees will walk away with a mini-lesson with example discussion questions.



*Outcomes:*

1. Discuss the cognitive transition between analyzing and evaluating while participating in a shared analysis of popular media excerpts.
2. Apply the concept of increasing cognitive load in discussions to complete a sample student activity.
3. Adapt the "music-as-a-case-study" framework to create a mini-lesson tailored to your own discipline or your students' pop cultural interests.

16d) French Broad 2

### **Social Annotation Supports Diverse Modes of Engagement and Learning Gains**

*Katherine Glover, North Carolina State University*

*Erin McKenney, North Carolina State University*

**Key Statement:** How do students drive learning through questions and scaffolding? We share different learning gains associated with distinct social annotation behaviors and interactions.

**Keywords:** Learning Gains, Social Annotation, Student Interactions

**Subthemes:** Active and Engaged Learning; Classroom Technology

Social annotation supports blended learning through asynchronous student engagement. We analyzed annotation behaviors and interactions for 205 students from five cohorts enrolled in an advanced undergraduate Ecology course from 2020–2024. While the total number of annotations per paper remained consistent across each semester, increasing thread length and connectivity suggests increasing student comfort with and value of social interaction. We identified distinct individual behaviors and dynamic interaction patterns, with different benefits associated with different behaviors. For example, early annotators question and define, whereas late readers synthesize conversation threads. Our results lay the groundwork for informed interventions and qualitative research.

*Outcomes:*

1. Identify opportunities to promote student interactions and community outside of class.
2. Assess student behaviors and community dynamics.
3. Predict different learning gains associated with different student behaviors.

16e) French Broad 3

### **Recommendations for Developing a SoTL Project, Presentation, and Publication**

*Milt Cox, Miami University*

**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:** Scholarship of Teaching and Learning, SoTL Publications, SoTL at Lilly

**Subthemes:** Other; Other

The scholarship of teaching and learning (SoTL) is a growing discipline and research activity in higher education. The presenter of this session has been an editor-in-chief of a journal that publishes SoTL and has directed conferences that present it. We will define and discuss the ongoing cycle of scholarly teaching and SoTL. In addition, participants will discuss seven steps that can transform a teaching, learning, or institutional problem or opportunity into a SoTL project, presentation, or publication.

#### *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 SoTL.
3. Describe examples of SoTL projects and presentations.

# Concurrent Session 17

12:10 pm - 12:30 pm

17a) Blue Ridge 3

## **Belonging Interventions That Improve Student Outcomes**

*Ashley Jordan, The University of Arizona*

**Key Statement:** Brief belonging interventions increased student success in a large online course. This session shares evidence and practical strategies for implementing inclusive, strengths-based teaching.

**Keywords:** Student Belonging, Inclusive Teaching, Student Success

**Subthemes:** Active and Engaged Learning; Compassionate Classroom/Community

This session presents evidence from a large, asynchronous undergraduate course demonstrating how brief belonging interventions can improve student outcomes. Six low-stakes assignments, grounded in academic coaching, strengths-based, and humanistic pedagogy, were embedded across the semester to enhance students' sense of belonging. Results showed increased belonging for all students, with larger gains for first-generation students, alongside improved course performance and reduced failure and withdrawal rates. Participants will explore the design and implementation of these interventions and consider how similar, scalable strategies can be adapted to their own courses to support student success, equity, and engagement across diverse learning environments.

### *Outcomes:*

1. Examine the relationship between classroom belonging interventions and student learning outcomes using evidence from a large, asynchronous undergraduate course.
2. Apply strengths-based, academic coaching, and humanistic teaching strategies to design low-stakes interventions that enhance student belonging in their own courses.
3. Adapt scalable belonging-focused activities to support student success, engagement, and equity across diverse teaching contexts.

## **Pedagogical Strategies to Improve Student Engagement With Assigned Readings**

*Frances Junnier, Oklahoma State University*

**Key Statement:** This session explores how instructors can improve student engagement with assigned texts by reframing reading as an interactive, supported process rather than a compliance task.

**Keywords:** Academic Reading, Student Engagement, Pedagogical Strategies

**Subthemes:** Active and Engaged Learning ; Universal Design for Learning / Course/Curriculum (Re)Design

Assigned readings remain central to undergraduate education, yet many instructors report low levels of student engagement with course texts. Drawing on survey data about student reading behaviors and attitudes, this presentation offers practical pedagogical strategies to make reading a more meaningful part of the learning process. Rather than treating reading as an independent, compliance-based task, the session discusses strategies that reframe it as an interactive, supported activity. Participants will examine adaptable approaches for selecting, structuring, and integrating readings in ways that respond to students' needs. Practical examples will be shared that can be adapted across disciplines and student populations.

### *Outcomes:*

1. Identify common patterns in undergraduate students' reading behaviors and the factors that influence reading (dis)engagement.
2. Evaluate and redesign reading assignments using evidence-based strategies.
3. Implement specific, adaptable techniques (e.g., guided reading, collaborative approaches, reading rubrics, and AI integration) to increase student engagement with assigned texts.

## **Semester-Long PhotoVoice Project Highlighting Community-Based Experiential Learning**

*Genese Clark, Morgan State University*

**Key Statement:** Grounded in experiential learning, this project engages learners in community-based inquiry and critical reflection, culminating in visual storytelling shared through a presentation and juried exhibit.

**Keywords:** PhotoVoice, Experiential Learning, Applied Research

**Subthemes:** Active and Engaged Learning; Universal Design for Learning / Course/Curriculum (Re)Design

This presentation will discuss a semester-long PhotoVoice project in an undergraduate public health course, culminating in a juried exhibit across all course sections (online and in person). Grounded in evidence-based and high-impact teaching practices, PhotoVoice integrates experiential learning and applied research to strengthen critical thinking and analytic skills (Strack et al., 2022; VanWyngaarden et al, 2024). Students document community-based public health phenomena through photography and structured reflection, connecting lived experiences to policy and systems. Incentives, including gift cards and scholarships, reduced financial barriers and increased participation (Greenman et al., 2022). The session will provide implementation strategies for scalable, community-engaged pedagogy.

### *Outcomes:*

1. Apply experiential learning principles to design an assignment that integrates community engagement, critical reflection, and applied research.
2. Describe how high-impact teaching practices enhance students' critical thinking, analytic skills, and connection to real-world discipline-specific issues.
3. Develop a preliminary implementation plan for a PhotoVoice project or juried exhibit within your own context.

17d) French Broad 2

**Designing Community-Engaged Learning for Vocational Exploration Through Youth Sports**

*Heather Brady, Grand View University*

*Erin Olsen-Telles, Grand View University*

**Key Statement:** Meaningful community engagement around sports empowers students to develop resilience through deeper relationships, broader perspectives on health, and greater capacity to integrate personal and academic experiences.

**Keywords:** Community-Engaged Learning, Vocation, Youth Sports

**Subthemes:** Active and Engaged Learning; Other

This project examines the impact of a pedagogical framework I designed to support vocational exploration in Community-Engaged Learning. In partnership with a local elementary school, Grand View University (GVU) students taught sports and spoke to youth about the value of health and learning. Empowered by authentic community engagement, GVU students developed deeper relationships, broader perspectives on health, and a greater capacity to integrate personal and academic experiences. This project suggests that by building civic purpose into our teaching and developing frameworks that reflect student realities educators help students move beyond transactional learning and find a renewed sense of purpose.

*Outcomes:*

1. Identify how authentic and structured community partnerships create conditions for students to clarify their civic purpose through vocational exploration.
2. Analyze research findings.
3. Generate strategies for adapting this framework to their own contexts.

17e) French Broad 3

### **Experiential Learning, Networking, and Professionalization Through an Alumni Speaker Symposium**

*Lauren Hoffer, University of South Carolina Beaufort*

**Key Statement:** Students can be agentive partners in constructing and sustaining communities of care, mentorship, networking, and career preparation across generations of their programmatic peers.

**Keywords:** Community-Engaged Learning, Career Readiness, Intergenerational Mentorship

**Subthemes:** Active and Engaged Learning; Compassionate Classroom/Community

As educators, we welcome students as agentive partners in their own and one another's learning within our disciplines, but how might we likewise invite students into integral leadership roles to support their individual and communal career planning and preparation, professional connections, and placements as well? Come and learn how implementing an advanced internship course dedicated to putting upper-division students in the "driver's seat" of designing, planning, and executing an Alumni Speaker Symposium to educate, inspire, and support the professionalization and networking of their first- and second-year peers can synthesize active, service-oriented learning, career readiness, and intergenerational mentorship for your programs.

*Outcomes:*

1. Understand the manifold benefits of creating curricular opportunities for students to engage in internal, experiential service-learning projects that support their own professionalization and that of their peers through leadership roles in crafting career-oriented exploration and education programming.
2. Analyze the ways in which intergenerational cohort and alumni mentorship activities promote current and former students' sense of community and belonging, career readiness and opportunity, as well as professional networks before and after graduation.
3. Generate concrete strategies for implementing a similar internal-internship course and/or co-curricular Alumni Speaker Symposium in support of students and programs at your own institution.

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## Private Buffet Lunch

12:20 pm - 1:10 pm

Blue Ridge Ballroom

*Name Tag Required*

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# Keynote II

1:10 pm - 2:10 pm

Blue Ridge Ballroom

Emerging Technologies and Education: When They Help and When They Hinder

*Todd Zakrajsek, UNC Chapel Hill School of Medicine*

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## Concurrent Session 19

2:30 pm - 2:50 pm

19a) Blue Ridge 3

### **AI Resiliency Through Pre- and Post-Course Oral Communication Reflections**

*Debbie Baker, University of North Carolina at Charlotte*

**Key Statement:** AI-resilient speaking-centric pre-/post-reflections enhance metacognition, authentic engagement, and student satisfaction with online group projects.

**Keywords:** AI-Resilient Assessment, Oral Communication, Online Learning

**Subthemes:** Active and Engaged Learning; AI in Higher Education

Facilitating online group projects is challenging, especially with the added complexities introduced by generative AI. Following a difficult semester marked by increased AI use, group conflict, and decreased course satisfaction, AI-resilient assignments were implemented by shifting several writing-centric assignments to speaking-centric ones. This session will explore the pre- and post-course reflections assignments to help students plan and evaluate learning outcomes. Preliminary observations over two semesters revealed improved metacognition, authentic engagement, and student satisfaction with learning. As AI becomes increasingly integrated in higher education, oral communication assessment can be used as an effective strategy for identifying meaningful learning.

*Outcomes:*

1. Identify the challenges of online group projects.



2. Explore faculty-related generative AI adoption anxiety and psychological exhaustion.
3. Understand how the use of speaking-centric pre- and post- assessments can be used as an effective strategy for improving metacognition, authentic engagement, and student satisfaction with learning.

19b) Blue Ridge 4

### **Using an AI-Enhanced Utility Value Intervention to Increase Student Motivation and Engagement**

*Krista Noren-Santmyer, Hillsborough College*

**Key Statement:** Introduction of a simple AI-supported activity helped students connect course content to personal and career goals, boosting their engagement and motivation in STEM courses

**Keywords:** AI in Higher Education, Active and Engaged Learning, STEM

**Subthemes:** AI in Higher Education; Active and Engaged Learning

How often do students tell you they are taking your course “because it’s required”? When students can clearly see how a course connects to their personal interests and long-term goals, their motivation and engagement increase significantly. In this session, I will present how I integrated a simple AI-supported activity into my chemistry courses to help students draw meaningful connections between course content and their individual aspirations. I will also share findings from student feedback surveys, highlighting their experiences, perceived value, and overall responses to these AI-enhanced assignments.

#### *Outcomes:*

1. Learn how AI-supported reflective activities can increase student motivation by connecting required course content to their personal interests and long-term goals.
2. Assess student feedback data to evaluate the perceived value, engagement impact, and overall effectiveness of AI-enhanced assignments.

3. Create a plan for adapting similar AI-supported connection-building activities within your own courses or disciplines.

19c) French Broad 1

### **Digital Accessible Motivation Cue Cards for Resilience-Building in Online Courses**

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

*Thelma Mae Woodard, North Carolina A&T State University*

**Key Statement:** This session shares an accessibility-centered redesign of student Motivation Cue Cards, demonstrating how mindfulness micro-interventions, self-directed learning, and UDL create inclusive, resilient learning practices across online courses.

**Keywords:** Digital Accessibility, Mindfulness, Online Learning

**Subthemes:** Mindfulness/Resiliency; Active and Engaged Learning

Online learners often struggle with motivation, self regulation, and academic overwhelm. Motivation Cue Cards, originally implemented as student-generated micro affirmation graphics, have shown promise as mindfulness-informed, resilience-building tools that help learners articulate their academic “why.” These artifacts support identity, purpose, and persistence. This session presents a digital accessibility–centered redesign of the Motivation Cue Card assignment grounded in mindfulness micro interventions and self-directed learning (student created with provided AI prompts). Participants will explore how cue cards can support learners with visual, auditory, cognitive, and motor impairments; how faculty misconceptions about accessibility perpetuate inequity; and how to shift from “quick fix” accessibility to deep, systemic design.

#### *Outcomes:*

1. Critique the accessibility limitations of student-generated visual assignments and synthesize Web Content Accessibility Guidelines (WCAG)–aligned strategies to redesign them as inclusive, multimodal learning artifacts.

2. Analyze how Motivation Cue Cards operate as mindfulness-based micro interventions that shape learner identity, resilience, and self-directed motivation within online environments.
3. Integrate UDL principles with self-directed learning theory to construct accessible reflective assignments and evaluate approaches for addressing persistent faculty misconceptions about digital accessibility.

19d) French Broad 2

### **From Pages to Projects: Innovative Approaches to Teaching Fiction Analysis**

*Breanna Gellings, Washburn University*

**Key Statement:** This session explores integrating creativity and student collaboration through book groups to deepen literary analysis, foster critical thinking, and meaningful engagement across varied texts.

**Keywords:** Creative Inquiry, Collaborative Learning, Literary Analysis

**Subthemes:** Active and Engaged Learning; Compassionate Classroom/Community

This session examines how creativity and structured collaboration can enrich literary analysis in diverse classrooms. Participants will explore the idea of fiction book groups to encourage students to think critically, share varied perspectives, and engage more deeply with texts. By blending creative approaches with purposeful peer interaction, educators can foster meaningful discussion, strengthen interpretive skills, and support inclusive learning environments. Attendees will leave with a classroom activity that promotes student voice, deepens comprehension, and makes literary study more dynamic and relevant across grade levels.

#### *Outcomes:*

1. Create structured guidelines for book groups that increase student accountability and engagement.
2. Construct formative assessments to monitor student understanding during book group discussions and project development.
3. Evaluate and adapt instructional strategies that integrate discussion and creative expression to support diverse learners in analyzing fiction.

## **Aligning Course Content to Career Readiness in Computing Using GitHub**

*Matthew Lamoureux, University of Connecticut*

*Lara Chiaverini, University of Connecticut*

**Key Statement:** Version control is important but often under-taught. We share a data science course redesign that leverages GitHub to facilitate collaborative coding and cultivate career readiness.

**Keywords:** GitHub, Data Science, Career Readiness

**Subthemes:** Instructional Skills + Methods ; Classroom Technology

“Git” is a version control system for tracking code changes, whereas “GitHub” is a cloud-based platform that hosts Git repositories for collaboration. This session examines redesigning intermediate-level assignments requiring GitHub-based submission to better align coursework with professional practice. It highlights “productive friction” as students navigate configuration issues, file systems, and merge conflicts, building resilience and reframing technical obstacles and learning opportunities. We discuss balancing structured and open-ended assignment design, scaffolding Git skills over time, and addressing implementation challenges such as onboarding and platform differences. The session also integrates ethical reflection, emphasizing bias, transparency, and accountability in coding. Attendees will gain practical strategies for GitHub integration and assessment design of collaborative, portfolio-ready coding practices aligned with modern computing careers.

### *Outcomes:*

1. Construct objectives for course content aligned with Git skills to foster career readiness.
2. Develop a strategy for students to synthesize skills from weekly activities (formative assessments) into a final project (summative assessment) that can easily be shared on resumés.
3. Learn ideas for supporting a collaborative coding environment.

# Concurrent Session 20

3:00 pm - 3:40 pm

20a) Blue Ridge 3

## **From Prompt to Practice: Building Competency-Based Assessments With AI**

*Nicole Pennington, Ohio University*

*Molly Johnson, Ohio University*

*Char Miller, Ohio University*

**Key Statement:** Practical strategies for using artificial intelligence to design, implement, and evaluate authentic competency-based assessments that promote measurable student learning across higher education.

**Keywords:** Artificial Intelligence, Competency-Based Assessment, Higher Education

**Subthemes:** AI in Higher Education; Active and Engaged Learning

As competency-based education expands across higher education, faculty need practical strategies to design authentic assessments that measure knowledge application, critical thinking, and professional competence. This interactive session demonstrates how artificial intelligence (AI) can support the creation of competency-based assessments while maintaining academic rigor and faculty oversight. Participants will learn prompt engineering techniques to generate case studies, simulations, performance-based activities, and analytic rubrics aligned with learning outcomes. The session also explores AI-assisted formative feedback and competency evaluation through real-world examples from multiple disciplines. Attendees will leave with adaptable prompts, implementation strategies, and practical tools for designing meaningful, competency-focused assessments.

### *Outcomes:*

1. Differentiate competency-based assessment from traditional assessment and identify key characteristics of authentic competency-based learning.

2. Develop effective AI prompts that generate meaningful competency-based assignments aligned with measurable learning outcomes.
3. Apply AI to create competency-aligned rubrics, formative feedback strategies, and authentic evaluation processes while maintaining academic integrity.

20b) Blue Ridge 4

### **Playful Bite-Sized Experiential Learning Using Well-Being Experiment Cards**

*Cara L. Sidman, Dr. SidZ Studio | Arizona State University*

*Laura Morris, University of North Carolina Wilmington*

**Key Statement:** Explore playful experiential learning in everyday life grounded in frame pedagogy through bite-sized experiments to cultivate curiosity and embodied awareness with Well-Being Experiment Cards.

**Keywords:** Frame Pedagogy, Playful Experiential Learning, Well-Being Experiment Cards

**Subthemes:** Active and Engaged Learning; Universal Design for Learning + Course/Curriculum (Re)Design

Frame pedagogy emphasizes that learning is shaped not only by what is taught, but by how content is framed—as performance or exploration, and as fact, toy, or tool. Drawing on playful learning as a signature pedagogy, this session presents a tool-based exploration frame using Well-Being Experiment Cards to support experiential learning in everyday life. Participants will examine how accessible, bite-sized experiments cultivate curiosity, embodied awareness, and felt learning. Multiple implementation models will be introduced (e.g., choice based, explicit play focused, and shared experience) to provide practical strategies for engaging learners across diverse educational contexts.

*Outcomes:*

1. Describe the fact, toy, and tool approaches in frame pedagogy for playful exploration.

2. Examine how playful experiential learning through bite-sized experimentation in everyday life supports exploration, curiosity, embodied awareness, and felt learning.
3. Apply Well-Being Experiment Cards using multiple implementation models (e.g., choice-based, explicit play-focused, shared experience) across diverse learners and contexts.

20c) French Broad 1

### **Laughademics: Using Humor to Engage Student Learning**

*Ronald Dolon, Ball State University*

**Key Statement:** Humor is an often overlooked teaching strategy. Humor strengthens the student-professor relationship, makes the course more interesting, and reduces stress and anxiety.

**Keywords:** Humor, Teaching Strategy, Student Engagement

**Subthemes:** Active and Engaged Learning; Instructional Skills + Methods

Professors often look for teaching strategies that increase student attention; comprehension and retention; and, of course, content. Humor can provide a creative expression that focuses on how to teach, but not what we teach. Humor relieves stress, reduces anxiety, provokes creative thought, and connects us to one another in a positive way. Professors must convey knowledge and understanding about a specific subject; teaching must be done in a way to engage the students to be effective.

*Outcomes:*

1. Complete a humor analysis to identify their sense of humor.
2. Describe five reasons for the use of humor and how to implement two different teaching strategies for using humor in the classroom.
3. Identify the benefits and some of the pitfalls of using humor in the social work classroom.

20d) French Broad 2

## **Experiential Learning Through Extension Partnerships Advancing Student Learning and Career Readiness**

*Lyda Garcia, The Ohio State University*

**Key Statement:** Experiential learning transforms student success. A cross-institutional extension partnership immerses students in real-world agriculture, building confidence, technical skills, professional identity and career readiness beyond the classroom.

**Keywords:** Experiential Learning, Extension Education, Workforce Readiness

**Subthemes:** Active and Engaged Learning; Instructional Skills + Methods

Advancing student learning requires high-impact experiences beyond traditional classrooms. This project describes a cross-institutional extension partnership between Prairie View A&M University (PVAMU) and The Ohio State University (OSU) designed to enhance experiential learning for undergraduate animal science students. PVAMU students participated in a three-week immersive residential program at OSU, applying USDA carcass grading standards while assisting with youth and adult extension programming. These experiences strengthened technical knowledge, leadership, communication, and problem-solving skills. Qualitative evaluation of participant reflections indicated increased confidence, expanded awareness of extension career pathways, and improved readiness post graduation. This collaboration model demonstrates how structured immersion and mentorship can advance deep learning and workforce readiness.

### *Outcomes:*

1. Describe how experiential learning partnerships enhance student engagement and professional identity.
2. Identify strategies for integrating experiential activities that connect classroom content with professional contexts.
3. Adapt elements of immersive experiential learning to strengthen student leadership, communication and workforce readiness.



## Why Touching Grass Beats Touching Screens Through Intergenerational Learning

*Emily Bush, Vanderbilt University*

*Kathryn Wibking, Roane State Community College*

**Key Statement:** AI can't replace human connection. Through two intergenerational teaching case studies connecting college students to older adults, you'll gain a framework for AI-resistant assignment design.

**Keywords:** Intergenerational Learning, Experiential Learning, AI-Resistant Pedagogy

**Subthemes:** Other; AI in Higher Education

As instructors rework assignments in response to generative AI, this session offers an answer: intergenerational learning experiences that no chatbot can complete for students.

Presenters share two case studies pairing college students with older adults. A community college biology professor's "Golden Girls project" connected Anatomy and Physiology II students with senior living residents to cultivate bedside manner, patient communication, and clinical interview skills. An academic librarian's fellowship sent students to teach media literacy and the First Amendment to local senior center members. Attendees will leave with a framework for developing their own intergenerational learning projects.

### *Outcomes:*

1. Identify core principles of intergenerational learning and articulate why these experiences cannot be replicated by AI.
2. Reimagine an existing assignment to incorporate an intergenerational component that builds embodied, relational learning.
3. Anticipate common challenges in implementing international projects and identify strategies for overcoming them through peer dialogue.

## Concurrent Session 21

3:50 pm - 4:30 pm

## **Reimagining Classroom Assessment Techniques (CATs) With Generative AI**

*Gregg Wentzell, Miami University*

**Key Statement:** This interactive session explores how to use GenAI as an instructional partner for responding to classroom assessment technique (CAT) data.

**Keywords:** Classroom Assessment Techniques, GenAI, Feedback Loop

**Subthemes:** Assessment/Feedback/Ungrading; Classroom Technology

This interactive session explores several new or revised classroom assessment techniques (CATs) from Angelo and Zakrajsek's 3rd edition of Classroom Assessment Techniques. A common challenge is finding time to make good use of the CATs data we collect. Participants will experience several CATs, discuss hypothetical student responses, and explore how GenAI can help organize and curate CAT data to guide instructional planning. Participants will be encouraged to critique the outputs of the AI with the goal of determining its usefulness as a teaching partner.

*Note: Smart technology (phone, iPad, or laptop) is needed for this session.*

### *Outcomes:*

1. Describe several new/revised CATs.
2. Experiment with prompts for using GenAI to analyze or extend CAT results.
3. Design classroom activities for responding to CAT feedback in their course.

## **Making Learning Matter With Alternative Grading, Real Audiences, and Hometown Writing**

*Kristi Rittby, William Peace University*

*Marti Maguire, William Peace University*

*Eliza Laskowski, William Peace University*

*Elle Corvette, William Peace University*

**Key Statement:** This session shares three faculty lenses through math, communication, and writing that illustrate how immersive, real-world design, authentic audiences, and alternative grading foster meaningful learnings, collaboration, and transferable student engagement.

**Keywords:** Alternative Grading, Authentic Audiences, Hometown Writing

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

What if learning centered students' real lives rather than just a class? This multidisciplinary session explores immersive course design through three lenses. In mathematics, alternative and standards-based grading emphasize proficiency, revision, and persistence. In communication, students create media for public audiences, reshaping collaboration, ethics, and revision. In first-year writing, co-created, outward-facing assignments connect to students' interests and communities, promoting metacognition and transfer. Participants will leave with adaptable templates, rubrics, and practical redesign ideas.

*Outcomes:*

1. Identify at least two concrete ways alternative grading and feedback structures can reduce student anxiety and support persistence in their own courses.
2. Design or revise an assignment that gives students an authentic audience beyond the instructor (e.g., campus, community, or public-facing media).
3. Develop a plan for co-creating a small, outward-facing writing or media task with students that connects course outcomes to students' lived contexts, such as their hometowns or communities.

21d) French Broad 2

**Quakespeare: The Use of Roleplaying to Engage Public Health Students**

*Mahmoud Shaltout, Texas A&M University*

*Angela Clendenin, Texas A&M University*

**Key Statement:** This semester-long project involves students in two different undergraduate Public Health classes simultaneously creating and performing a one-act play centered on an existing disaster epidemiology incident.

**Keywords:** Roleplaying, Public Health, Student Engagement

**Subthemes:** Active and Engaged Learning; Instructional Skills + Methods

Roleplaying has been shown to be an innovative active learning strategy in science education, despite not being utilized often in the discipline. It allows public health students to integrate knowledge into action, encourages participation, and fosters creativity and empathy. Students write scripts, develop roles, create props, and are assessed against a rubric. Performing Arts faculty from within the university are also engaged in the teaching and assessment process by delivering scriptwriting and prop design workshops and judging the final performances. This session will cover how this unique program was developed and implemented for three semesters.

*Outcomes:*

1. Adapt one of their current course topics to a one-act play format.
2. Construct a plan for a student project that engages the students in roleplaying.
3. Connect their current course content to other courses in different disciplines.

21e) French Broad 3

### **Perceptions of Workforce Skills by Students in Public Health**

*Sara Pappa, Marymount University*

**Key Statement:** Examining the intersection between students' perceptions about the importance of eight key workforce skills and their proficiency in those skills.

**Keywords:** Curriculum, Competencies, Career Readiness

**Subthemes:** Universal Design for Learning / Course/Curriculum (Re)Design; Active and Engaged Learning

This interactive session will engage participants in examining how public health students perceive the workforce skills they develop through health sciences core courses. Attendees will compare these perceptions with the competencies required for success in public health careers, fostering critical reflection on alignment between undergraduate academic preparation and workforce expectations. The session will also

explore and identify opportunities to strengthen undergraduate curricula across all disciplines by better integrating practical, career-relevant skill development.

*Outcomes:*

1. Describe perceptions of public health students about the workforce skills they learned in health sciences core courses.
2. Compare perceptions that public health students have of necessary workforce skills to those needed to be successful in a public health role post-graduation.
3. Identify opportunities to enhance undergraduate health sciences course curricula.

## Concurrent Session 22

4:40 pm - 5:00 pm

22a) Blue Ridge 3

### **How AI Can Help Students Understand Word Choice**

*Michael J. Berntsen, University of North Carolina at Pembroke*

**Key Statement:** Students are learning the importance of word choice by using AI, and this skill is transferring over to their academic work.

**Keywords:** AI Learning, Writing Skills, Research Skills

**Subthemes:** AI in Higher Education; Instructional Skills + Methods

AI is an effective and successful tool to teach word choice, or diction. As students use AI more, they are learning and internalizing the importance of diction at a quicker rate, because they recognize the importance of revising prompts based on real-time AI responses. Students realize how crucial word choice is within these interactions, translating to observable soft skills elsewhere. They are learning more quickly and efficiently how to adjust key terms for research and how to craft the best phrasing during writing assignments since they are used to finding the right wording to generate more successful and helpful AI responses.

*Outcomes:*

1. Create ways to use AI as a tool to teach students about word choice (diction).
2. Analyze and adapt strategies from the session to guide student writing.
3. Debate the ethics in using AI for class exercises.

22b) Blue Ridge 4

### **Accessible Scenario-Based eLearning for Performance and Inclusion**

*Angel Morgan, Arizona State University*

**Key Statement:** Design accessible, scenario-based eLearning that supports real-world performance. Learn simple strategies to create inclusive, decision-driven experiences that improve learning for all students.

**Keywords:** Accessible Learning, Scenario-Based Learning, Learning Outcomes

**Subthemes:** Course/Curriculum (Re)Design / Universal Design for Learning; Active and Engaged Learning

What if your most engaging learning activity is also your least accessible? This session presents an accessibility-first approach to designing scenario-based eLearning that helps students apply knowledge in a low-risk environment. Participants will explore a design framework that integrates Universal Design for Learning (UDL 3.0) and backward design to align goals, learner decisions, and feedback. Attendees will examine a sample scenario and leave with actionable strategies to design accessible, decision-driven experiences that support critical thinking and problem-solving.

*Outcomes:*

1. Analyze scenario-based learning activities for accessibility, alignment, and effectiveness.
2. Apply a UDL 3.0 and backward design framework to align goals, learner decisions, and feedback in scenario-based eLearning.
3. Adapt existing learning activities into accessible, scenario-based experiences that support decision-making, critical thinking, and problem-solving.

## **From Relationship to Results: Leveraging Faculty Connection for Student Success**

*Jamie Adam, Belmont University*

**Key Statement:** Faculty who use a structured, compassionate approach are able to connect at-risk students to support them, increase belonging, and improve outcomes following academic setbacks.

**Keywords:** Compassionate Accountability, Faculty-Student Relationships, Early Intervention

**Subthemes:** Compassionate Classroom/Community; Other

Across disciplines, student attrition often follows early academic setbacks, while traditional remediation occurs too late and relies on student self-advocacy. We developed a structured, compassionate faculty toolkit to support early intervention with at-risk students. The Student Support Guide equips faculty to identify academic and psychosocial barriers, normalize help-seeking, and connect students to targeted resources through guided conversations. Early implementation increased use of tutoring and coaching services, improved subsequent performance, and strengthened students' confidence and sense of belonging. This faculty-led approach shifts support upstream, offering a scalable strategy to promote equitable access, engagement, and persistence across diverse educational settings.

### *Outcomes:*

1. Analyze early indicators of academic risk and identify opportunities for timely faculty intervention.
  2. Assess common barriers contributing to student underperformance and determine appropriate support pathways.
  3. Apply a structured conversation framework to support at-risk students through compassionate accountability.
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# Poster Reception

5:00 pm - 6:00 pm

Preconference Space

## **P 1) Between Belief and Belonging: Exploring Impostor Phenomenon Among Online Doctoral Students**

*Teresa Outlaw, University of North Carolina at Chapel Hill*

**Key Statement:** Reimagine online doctoral learning through relationships and practices that foster validation, belonging, and scholarly confidence while helping students navigate impostor experiences.

**Keywords:** Impostor Phenomenon, Online Learning, Validation

**Subthemes:** Compassionate Classroom/Community; Active and Engaged Learning

This digital poster examines how impostor experiences, self-efficacy, validation, and belonging interact to shape confidence and persistence among online doctoral students. Grounded in Bandura's Self-Efficacy Theory and Rendón's Validation Theory, the presentation highlights how validation, belonging, and engagement shape how students interpret challenge, self-doubt, and academic success in virtual learning environments. Viewers will gain insights into practical approaches—such as mentoring, feedback, and peer affirmation—that help students recognize their capabilities and sustain confidence. The poster invites reflection on how validation, belonging, and engagement can strengthen doctoral learning communities and support learner persistence and development.

### *Outcomes:*

1. Understand how impostor phenomenon influences confidence, belonging, and persistence among online doctoral students.
2. Recognize the role of self-efficacy and validation in shaping positive academic identities in virtual learning environments.
3. Gain insights into strategies that promote validation, belonging, engagement, and confidence in online doctoral education.



## **P 2) Designing Accelerated Capstone Courses for Applied Learning and Assessment**

*Thomasena Shaw, Bridgewater State University*

*Lisa Bergson, Bridgewater State University*

**Key Statement:** Explore a capstone model that integrates real clients, structured teamwork, and measurable outcomes to support applied learning in accelerated, fully online courses.

**Keywords:** Experiential Learning, Assessment, Online Learning

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

This poster presents a public relations capstone designed for a fully online format that integrates real client work, structured team collaboration, and measurable outcomes. Students develop and execute a unified campaign across platforms while engaging in scaffolded research, planning, implementation, and evaluation. The model emphasizes alignment between learning objectives, professional practice, and assessment using real-time analytics and reflective deliverables. Preliminary outcomes suggest increased student confidence in strategic thinking, stronger connections between theory and practice, and meaningful engagement with real-world communication challenges. The poster offers a transferable framework for designing applied, assessment-driven learning experiences in accelerated and online environments.

### *Outcomes:*

1. Analyze how online course structures can support applied, real-world learning experiences.
2. Evaluate strategies for aligning experiential learning with measurable student outcomes and assessment frameworks.
3. Apply a scaffolded capstone model to design or adapt an assignment or course in their own discipline.

### **P 3) Dialogic Practices Change Faculty Perceptions/Intentions Toward Self and Students**

*Stephanie Freis, Furman University*

**Key Statement:** Dialogic reading circle participation shifted faculty perceptions of themselves and students, revealing six emergent themes and providing replicable structures for professional development.

**Keywords:** Dialogic Practice, Reading Circle, Faculty Development

**Subthemes:** Instructional Skills + Methods; Compassionate Classroom/Community

This study examined how participation in a three-session dialogic reading circle influenced faculty perceptions and teaching intentions. Nine participants engaged with the book, *The Dialogic Classroom in Higher Education*. Each session discussed and modeled structured dialogic practices. Analysis of participants' post-circle reflections and action plans revealed six emergent themes: slowing/re-timing teaching, structuring dialogic activities, question design, valuing draft-form thoughts, setting dialogic norms, and sharing conversational control. Themes differentially applied to faculty's selves and their students. Furthermore, findings generated practical guidelines for application across disciplines. Results provide a replicable structure for learning communities.

#### *Outcomes:*

1. Analyze the differential impact of the six dialogic themes on faculty self-perceptions versus student approaches.
2. Assess applicability of the structured dialogic guides to their own teaching context through guided.
3. Evaluate the replicable three-session reading circle structure as a model for designing experiential professional development that embodies the pedagogical practices being learned.

### **P 4) Eliminating the Permission to Forget Through Continuous Learning Systems**

*Cortni Krusemark, Augustana University*

**Key Statement:** An innovative OTD curriculum model applies continuous improvement principles, competency mapping, and hybrid design to eliminate systemic barriers and promote meaningful, sustained student learning.

**Keywords:** Continuous Improvement, Competency-Based Education, Hybrid Learning

**Subthemes:** Universal Design for Learning + Course/Curriculum (Re)Design;  
Assessment/Feedback/(Un)Grading

Educational systems often perpetuate barriers that limit meaningful learning, as described in Lee Jenkins' "Ten Root Causes of America's Frustration With Education." These challenges extend into higher education, where misalignment, unclear competencies, and outdated assessment practices hinder student success. This project presents an accelerated hybrid Occupational Therapy Doctorate (OTD) curriculum grounded in continuous improvement and Universal Design for Learning. The model emphasizes competency mapping, spaced retrieval, real-time feedback, and andragogical principles to prioritize learning over teaching. By restructuring assessment and instructional design, this approach fosters deeper understanding, student motivation, and confidence, preparing graduates for success on their certification exam and in professional practice.

*Outcomes:*

1. Describe key systemic barriers in occupational therapy education using Jenkins' Ten Root Causes framework.
2. Explain how continuous improvement principles and UDL can be applied to redesign curriculum and assessment practices.
3. Examine the impact of competency-based, hybrid educational models on student learning, motivation, and professional readiness.

**P 5) Engaging and Supporting Adult Working Learners in Online Learning**

*Kristin Burnette, East Carolina University*

*Laura H. King, East Carolina University*

**Key Statement:** This poster shares strategies to support adult working learners through inclusive practices, quality interactions, and practical application. Join us to discuss reducing barriers in online courses.

**Keywords:** Online Learning, Adult Working Learners (AWLs), Learner Engagement

**Subthemes:** Active and Engaged Learning; Compassionate Classroom/Community

With many adult working learners (AWLs) pursuing online learning, an emphasis needs to be placed on how to engage and support them to succeed in higher education learning environments. This session presents tips and strategies implemented within a special education licensure program to reinforce three pillars of support: (1) inclusive learning practices with varied materials and flexible assignment options, (2) quality interactions between learners, instruction, and content, and (3) practical application and transfer (Kaiser et al., 2023). We invite you to share ideas from your instruction to reduce barriers and increase engagement of AWLs within your online courses.

*Outcomes:*

1. Identify inclusive learning practices with varied materials and flexible assignment options.
2. Describe quality interactions between learners, instruction, and content.
3. Share ideas from your instruction to reduce barriers and increase engagement of AWLs within your online courses.

**P 6) From Classroom to Campus: Authentic Marketing Learning Through Athletics**

*Hui Du, University of New Haven*

**Key Statement:** This approach uses college athletics to engage students in primary research, develop interpersonal communication skills, and apply marketing concepts through authentic, data-driven projects.

**Keywords:** Authentic Assessment, Experiential Learning, Marketing Education

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

This study presents an authentic assessment approach using college athletics as a platform for marketing education. Students engage in primary data collection by designing surveys and interacting with peers, developing both research and interpersonal communication skills. In contrast to traditional exams, this model emphasizes relationship building, data-driven decision making, and real-world application. By working through segmentation, persona development, and campaign design, students experience the full marketing process. Preliminary reflections indicate increased engagement, confidence, and practical understanding. This approach demonstrates how leveraging campus athletics can bridge the gap between theory and practice while preparing students for relationship-driven roles in the sport industry.

*Outcomes:*

1. Understand how college athletics can be used as a platform for authentic marketing assessment.
2. Explain the role of primary data collection in developing student research and interpersonal skills.
3. Apply a structured framework to design authentic, data-driven marketing assignments.

## **P 7) Have We All Gone Mad? Improving Retrieval Using Precision Teaching**

*Allison Hatcher, University of Kentucky*

*Michael Wallace, University of Kentucky*

**Key Statement:** Redesigning an assignment, Phonetic Mad Minute, using precision teaching and adaptive learning to improve students' retrieval-fluency of phonetic features in a speech sound disorders course.

**Keywords:** Precision Teaching, Retrieval Practice, STEM-Health

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

Students often achieve accuracy without developing fluency (combining accuracy and speed) for efficient knowledge retrieval. The "Phonetic Mad Minute" assignment was redesigned in a graduate speech-language pathology course

integrating precision teaching, a data-driven method measuring fluency of specific skills, with adaptive learning. Outcomes from two cohorts were compared on accurate and fluent recall of phonetic features. This time-limited adaptive assignment delivered through Canvas LMS promoted fluency and differentiated learning based on individual performance. Results showed improved accuracy and response rates, supporting the effectiveness of combining fluency-based practice with adaptive learning. This framework may be generalizable across disciplines.

*Outcomes:*

1. Describe precision teaching and how it supports fluency-based learning in higher education.
2. Explain how adaptive learning pathways (e.g., Mastery Paths in Canvas LMS) can be used to differentiate instruction based on student performance.
3. Identify an assignment within your course that would benefit from being redesigned by integrating precision teaching, adaptive learning, and technology to increase students' efficient knowledge retrieval.

## **P 8) Intellectual Community and Deeper Learning in an Interdisciplinary Honors Capstone**

*Melinda Adnot, University of North Carolina at Charlotte*

**Key Statement:** Capstone students "play the whole game" as teacher-scholars by developing scholarly expertise and designing and leading a series of six seminars for incoming students.

**Keywords:** Project-Based Learning, Deeper Learning, Community

**Subthemes:** Active and Engaged Learning; Instructional Skills + Methods

In this poster, we examine how interdisciplinary capstone projects can foster deeper learning through the development of mastery, identity, and creativity. We find support in the literature that the elements of interdisciplinary research-based capstone experiences can engage students in deeper learning when they include the elements

of: sustained interdisciplinary inquiry, the guidance of faculty mentors, creation of both traditional and non-traditional capstone or thesis formats, and a requirement that the work be meaningfully shared. This session will also examine an application of deeper learning in an interdisciplinary capstone program in our institutional setting.

*Outcomes:*

1. Describe how deeper learning outcomes of mastery, creativity, and identity can be realized through interdisciplinary capstone projects.
2. Evaluate the application of a conceptual framework to the capstone program described in the session.
3. Generate possible applications of sustained projects that foster deeper learning in their own institutional settings.

**P 9) Marketing in the Age of the “Illusion of Free Will”**

*Hui Du, University of New Haven*

**Key Statement:** Integrating neuroscience into marketing education reveals why tactics influence behavior, enhances relevance, deepens engagement, and empowers students to critically reflect on consumer decisions and perceived free will.

**Keywords:** Neuroscience, Consumer Behavior, Marketing Education

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

This poster presents a pedagogical approach that leverages the intersection of neuroscience and marketing to enhance student engagement and learning relevance. Centered on the concept of the illusion of free will, the approach connects marketing tactics to students' everyday decision-making experiences, encouraging critical reflection on how choices are shaped. Rather than emphasizing disciplinary boundaries or specific theories, the focus is on integrating knowledge to deepen understanding. A classroom activity is included to illustrate how this connection can be operationalized in practice. This approach positions students as both learners of marketing and reflective consumers within an increasingly complex decision environment.

*Outcomes:*

1. Use the illusion of free will to explain marketing concepts.
2. Design classroom activities that connect marketing to students' everyday decisions.
3. Apply interdisciplinary approaches to enhance student engagement.

## **P 10) Moving From Reactive Accommodations to Proactive Accessibility**

*Laura H. King, East Carolina University*

*Kristin Burnette, East Carolina University*

**Key Statement:** Born accessible courses eliminate last minute fixes. This session highlights common barriers and offers UDL strategies that help faculty build flexible, inclusive online learning experiences.

**Keywords:** Accessibility, Online Learning, Universal Design

**Subthemes:** Universal Design for Learning + Course/Curriculum (Re)Design; Active and Engaged Learning

Accessibility in online learning is too often left to be addressed only after barriers emerge, despite evidence that proactive design improves outcomes for diverse learners. Drawing on Universal Design for Learning (CAST, 2018), accessibility theory (Burgstahler, 2015), and inclusive pedagogy research (Hockings, 2010), this poster argues for courses that are born accessible rather than retrofitted in response to individual needs. Participants will view common digital barriers that can impede students with diverse learning needs alongside simple fixes through UDL design strategies that can be implemented during initial (and reactive) course planning to create flexible, equitable, and intentionally inclusive online environments.

### *Outcomes:*

1. Identify common digital accessibility barriers in online courses and explain how these barriers impede learning for students with diverse learning needs.
2. Apply UDL-informed design strategies to address or prevent these barriers during both initial course development or reactive course revisions.
3. Design at least two course elements that reflect born-accessible principles.



## **P 11) Reciprocity Over Hierarchy: An AI-Enhanced Reverse Mentoring Framework**

*Marquita Lyons-Smith, North Carolina Central University*

**Key Statement:** An AI-enhanced model enabling students to mentor faculty and academic leaders, facilitating bidirectional learning, intergenerational knowledge exchange, and improved engagement in university settings.

**Keywords:** Reciprocity, Reverse Mentoring, Engagement

**Subtheme:** Compassionate Classroom/Community; AI in Higher Education

Traditional academic hierarchies position faculty as sole knowledge holders, often silencing student voices and limiting institutional innovation. This presentation introduces an innovative AI-enhanced reverse mentoring framework that empowers students as knowledge experts, mentoring faculty and academic leaders in emerging technologies, digital culture, and evolving learning styles. Grounded in Growth Mindset, Emotional Intelligence, and the principles of Crucial Conversations, the model leverages AI tools to match mentoring pairs, track progress, and personalize learning exchanges. By dismantling hierarchical assumptions and embracing bidirectional learning, universities can cultivate intergenerational knowledge exchange, strengthen faculty-student engagement, and build more dynamic and connected academic communities.

### *Outcomes:*

1. Identify the foundational principles of reverse mentoring and explain how Growth Mindset, Emotional Intelligence, and Crucial Conversations frameworks support reciprocal learning in academic settings.
2. Examine how AI tools can be strategically leveraged to match mentoring pairs, personalize learning exchanges, and track measurable outcomes within a university environment.
3. Describe strategies that repositions students as knowledge contributors, encourages bidirectional learning, and dismantles traditional faculty-student hierarchies.

## **P 12) Using Art to “Draw” Theoretical Ideas in the College Classroom**

*Julia Smith, Purdue University Fort Wayne*

**Key Statement:** Teaching undergraduate students educational theories through the use of art projects and hands-on practices in college teaching promotes student engagement and learning.

**Keywords:** Engaging, Creative, Innovative

**Subthemes:** Active and Engaged Learning; Instructional Skills + Methods

This poster highlights undergraduate teacher education students' experiences using art to learn about and understand educational theories. Presented are student artifacts from college teaching activities, group work and field experience in elementary classrooms. Examples include photos of artwork and quotes from written reflections by students that link art with understanding principals of theory. Conference participants will learn about the usefulness of this approach in teaching theoretical constructs to college students, while creating assignments and learning that are innovative and engaging.

### *Outcomes:*

1. Use art and hands-on practices in college teaching.
2. Discover innovative approaches to engage students in the classroom.
3. Critically think about their own teaching and how they can explore creative ways to help students better understand theoretical constructs in their own discipline.

## **P 13) Using Community Libraries to Address Challenges in Information Literacy Instruction**

*Lee Parker, Central Michigan University*

**Key Statement:** Promoting critical information literacy and student connection are library instruction challenges. Learn how one librarian integrated campus community libraries into instruction to address these issues.

**Keywords:** Library Instruction, Critical Information Literacy, Community Libraries

**Subthemes:** Active and Engaged Learning; Instructional Skills + Methods

Academic librarians frequently face challenges fostering critical information literacy and building connections between students and the university library. That difficulty usually relates to time constraints and a lack of representation of students' interests. This poster shows how I as an academic instructional librarian incorporated various department-level community libraries on campus (the Office of LGBTQ+ Student Services Community Library and a residence hall community library) into gamified instruction sessions to develop information literacy instruction that solved these problems. To represent effectiveness, I will include results from post-instruction session surveys showing how comfortable individuals felt using library resources after these collaborative sessions.

*Outcomes:*

1. Identify ways that community libraries can be incorporated into university-library level information literacy instruction.
2. Articulate the ways that integrating community libraries into instruction can foster critical information literacy and student connectedness to the university library.
3. Assess the effectiveness of this form of instruction through the results of the pre-instruction survey conducted.

**P 14) When Syllabi and Discussion Boards Fail, Try Group Annotations**

*Evy Wright, West Virginia University*

**Key Statement:** Students often overlook syllabi, and discussion boards may yield limited engagement. Group annotations with powerful prompts garner meaningful student participation.

**Keywords:** Syllabus, Online Discussion Boards, Group Annotations

**Subtheme:** Active and Engaged Learning; Instructional Skills + Methods

Discussion boards may yield limited engagement in online courses, and students often do not find them useful. Group annotation platforms such as Perusall and Harmonize allow instructors to upload documents for collaborative review. Students highlight sections of a document, adding commentary that all group members can see and respond to. Breaking students into small groups and assigning annotations with targeted prompts improves student engagement with course concepts, reading comprehension, and knowledge construction. Using syllabus annotation as an initial low-stakes assignment introduces students to the technology while encouraging meaningful engagement with the course syllabus.

*Outcomes:*

1. Define group annotation and explain how platforms like Perusall support collaboration.
2. Create targeted prompts that promote meaningful engagement with course materials.
3. Evaluate student engagement in group annotations as evidence of participation and understanding.

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Enjoy Dinner and Evening on Your Own!



# DAILY SCHEDULE

WEDNESDAY  
AUGUST 12, 2026



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# Wednesday, August 12, 2026

## Schedule at a Glance

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7:00 am - 9:45 am

Conference Help Desk

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6:45 am - 8:00 am

Breakfast

E'Terie

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8:00 am - 9:10 am

Roundtable Discussions

Blue Ridge Ballroom

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9:20 am - 10:30 am

Keynote III

The Art of Attention: Embodied Pedagogy for Deep Learning

*Susan Hrach, Columbus State University*

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# Roundtable Discussions II

8:00 am - 8:30 am

Blue Ridge Ballroom

## **RT L) An Exploration of Life-Long Learning Through Career Development Planning**

*Michael Stebleton, University of Minnesota Twin Cities*

**Key Statement:** Tomorrow's undergraduates will likely live longer and hold multiple jobs and careers over their lifetimes. This session will highlight an intergenerational activity involving writing, reflection, and life-career planning.

**Keywords:** Career Planning, Writing, Lifelong Learning

**Subthemes:** Active and Engaged Learning; Compassionate Classroom/Community

Students often quip that “they are living their best life.” What does that really mean? It is possible that undergraduates will hold multiple jobs and careers throughout their lifetime. In this session, I will discuss the importance of intergenerational dialogues around the meaning of work and career. We will discuss issues related to longevity from an intergenerational perspective. I will highlight an example of an experimental activity recently conducted in an undergraduate career planning course at the University of Minnesota-Twin Cities. Participants will examine purpose, meaningful work, and what educators can do to support students.

### *Outcomes:*

1. Provide an overview of work-career related demographics and trends.
2. Discuss intergenerational lifelong learning initiatives, including an activity conducted in an undergraduate career planning course.
3. Create an opportunity to discuss issues related to meaningful work, purpose, and preparing students for an uncertain workforce.

## **RT M) Dialogue Journals as a Relationship-Rich Practice in Language Study Abroad**

*Anastasiya Smith, University of Georgia*

**Key Statement:** This discussion explores using dialogue journals in study abroad programs to foster student well-being, linguistic growth, and teacher-student reciprocity through low-stakes, relationship-rich writing practices.

**Keywords:** Relationship-Rich Education, Dialogue Journals, Student Well-Being

**Subthemes:** Compassionate Classroom/Community; Mindfulness/Resiliency

Meaningful human connections are primary drivers of student success (Felten & Lambert, 2020). In study abroad, these connections are vital as students navigate linguistic immersion and emotional intensity. This discussion explores dialogue journals—reciprocal, written exchanges—as “relational anchors” within a Russian language program in Latvia. By prioritizing reflection over mechanics, these journals foster trust, identity exploration, and teacher-student reciprocity. I will share how modeling authentic engagement and maintaining dialogue journals supported both linguistic growth and student well-being. Participants will gain sample prompts and strategies for implementing this relationship-rich practice across both international and domestic contexts.

*Outcomes:*

1. Analyze how dialogue journals facilitate relationship-rich education and student well-being in high-intensity learning environments.
2. Adapt specific dialogue journal prompts and reciprocal feedback strategies to their own disciplinary or geographic contexts.
3. Evaluate the impact of low-stakes, reflective writing on building student trust and linguistic confidence.

**RT N) High-Impact Strategies for ELLs in Mixed Classrooms**

*Jennifer G. White, Berkeley Learning Teaching Consultants*

**Key Statement:** Explore practical strategies to support ELLs, increase participation, and maintain learning for all students in mixed-level classrooms.

**Keywords:** ELLs, Mixed-Level Classrooms, Inclusive Instruction

**Subthemes:** Instructional Skills + Methods; Active and Engaged Learning



Many college instructors teach linguistically diverse classrooms but receive little preparation for supporting multilingual learners. This session reframes common “ELL (English language learner) challenges” as underlying cognitive load issues related to speaking and listening, including conceptualizing, formulating, turn-taking, and lexical segmentation. Through interactive activities, participants will explore these challenges and experience practical instructional methods that reduce cognitive load, increase participation, and support comprehension. Strategies such as structured discussion, visual scaffolding, and lecture chunking are modeled and discussed throughout. Participants will leave with a set of adaptable research-based teaching techniques that can be used in any content-area classroom.

*Outcomes:*

1. Identify key cognitive/emotional demands that impact student participation and comprehension in their courses.
2. Analyze how instructional practices either increase or reduce cognitive load for multilingual learners in speaking and listening tasks.
3. Apply at least two practical instructional moves (e.g., structured discussion, visual supports, lecture chunking) to improve participation and understanding in their own classes.

**RT O) The IDEAS Fellowship: On Cultivating a Liberal Arts Community at Emory University**

*Rose Deighton-Mohammed, Emory University*

*Kim Loudermilk, Emory University*

**Key Statement:** The IDEAS Fellowship catalyzes an ethos of curiosity and engaged liberal learning at Emory University. This presentation explores the pedagogies and lessons we’ve learned developing this program over the past decade.

**Keywords:** Liberal Arts, Interdisciplinarity, Intellectual Community

**Subthemes:** Active and Engaged Learning ; Other

This session reflects our work over the past decade developing the IDEAS Fellowship (Interdisciplinary Exploration and Scholarship), Emory's interdisciplinary liberal arts undergraduate fellowship. We examine the strategies we use to build and sustain the fellowship, and how it has strengthened the university's liberal arts ethos. We highlight our weekly lunches as a core practice for cultivating intellectual connection, and explore how fellows extend these values across campus through programming and stewardship. We also introduce a signature pedagogy, a story circles activity based on that created by Roadside Theater, to model collaborative learning and our unique way of blending the academic and the personal. Participants will consider how integrating rigorous inquiry with social connection can enrich pedagogy and curriculum across diverse campus settings.

*Outcomes:*

1. Describe the significance of multi-year cohorts on liberal arts education .
2. Lead story circles to support collaborative and integrative learning.
3. Create strategies for co-curricular undergraduate learning communities at their home campus.

**RT P) Learning to Teach While Teaching to Learn**

*Ellen Bartley, Farmingdale State College*

**Key Statement:** Effective teaching fosters an environment conducive to learning. For early career instructors, there may be competing objectives. Let's talk about strategies to hone your craft.

**Keywords:** Effective Teaching, Effective Learning, Early Career Teaching

**Subthemes:** Instructional Skills + Methods; Active and Engaged Learning

Many instructors in higher education are well trained in their discipline, but not always in how to teach that discipline effectively. Engagement starts with the first day of class. We will discuss three key learner-centered teaching strategies and consider what we want our students to take away from their first encounter with us and our discipline as we embark on a learning journey with our students.

*Outcomes:*

1. Identify competing objectives for higher education instructors.
2. Analyze three strategies for effective teaching.
3. Generate a first day plan, starting with desired key take-aways.

## **RT Q) Rethinking Assignments for Critical Thinking in the Age of AI**

*Thomasena Shaw, Bridgewater State University*

*Lisa Bergson, Bridgewater State University*

*Kierstyn Lamour, Pellissippi State Community College*

**Key Statement:** Engage in collaborative discussion to redesign assignments that integrate AI while strengthening students' critical thinking and ethical reasoning across diverse disciplinary contexts.

**Keywords:** Critical Thinking, Ethics, Artificial Intelligence

**Subthemes:** AI in Higher Education; Active and Engaged Learning

This interactive roundtable explores how faculty can design AI-integrated assignments that strengthen critical thinking and ethical decision-making across disciplines. Drawing on research into practitioners' real-world use of AI, the session highlights gaps between how AI is used in practice and how students are taught to engage with it. Participants will discuss challenges, share disciplinary perspectives, and collaboratively redesign or adapt assignments to better reflect authentic AI use while requiring analysis, justification, and ethical reflection. The session moves beyond policy and detection to focus on practical, transferable strategies faculty can implement immediately to support deeper learning.

*Outcomes:*

1. Analyze how AI use can support or undermine critical thinking and ethical decision-making across disciplinary contexts.
2. Critique existing assignment designs to identify where AI use may limit or enhance meaningful student learning.
3. Adapt at least one assignment to integrate AI in ways that require critical thinking, ethical reasoning, and active student engagement.

## RT R) Teaching With a Mentor Mindset

*Michael Wallace, University of Kentucky*

**Key Statement:** We will discuss compelling ideas from emerging research on teaching with a mentor mindset including balancing support and high-expectations, building transparency, and collaborative problem-solving.

**Keywords:** Mentor Mindset, Transparency, Collaborative Problem-Solving

**Subthemes:** Instructional Skills + Methods; Active and Engaged Learning

We will be diving into the research behind ideas unpacked in David Yeager's (2024) book *10 to 25: The Science of Motivating Young People* with a focus on college students (17–25). The discussion will provide instructors with evidence-driven ideas for enhancing both their teaching and student learning within their courses. In this session, we explore practical ways to teach with a mentor mindset including balancing support and high-expectations, building transparency, engaging in collaborative problem-solving, and helping students shift their mindset about stress.

### *Outcomes:*

1. Evaluate where your teaching mindset sits within the support and expectations grid.
2. Explore how you might bring more balance between support and high expectations within your classes to more effectively ignite learning.
3. Identify activities, assignments, and approaches that could be made more transparent and/or incorporate collaborative problem-solving.

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## Keynote III

9:20 am - 10:30 am

Blue Ridge Ballroom

The Art of Attention: Embodied Pedagogy for Deep Learning

*Susan Hrach, Columbus State University*

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Thank you for joining us!



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It started when I was around 6 years old...

I used to “teach” in my room at home. The stuffed animals and dolls were my students. My bedroom door had a sign on it that read #208. My “name” was “Miss Monroe,” a tribute to the 1970s Charlie’s Angels...

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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|---------------------------------------------------|------------------------------------------------------------|
| Albion College                                    | Florida International University                           |
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| Arizona State University                          | Franciscan Missionaries of Our Lady University             |
| Augustana University                              | Furman University                                          |
| Austin College                                    | Gardner-Webb University                                    |
| Austin Community College                          | George Mason University                                    |
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| Belmont University                                | Grove City College                                         |
| Bridgewater State University                      | Hillsborough College                                       |
| Brigham Young University                          | Indiana University Bloomington                             |
| Brigham Young University - Idaho                  | Indiana University of Pennsylvania                         |
| Central Michigan University                       | Inver Hills Community College                              |
| Clemson University                                | Johnson & Wales University                                 |
| Columbia College                                  | Keiser University                                          |
| Columbus State University                         | Laney College                                              |
| Curry College                                     | Marymount University                                       |
| Delta College                                     | Miami University                                           |
| Duquesne University                               | Middle Georgia State University                            |
| East Carolina University                          | Morgan State University                                    |
| Elon University                                   | North Carolina Agricultural and Technical State University |
| Emory University                                  | North Carolina Central University                          |
| Fayetteville State University                     | North Carolina State University                            |
| Florence-Darlington Technical College             | Ohio State University                                      |

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# UPCOMING EVENTS

**Motivation and Meaning  
in Higher Education**

**Traverse City, Michigan**

**October 7-9, 2026**

**Teaching for Active & Engaged  
Learning in the Age of AI**

**San Diego, California**

**January 7-9, 2027**

**AI and the Future of Evidence-Based  
Teaching in Higher Education**

**Austin, Texas**

**May 17-19, 2027**