

LILLY CONFERENCES

ITLC | International Teaching
Learning Cooperative, LLC

**INNOVATIVE
STRATEGIES TO
ADVANCE STUDENT
LEARNING**

Asheville

NORTH CAROLINA
AUGUST 7TH - 9TH
2023

CONFERENCE PROGRAM



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Welcome!

Lilly-Asheville



CONFERENCE PROGRAM

Dear Colleagues,

Welcome to Asheville, North Carolina, “The Land of the Sky”! We are delighted to celebrate our 5th year in this fantastic area, of the more than 40 years that ITLC Lilly Conferences has been bringing together educators to share and learn about evidence-based teaching and learning. The potential to improve student-learning outcomes on your campus by attending this interdisciplinary teaching conference is staggering. Presentations are facilitated by experienced faculty members from a variety of institutional types and from throughout the United States. ITLC Lilly Asheville consistently receives rave reviews from attendees and has influenced many positive outcomes: enhanced student learning, grant collaborations, increased satisfaction with teaching, new collegial friendships, and promotion and tenure preparation.

We believe that many of these outcomes occur because of the community we experience each year at this event, a community of learners we work diligently to help create. We hope the small touches we strive to implement will help that feeling of community flourish. As a Lilly participant, you are part of a truly remarkable gathering of individuals. Those around you have a deep commitment to student learning, and we trust that the conversations had here over the next few days, and the new friendships formed, will influence you for years to come. Casual, spontaneous exchanges in the lobby, during the reception, or strolling through the Biltmore Village on your way to a restaurant can be as informative and uplifting as the carefully planned program. Do take time for breaks to refresh your body and spirit; the conference pace is invigorating, and it’s easy to overfill your schedule with compelling presentations! Please feel free to enjoy a visit to our Lilly Lounge; take a trip through the sweeping grounds of Biltmore Estate; or visit any of Asheville’s many charming shops and delicious restaurants to reenergize yourself—then return refreshed to support your colleagues’ presentations!

Thank you so much for joining us at this conference. ITLC Lilly attendees are a truly remarkable group of educators, passionate about teaching and improving their skillsets. Each year at this conference participants are authentic and earnest in their desire for growth and improvement to best support our students, whether first-generation, nontraditional, or overcoming any number of physical or circumstantial challenges. Some of our deepest collegial friendships to support our work have sprung from meeting at Lilly and continuing to reconnect every year. You will soon see why we welcome back old friends and can’t wait to meet new ones!

Best,
Todd Zakrajsek
Conference Director
UNC Chapel Hill

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Overview

Lilly-Asheville



CONFERENCE PROGRAM

Keep in the loop with **conference announcements via text using Remind**. Remind lets you stay informed with easy access and up-to-the-minute changes, while keeping your contact information private.

Name Badges

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

Meals

Your conference registration includes:

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

Please present your name badge 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. We ask that you complete session evaluations for presentations you attend, using the link from the QR code posted. Evaluations are anonymous, and each presenter receives the packet of session evaluations as submitted following the conference. 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 participation 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, live music, and world-class shopping and restaurants.

Lilly Lounge -Executer

Need a quiet place to decompress, check email, call the office, call home, or continue a conversation with a peer? Stop by the Lilly Lounge! Don't become overwhelmed by the brisk conference pace. Set aside time to tend to your peace of mind, recharge, or connect with others.

Catch some fresh air overlooking the mountains, or have a quiet sit-down to

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

Health

Please use care and considerate respiratory 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. Masks are no longer mandatory but are encouraged. If you are

not feeling well, coughing, or have a fever, please rest in your room and complete a COVID-19 test.

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

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Agenda at a glance



CONFERENCE PROGRAM

Monday, August 7, 2023					
9:00 AM - 5:00 PM	<p align="center">Conference Check-In Conference Help Desk is OPEN</p>				
10:00 AM - 10:30 AM	<p align="center">Conference Welcome - Todd Zakrajsek, ITLC Lilly Conference Director Burghley B</p>				
Room:	Amherst	Burghley A	Stuyvesant	Vanderbilt I	Vanderbilt II
10:40 AM - 11:20 AM	<p>1a Discovering Richer Conversations with Yellowdig: A New Paradigm for Community-Building - J. Anderson</p>	<p>1b Implementing Relationship-Rich Education: Theory to Practice - P. Graham et al.</p>	<p>1c Stress, Burnout, and Compassion Fatigue Among Faculty Members - M. McNaughton-Cassill</p>	<p>1d Methods to Effectively Identify and Eliminate Extraneous Online Course Workload - J. Griffith</p>	<p>1e Moving Your Courses Forward Through Backward Design - K. Edwards & L. Frass</p>
11:20 AM - 11:30 AM	10 - minute transition				
11:30 AM - 12:10 PM	<p>2a Project-Based Learning in Natural and Social Sciences for Career Readiness - S. Ganguli & A. Hotaling Hagan</p>	<p>2b Can ChatGPT Increase Accessibility? Results From a Classroom Study - S. Hyatt & M. Owenz</p>	<p>2c Maintaining Student Engagement Through Online Course Delivery Method Changes - E. Cook & J. Lord</p>	<p>2d Anchors Away: Opportunities for Building Community, Mindfulness, Equity, and Reflection - A. Jennings & A. Tallant</p>	<p>2e It's Not What You Say, It's How You Deliver It: A Consideration for Feedback Delivery - T. Wedderburn</p>
12:10 PM - 1:00 PM	Private Buffet Lunch Provided Name Badge Required for Dining Burghley B				
1:00 PM - 2:15 PM	<p align="center">P1 Permission to Grow: Creating Environments Where Students and Faculty Thrive Taimi Olsen, Clemson University</p>				
2:15 PM - 2:30 PM	15 - minute transition				
2:30 PM - 2:50 PM	<p>3a Gamification in Public Health: Creating Sustainable Communities - S. Gilbert</p>	<p>3b Revitalizing Engagement: Overcoming Trauma With Positive, Motivation Psychology Best Practices - E. Helton</p>	<p>3c Fostering Connectedness in the Asynchronous Discussion Board - S. Clemenson</p>	<p>3d Career Readiness Competencies: Curricular Activities to Support Belonging, Equity, and Inclusion - D. Delaughter et al</p>	<p>3e Using Concept Mapping to Advance Preservice Teachers' Learning About Disciplinary Literacy in Science Teaching - V. Zygouris-Coe</p>
2:50 PM - 3:00 PM	10 - minute transition				
3:00 - 3:20 PM	<p>4a How Do I Get Around? Onboarding Instruction for Online Learning - A. Jewett</p>	<p>4b Can AI Chatbot Use Boost Learning? An Experiment - A. Owenz</p>	<p>4c Using Current Juvenile Literature to Learn About Adolescent Development - H. Sackreiter</p>	<p>4d Concept Mapping: Making Health Equity Connections - B. Tugman & S. Hague</p>	<p>4e Intentional Inclusivity and the Power of Choice - T. Kemerly</p>
3:20 PM - 3:40 PM	20 - minute transition. FOOD SERVICE:				
3:40 PM - 4:20 PM	<p>5a Interprofessional Education Through Home Modification - C. Norton & K. Gore</p>	<p>5b Faculty Behaviors to Support Growth Mindset Cultures in the Classroom - B. C. Smith & S. Meyers</p>	<p>5c Modality and Curriculum (Re)Design to Advance Learning and Access - A. Correia & M.-B. Russo</p>		<p>5e Leveraging Critical Thinking in Online Discussion Forums to Enhance Student Learning Outcomes - M. Adewuyi & A. Keith</p>
4:20 PM - 4:30 PM	10 - minute transition				
4:30 PM - 5:10 PM		<p>6b Inclusive Approaches to Student Participation Beyond Raising Hands - S. Otterbeck & A. Marsh</p>	<p>6c Prioritizing Wellness by Supporting Faculty in Mind, Body, and Spirit - E. Greene & J. Adam</p>	<p>6d Student Agency and the Ungraded Classroom - R. Hartman et al.</p>	<p>6e Trauma-Informed Educational Practices to Advance Student Learning - K. Atkinson</p>
5:15 PM - 6:15 PM	<p align="center">Welcome Reception</p>				

Tuesday afternoon

2:20 PM - 3:00 PM		11b Leveraging the Research on Mindset to Improve Student Learning - G. Wentzell	11c Eliminating Bias in Learner Evaluations: An Example From Healthcare - M. Boose	11d Deepen Learning by Using the DEAL Model of Critical Reflection - A. Fallucca et al.	11e Stories We Tell Our Students - M. Pinter
3:00 PM - 3:20 PM	20 - minute transition				
3:20 PM - 3:40 PM	12a Transformative Teaching and Learning Through Open Pedagogy - E. A. McKenney	12b Classroom LIGHTBULBS to Reignite Your Passion for Teaching - P. Binder	12c Student-Centered Pathways for Divergent Repertoire Study - A. Pergram	12d Claiming Underrepresented Voices in the STEM Fields - S. Murray	12e Mindfully Transforming the Academy - L. Ngwenya-Scoburgh
3:40 PM - 3:50 PM	10 - minute transition				
3:50 PM - 4:30 PM		13b Implementing Critical Thinking Skills in Post-Pandemic Higher Education Learners - R. Kohlenberg	13c Supporting Equity and Inclusion Career Readiness Through Universal Design for Learning - S. Barton-Arwood et al.	13d Integrating Emergent Artificial Intelligence Tools in Teaching Human Service Skills - P. Mongan	13e SoTL 101: Seven Steps for Project Design, Presentation, and Publication - M. Cox
Enjoy Dinner and Evening on Your Own					

Wednesday, August 9, 2023					
7:00 AM - 10:15 AM	Conference Help Desk				
7:00 AM - 8:00 AM	Private Buffet Breakfast Provided Name Badge Required for Dining Burghley B				
8:00 AM - 8:30 AM	Roundtable Discussions Burghley B				
	RT A) Using Low-Stakes Creative Writing Across Disciplines - <i>Facilitated by A. Cole</i>				
	RT B) Sustaining and Initiating Faculty Learning Communities - <i>Facilitated by M. Cox</i>				
	RT C) Faculty Book Club on Inclusive Teaching Strategies - <i>Facilitated by C. Dancz et al.</i>				
	RT D) Developing and Using Custom Response Templates for Online College Courses - <i>Facilitated by J. Griffith</i>				
	RT E) How Community-Based Experiences Can Enhance Student Engagement and Learning - <i>Facilitated by M. S. Harper & K. Neal</i>				
8:30 AM - 8:40 AM	RT G) Preparing Students for the Future of Work Using Narrative Writing - <i>Facilitated by M. Stebleton & G. Peter</i>				
8:40 AM	10 - minute transition				
	Amherst	Burghley A	Stuyvesant	Vanderbilt I	Vanderbilt II
8:40 AM - 9:20 AM	14a Restructuring the Power Dynamics Within a Classroom Through Participatory Research - K. Carlson		14c How to Empower Students to Prioritize Learning Over Grading - G. Preece & J. Packowski	14d Successful Strategies for Teaching (Business) Analytics - D. Chen	14e Spec Grading + Gamification = Whole Course as a Game? - M. Oakes
9:20 AM - 9:30 AM	10 - minute transition				
9:30 AM - 10:30 AM	P3 Leveraging Lectures for Deeper Learning Todd Zakrajsek, University of North Carolina at Chapel Hill Burghley B				

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Plenary
Presentations



CONFERENCE PROGRAM

Lilly Asheville Plenary Speaker



Taimi Olsen

Director, Office of Teaching Effectiveness & Innovation
Clemson University

Plenary 1

Monday, August 7, 2023

1:00 PM - 2:15 PM

Key Statement: The demographics of our student body changed, and now our approach to teaching effectively must change. Becoming more inclusive, using student-focused techniques specifically addressing particular aspects of learners, increases satisfaction for students and faculty alike.

Keywords: DEIB, Teaching Practices, Collegiate Students' Needs

Our student body changed dramatically with the enrollment of Generation Z. We progressively adapted and modified our instructional methods to make connections and facilitate learning. Just as we got into a rhythm, the pandemic changed everything. How our students are performing now is complicated by two years of 'pandemic learning loss,' accompanying loss of social skills, and increased mental health issues. Many of us do not feel prepared to respond to this new explosion of student needs, and at the same time, many of us struggle to get our bearings again. Additionally, there is a post-pandemic awareness emphasizing the importance of stress management and mitigation. How do we foster student learning without increasing demands on ourselves?

In this talk, I share universally designed, inclusive, student-focused techniques to help - which are also simple to implement as opposed to overhauling our course designs. Using such teaching strategies will allow us to say to ourselves, "I am already doing the most important things" and forge ahead confidently.

Outcomes:

1. Share and react to the emergent characteristics of students today.
2. Identify established practices faculty will continue to employ that align with students' needs.
3. Discover additional instructional methods that are easy to incorporate, foster student learning, and align with your authentic teaching approach.



Plenary 2
Tuesday, August 8, 2023
12:50 PM - 2:00 PM

ChatGPT? OMG! Moving Beyond Anxiety About AI and Teaching

Key Statement: This session will introduce research-based strategies to reduce the likelihood of students' misuse of AI tools and make decisions about using AI in teaching.

Keywords: AI, Cheating, Assessment

Articles about ChatGPT and teaching frequently use words like “crisis,” “threat,” and “disaster.” It is no surprise that educators are feeling anxious about students' misuse of generative AI tools, but this heightened rhetoric can cloud our thinking. Rather than rush to either dismiss or embrace AI, we need to use what we know about human learning and motivation to contextualize our teaching decisions. This session will do just that: you will learn research-based strategies for reducing the likelihood of students' misuse of AI tools on assessments and deciding whether it makes sense for students to use AI as a learning tool in your courses.

Outcomes:

1. Identify and explain what motivates student cheating
2. Apply strategies for reducing the likelihood of student cheating with AI tools like ChatGPT
3. Make good pedagogical decisions about using AI



Plenary 3
Wednesday, August 9, 2023
9:30 AM - 10:30 AM

Leveraging Lectures for Deeper Learning

Key Statement:

In this session, we will discuss foundational studies regarding active learning, examine components of the effective lecture, and identify new ways to integrate the two.

Keywords: Lecture, Engaged Learning, Deep Learning

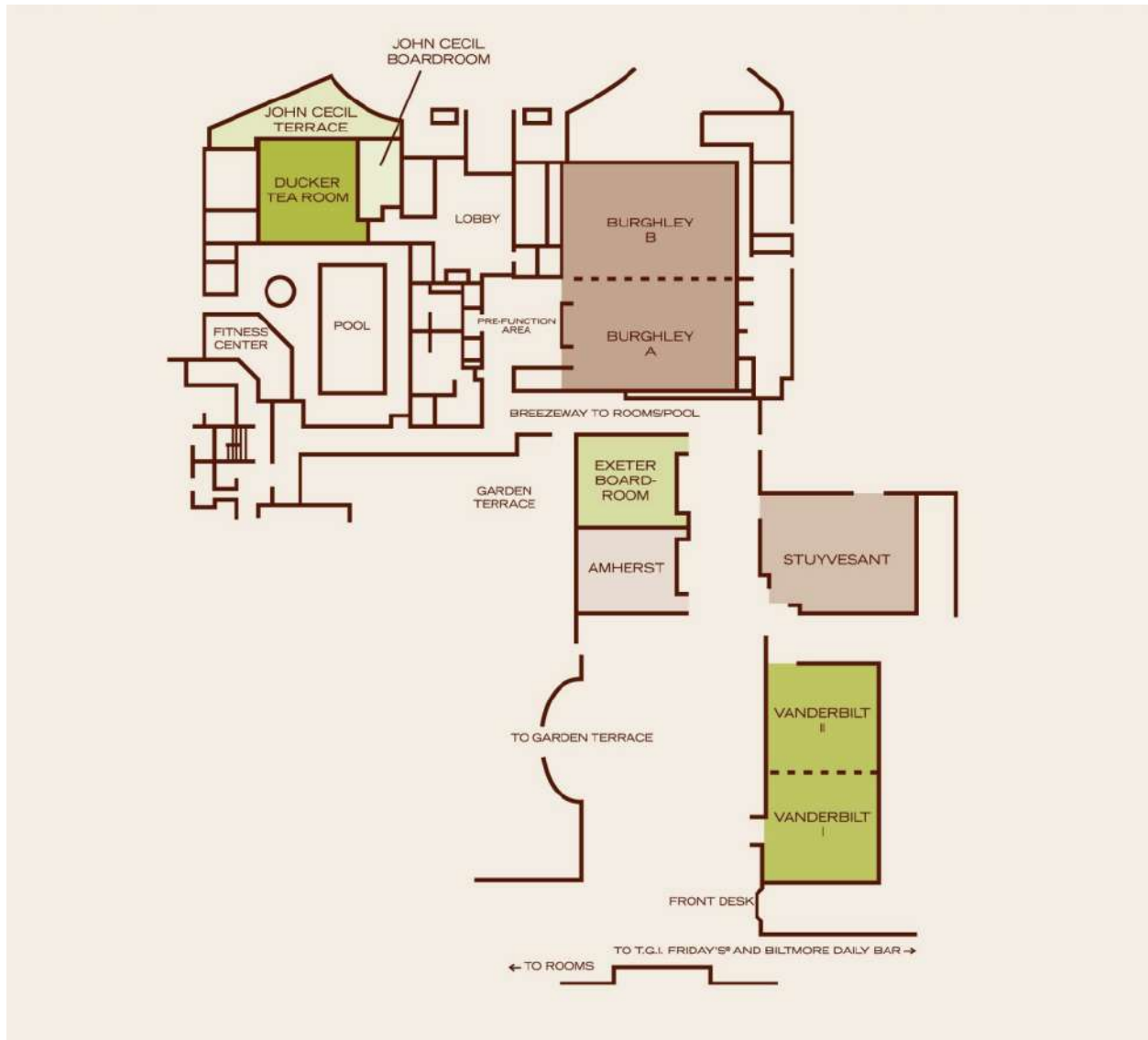
Although there have been many calls to eliminate the lecture, in this session we will challenge that claim, using well-accepted research studies on human learning. Lectures can be extremely beneficial, but they must also be done correctly. Research does show that lecturing either all the time or poorly lecturing for any amount of time impedes learning. In this session, we will discuss foundational studies regarding active learning, examine components of the effective lecture, and identify new ways to integrate lectures with other educational strategies to create meaningful experiences for our students.

Outcomes:

1. Differentiate between when lectures are effective and when they are not.
2. Describe at least three important components of an effective lecture,
3. Create at least one new lecture and engaged learning pairing.

Conference Meeting Space

Floor Plan



Meeting Rooms:

Amherst
Burghley A
Stuyvesant
Vanderbilt I
Vanderbilt II

Quick Reference

Digital Posters

In preparation for participating in the FLIPPED poster session, please view the posters online.

Poster Presentations	
1	Inspiring Campus During the Summer With a SPARK - <i>Diane D. Chapman, North Carolina State University</i> <i>Marie Gallardo-Williams, North Carolina State University</i>
2	Grading and Belonging in a STEM Discipline - <i>Amanda J. Chunco, Elon University</i> <i>Kelsey Bitting, Elon University</i>
3	Experiential Learning Through Escape Room Design-Build - <i>Claire Dancz, Clemson University</i> <i>Susan McKenzie Reeves, Clemson University</i>
4	Use of Simulation in an Entry-Level Occupational Therapy Program - <i>Carla Floyd-Slabaugh, Grand Valley State University</i>
5	The Photo Essay as a Medium of Experiential Learning - <i>Eric J. Greaux, Winston-Salem State University</i>
6	An Intervention to Improve Student Mindset in College Courses - <i>Christopher Holland, Cabrini University</i> <i>Ruta Clair, Cabrini University</i>
7	Grading Faster and Better for RSI Compliance in Online Courses - <i>Gina J. Mariano, Troy University</i> <i>Fred Figliano, Troy University</i>

	<p>8 An Experiential Learning Program to Prepare Students for Sales Careers - <i>Carter McElveen, Clemson University</i> <i>Jennifer Siemens, Clemson University</i></p>
	<p>9 Instructor Empathy Predicts Student's Experiences Better than Instructor Mindset - <i>Sal Meyers, Simpson College</i> <i>Brian C. Smith, Simpson College</i></p>
	<p>10 Differing Perspectives From Student and Instructor Assessment of Redesigned Class Assignments - <i>Tamara Pandolfo, North Carolina State University</i></p>
	<p>11 Teaching Migrant Farmworker Justice in Early Childhood Education - <i>Julia Smith, Purdue University, Fort Wayne</i></p>
	<p>12 Educator's Knowledge and Understanding of Dyslexia Across the United States - <i>Lily Van Putten, University of the Pacific</i></p>

Quick Reference

Roundtable Discussions

Roundtable Discussions	
RT A	Using Low-Stakes Creative Writing Across Disciplines Facilitated by: <i>Aaron Cole, University of North Carolina at Pembroke</i>
RT B	Sustaining and Initiating Faculty Learning Communities Facilitated by: <i>Milton D. Cox, Miami University Emeritus</i>
RT C	Faculty Book Club on Inclusive Teaching Strategies Facilitated by: <i>Claire Dancz, Clemson University</i> <i>Miguel Perez, Clemson University</i> <i>Sarah Otterbeck, Clemson University</i> <i>Aradaryn Marsh, Clemson University</i> <i>Karen Bunch Franklin, Georgia Institute of Technology</i> <i>Taimi Olsen, Clemson University</i>
RT D	Developing and Using Custom Response Templates for Online College Courses Facilitated by: <i>John Griffith, Embry-Riddle Aeronautical University – Worldwide Campus</i>
RT E	How Community-Based Experiences Can Enhance Student Engagement and Learning Facilitated by: <i>Melinda S. Harper, Queens University of Charlotte</i> <i>Karen Neal, Queens University of Charlotte</i>
RT F	Preparing Students for the Future of Work Using Narrative Writing Facilitated by: <i>Michael J. Stebleton, University of Minnesota-Twin Cities</i> <i>Gary Peter, University of Minnesota-Twin Cities</i>

SESSION EVALUATIONS

Thank you, in advance, for providing valuable feedback to the presenters. Please use this QR Code to complete a brief online evaluation of each session you attend. Note that you will be asked for the Session ID number and/or session title on the form. Following the conference, each presenter will receive their results from the anonymous evaluations submitted for their specific session. Your comments will be immediately utilized to improve personal and professional pedagogy for future presentations. Presenters are able to include this feedback in promotion and tenure materials. New graduates, post-docs, or those moving from industry to higher education are able to include the feedback summary during their application process. ITLC Lilly Conferences encourages participants to provide this feedback at our conference series, making this community by far one of the most collaborative, encouraging, and supportive in higher education today.

THANK YOU FOR PROVIDING FEEDBACK TO YOUR PEERS

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Daily Schedule

Monday, August 7th, 2023



CONFERENCE PROGRAM

Daily Schedule for Monday, Aug 7, 2023

Overview

Conference Check-In Help Desk Open	9:00 AM - 5:00 PM
Conference Welcome Todd Zakrajsek Burghley B	10:00 AM - 10:30 AM
Concurrent Session 1	10:40 AM - 11:20 AM
10-Minute Transition	11:20 AM - 11:30 AM
Concurrent Session 2	11:30 AM - 12:10 PM
Lunch Burghley B	12:10 PM - 1:00 PM
Plenary 1 Taimi Olsen Permission to Grow: Creating Environments	1:00 PM - 2:15 PM

Where Students and Faculty Thrive
Burghley B

15-Minute Transition	2:15 PM - 2:30 PM
Concurrent Session 3	2:30 PM - 2:50 PM
10-Minute Transition	2:50 PM - 3:00 PM
Concurrent Session 4	3:00 PM - 3:20 PM
20-Minute Transition	3:20 PM - 3:40 PM
Concurrent Session 5	3:40 PM - 4:20 PM
10-Minute Transition	4:20 PM - 4:30 PM
Concurrent Session 6	4:30 PM - 5:10 PM
Welcome Reception	5:15 PM - 6:15 PM

Enjoy Dinner and the Evening on Your Own in Beautiful Asheville!

Detail

Burghley B

Welcome and Opening Remarks

10:00 AM - 10:30 AM

Todd Zakrajsek, Conference Director

Concurrent Session 1

10:40 AM - 11:20 AM

1a) Amherst

Discovering Richer Conversations With Yellowdig: A New Paradigm for Community-Building

Jill Anderson, North Carolina State University

Key Statement: Are you finding conversations on discussion forums lackluster or hard to manage? Learn about an alternative engagement platform that puts students in the driver's seat.

Keywords: Student-Led Discussions, Peer-to-Peer Dialogue, Community of Inquiry

Subtheme: Classroom Community/Culture
UDL DEI

Instructors often find that traditional LMS forums do not produce dynamic conversation or build a course community the way they would like. The Yellowdig platform offers a different approach. Based on the Community of Inquiry (CoI) framework, Yellowdig provides a familiar, social media-like interface where students can express thoughts, ideas, and perspectives about course content. Instructors create a framework of discussion topics, but students initiate conversations and respond and react to their peers in an

organic way. Come hear more about this new paradigm and platform including student data from a large-enrollment course at NC State.

Outcomes:

1. Identify challenges related to fostering meaningful student-student discussions online.
2. Examine the approach of one online student engagement platform, Yellowdig.
3. Discuss how Yellowdig's approach aligns with the Community of Inquiry (Col) framework.

1b) Burghley A

Implementing Relationship-Rich Education: Theory to Practice

Polly Graham, Indiana University Bloomington

Wes Erwin, Indiana University Bloomington

Mike Schmeckebier, Indiana University Bloomington

Key Statement: While relationally-rich education cannot be reduced to a set of techniques, evidence-based practices can provide guidance for enacting relationally-rich education in our classrooms.

Keywords: Relational Pedagogy, Evidence-Based Practices, Mentoring

Subtheme: Classroom Community/Culture

Resiliency/Self-Care/Mindfulness

While relationally-rich education is not new, pandemic-induced digital interactions foregrounded questions about effectively relating to students in an online environment. Those challenges highlighted the impact of relationally-rich pedagogy in traditional, in-person classrooms. Felten and Lambert's (2020) *Relationship-Rich Education: How Human Connections Drive Success in College* draws from 385 interviews to provide context-dependent and evidence-based means for developing relationally-rich practices. The authors recommend four principles: (1) relentless welcome, (2) inspired learning, (3) webs of relationships, and (4) meaningful questions. Presenters will discuss ways to create inviting and caring spaces so students may develop relationships that enhance their educational experiences.

Outcomes:

1. Critique institutional practices that undervalue the relational aspects of teaching.
2. Describe the benefits of relationship-rich education and the means by which it can be enacted.
3. Develop a plan to enhance relationship-rich education in micro (classroom) and macro (department, school) environments.

1c) Stuyvesant

Stress, Burnout, and Compassion Fatigue Among Faculty Members

Mary McNaughton-Cassill, University of Texas at San Antonio

Key Statement: Learning to recognize and respond to stress, burnout and compassion fatigue can increase faculty well-being, job performance and ability to support students.

Keywords: Stress, Compassion Fatigue, Burnout

Subthemes: Resiliency/Self-care/Mindfulness; Classroom Community/Culture

Mental health issues in college students have been on the rise for years, but the pandemic accelerated the process. In response, distressed students started turning to faculty for both academic and personal support. Although caring faculty members want to help their students, exposure to other people's stress and trauma can contribute to psychological fatigue, diminished well-being, and poor work performance. In this workshop participants will learn to recognize the signs of stress, burnout, and compassion fatigue in themselves and others. They will also learn to identify strategies for managing these conditions at both the personal and institutional level.

Outcomes:

1. Learn to recognize and differentiate burnout and compassion fatigue in themselves and others.
2. Explore ways to alter the cognitive and behavioral factors that contribute to such forms of stress.
3. Develop strategies for addressing institutional factors that contribute to reduced faculty well-being.

Methods to Effectively Identify and Eliminate Extraneous Online Course Workload

John Griffith, Embry-Riddle Aeronautical University – Worldwide Campus

Key Statement: Does everything we do in this course matter? Methods to identify activities we can eliminate to reduce course workload without negatively impacting student performance.

Keywords: Extraneous Course Workload, Quizzes, Online Learning

Subtheme: Course/Curriculum (Re)Design
Online/Hybrid/Hyflex Instruction

Grades of a 200-level online college statistics course (student N=295) were examined to evaluate differences in midterm exam scores between course sections with 8 graded chapter homework assignments and 4 quizzes versus course sections that had the same graded homework but no quizzes. A pre-midterm homework assignment was taken by both groups prior to the midterm. Midterm scores yielded a median of 88 for both groups, a non-significant difference ($U = (195_{\text{with quizzes}}, 100_{\text{without quizzes}}), 29328, p=0.50$). Withdrawal rates were significantly reduced from 5% to 1% for non-quiz students. Takeaways include methodologies to identify tasks to eliminate extraneous course workload.

Outcomes:

1. Discuss extraneous course workload and why it is harmful to student performance.
2. Describe how to identify course activities that create extraneous course workload.
3. Take away at least one good idea on how to apply these concepts to future course design or revision.

Moving Your Courses Forward Through Backward Design

Karen Edwards, University of South Carolina

Lydia Frass, University of South Carolina

Key Statement: Building quality courses involves purposeful design. Learn how “Backward Design” can help you develop or re-design your courses to set students up for successful learning!

Keywords: Backward Design, Instructional Design, Course Development

Subthemes: Course/Curriculum (Re)Design
Instructional Skills

Students are more successful when course content, activities, and assessments are aligned with the stated learning objectives. In *Understanding by Design*, Wiggins and McTighe (2005) introduced the curriculum development model, “Backward Design,” the process of developing a course with the end results in mind. By reflecting on the course’s intended learning outcomes (knowledge to acquire, skills to master), instructors can strategically choose appropriate content, craft learning activities, and create assessments specifically geared toward student achievement. Join us to learn how to use the Backward Design model in developing or improving your next face-to-face or online course, whatever your academic discipline!

Outcomes:

1. Articulate the key phases in Backward Design for course development.
2. Draft meaningful student learning objectives based on Bloom’s Taxonomy (Rev.).
3. Use the presenters’ Backward Design Worksheet to outline content, activities, and assessments that best facilitate learning in a specific course.

Concurrent Session 2

11:30 AM - 12:10 PM

2a) Amherst

Project-Based Learning in Natural and Social Sciences for Career Readiness

*Subhadra Ganguli, Penn State University - Lehigh Valley Campus
Althea Hotaling Hagan, Clemson University*

Key Statement: There are many benefits of using non-traditional assessment in higher education. We will examine how project-based assessment can be used to prepare students for professional careers.

Keywords: Project-Based Assessment, Career Readiness, Non-Traditional Assessment

Subtheme: Assessment
Instructional Methods

We will examine how project-based assessment can be used to both meet course learning objectives and prepare students for professional careers. We provide examples of two different project-based assessments and look at how they align with National Association of Colleges and Employers career readiness competencies. Our examples come from two different 4-year degree granting institutions in the USA; a foundation-level math course for Business and Economics students, and two senior-level natural resources elective courses—Restoration Ecology and Environmental Education. Career preparedness is just one of the many benefits of non-traditional assessment.

Outcomes:

1. Summarize the benefits of non-traditional assessments in higher education courses.
2. Connect project-based assessment outcomes with career readiness competencies.
3. Identify transferable skills as learning outcomes in STEM courses using project-based learning assessments.

Can ChatGPT Increase Accessibility? Results From a Classroom Study

Sally Hyatt, Kutztown University of Pennsylvania

Meghan Owenz, Jacksonville University

Key Statement: Using a Universal Design for Learning (UDL) framework, researchers present the impact of a ChatGPT-based assignment on perceived outcomes for neurodiverse students.

Keywords: Artificial Intelligence (AI), ChatGPT, Universal Design for Learning (UDL)

Subtheme: Assessment
UDL DEI

Ever since ChatGPT's inception in November 2022, higher education has been concerned with its implications to academic integrity; conversely, presenters take a new embrative approach. This session explores the utility of Artificial Intelligence (AI) within course design and provides initial results from research incorporating ChatGPT within assignments using Universal Design for Learning (UDL): an inclusive pedagogy that reduces barriers by providing flexibility and options for learners. Participants will leave with frameworks for using AI within their own course assignments, along with an understanding on how ChatGPT can be incorporated within a course applying UDL and its impact for neurodiverse students.

Outcomes:

1. Describe how Artificial Intelligence (AI) can be embraced as a learning tool and incorporated within course assignments.
2. Understand how ChatGPT can be used within course assignments while applying a Universal Design for Learning (UDL) framework.
3. Identify applications for using AI technologies within one's own course design and/or assignments.

2c) Stuyvesant

Maintaining Student Engagement Through Online Course Delivery

Method Changes

Erin Cook, Gardner-Webb University

Joey Lord, Gardner-Webb University

Key Statement: Strategies for maintaining student engagement with content and methods for maximizing student learning in a shortened course time frame.

Keywords: Course Delivery, Student Engagement, Online Education

Subtheme: Course/Curriculum (Re)Design
Online/Hybrid/Hyflex Instruction

The process of altering online course delivery from a 15-week to an 8-week format for a program can feel rather daunting. Where to start? How are students staying connected? What methods can prevent the watering-down of curriculum topics? Through the process of changing the course delivery schedule, Drs. Cook and Lord have addressed these questions and ensured student connection is at the forefront of their design. Join us for a discussion on the process taken in altering course delivery, strategies for maintaining student engagement with content, and methods for maximizing student learning in a shorter course time frame.

Outcomes:

1. Engage participants in discussion on course delivery method alteration.
2. Address methods for providing student-focused course content.
3. Describe methods for best practice of online education.

2d) Vanderbilt I

Anchors Away: Opportunities for Building Community, Mindfulness, Equity, and Reflection

Alesia Jennings, Western Carolina University

April Tallant, Western Carolina University

Key Statement: Four anchors of a workshop series designed to increase teaching self-efficacy will be presented. They are Starter Questions, Mindfulness, Equitable Teaching Practices, and Digging Deeper.

Keywords: Mindfulness, Reflection, Teaching for Equity

Subtheme: Instructional Methods
Resiliency/Self-Care/Mindfulness

A six-anchor model was developed as the guiding foundation for a series of workshops created to increase teaching self-efficacy. During this presentation, four of those anchors will be highlighted. The first anchor, Starter Questions, helps establish a thriving sense of community. Mindfulness, the second anchor, can be playful or reflective and reminds participants to be present in the moment without judgment. Samples and resources for the third anchor, Equitable Teaching Practices, will be showcased. Lastly, the final anchor, Digging Deeper, will illustrate the importance of ending sessions with an opportunity to reflect on the lesson taught.

Outcomes:

1. Create Starter Questions to build a thriving community.
2. Recognize the importance of mindfulness and reflection.
3. Develop equitable teaching practices.

2e) Vanderbilt II

It's Not What You Say, It's How You Deliver It: A Consideration for Feedback Delivery

Trish Wedderburn, Talk to Trish W.

Key Statement: Feedback is a key factor in the grading, but oftentimes, it is missed. Utilizing different delivery methods can help. Let's explore options!

Keywords: Grading, Hybrid, Feedback

Subtheme: Grading/Ungrading/Providing Feedback to Students
Technology in the Classroom

While it is often assigned numerically, what is most often missed is the real meaning of grading–feedback. And if feedback is to be considered, we must consider its delivery method. With advances in technology, student feedback, and research, there is an opportunity to change how students

engage with feedback. Through reflection and examination of the impact of feedback delivery methods, participants will be encouraged to consider the best method for feedback.

Outcomes:

1. Reflect on the impact of feedback delivery methods.
2. Examine the effectiveness of feedback delivery methods.
3. Determine opportunities for varying feedback delivery methods.

Private Buffet Lunch

12:10 PM - 1:00 PM

Burghley B

Name badge required for dining

Plenary 1

Burghley B

1:00 PM - 2:15 PM

Permission to Grow: Creating Environments Where Students and Faculty Thrive

Taimi Olsen, Clemson University

Key Statement: The demographics of our student body changed, and now our approach to teaching effectively must change. Becoming more inclusive, using student-focused techniques specifically addressing particular aspects of learners, increases satisfaction for students and faculty alike.

Keywords: DEIB, Teaching Practices, Collegiate Students' Needs

Our student body changed dramatically with the enrollment of Generation Z. We progressively adapted and modified our instructional methods to make connections and facilitate learning. Just as we got into a rhythm, the pandemic changed everything. How our students are performing now is complicated by two years of 'pandemic learning loss,' accompanying loss of social skills, and increased mental health issues. Many of us do not feel prepared to respond to this new explosion of student needs, and at the same

time, many of us struggle to get our bearings again. Additionally, there is a post-pandemic awareness emphasizing the importance of stress management and mitigation. How do we foster student learning without increasing demands on ourselves?

In this talk, I share universally designed, inclusive, student-focused techniques to help - which are also simple to implement as opposed to overhauling our course designs. Using such teaching strategies will allow us to say to ourselves, "I am already doing the most important things" and forge ahead confidently.

Outcomes:

1. Share and react to the emergent characteristics of students today.
2. Identify established practices faculty will continue to employ that align with students' needs.
3. Discover additional instructional methods that are easy to incorporate, foster student learning, and align with your authentic teaching approach.

2:15 PM - 2:30 PM

15-Minute Transition

Concurrent Session 3

2:30 PM - 2:50 PM

3a) Amherst

Gamification in Public Health: Creating Sustainable Communities

Shelby Gilbert, Florida Gulf Coast University

Key Statement: Let's explore how elements of game design expose students to the ways in which community design impacts environmental sustainability and major public health challenges.

Keywords: Gamification, Community Design, Sustainability

Subtheme: Instructional Strategies

Classroom Community/Culture

In recent years, gamification of learning has been used in education to facilitate learning environments that more effectively engage students. While

game design has been widely used in some technological disciplines, gamification has not been widely used in undergraduate public health courses. Previous studies on gamification of learning have shown that student motivation is enhanced through the implementation of gaming elements in coursework. This presentation describes the application of gaming elements in a required undergraduate public health course that exposes students to the ways in which neighborhoods, cities, and regions impact environmental sustainability and major public health challenges.

Outcomes:

1. Define "gamification" of learning.
2. Explain the use of a city-building video game in cooperative learning.
3. Describe how game design can enhance understanding of the built environment's impact on sustainability and public health.

3b) Burghley A

Revitalizing Engagement: Overcoming Trauma With Positive, Motivation Psychology Best Practices

Edy Helton, Indiana University East

Key Statement: This presentation addresses best practices in overcoming trauma by integrating innovative positive psychology strategies to revitalize motivation and engagement while retaining in-person or online students.

Keywords: Engagement, Motivation, Trauma

Subtheme: Instructional Skills

Course/Curriculum (Re)Design

This presentation includes discussion of best practices in overcoming trauma by integrating innovative positive psychology teaching strategies to revitalize motivation and engagement to promote student retention and engagement. First, best practices in positive psychology will be detailed. Illustrations from across disciplines will be shared to inspire participant brainstorming of ideas for course design. Further, specifics in the use of positive psychology to overcome trauma will be provided as a lens through which thoughtful decisions might be made with the goal of retaining and engaging students. The session concludes with highlights of best practices

applicable to a wide range of courses, asking participants to share session-inspired ideas.

Outcomes:

1. Define positive psychology strategies for promoting engagement and motivation in course design, complicating positive psychology strategies by exploring trauma and stress challenges of today's students.
2. Apply positive psychology to their own engagement and retention strategies in course designs with particular attention to trauma and stress.
3. Select options among a variety of positive psychology learning strategies to engage and to retain undergraduate and/or graduate students, particularly during times of trauma and stress.

3c) Stuyvesant

Fostering Connectedness in the Asynchronous Discussion Board

Sally Clemenson, Minnesota State University, Mankato

Key Statement: Connectedness in the asynchronous online environment can be difficult to establish. Faculty can make a difference by creating opportunities to connect with students.

Keywords: Connectedness, Asynchronous, Online Learning

Subtheme: Classroom Community/Culture
Teaching Online

The asynchronous online classroom provides flexibility but can leave the students feeling isolated. Creating an environment where students are engaged and connected with one another and their instructor helps foster success in the course. Taking advantage of multiple methods to enhance connectedness has potential to enhance the multigenerational student experience. Using student feedback and current literature, the tools provided can be incorporated into the asynchronous online classroom to help meet the need for engagement and connectedness.

Outcomes:

1. Describe the importance of fostering connectedness in the online environment.
2. Identify methods used to foster connectedness.
3. Explain how to implement teaching strategies that foster connectedness and engagement.

3d) Vanderbilt I

Career Readiness Competencies: Curricular Activities to Support Belonging, Equity, and Inclusion

Devin Delaughter, Belmont University

Sally Barton-Arwood, Belmont University

Amanda Nelms, Belmont University

Key Statement: This session will explore equity & inclusion as a career readiness competency to equip faculty with a curricular framework that models equity, inclusion and belonging.

Keywords: Career Readiness, Equity & Inclusion, Belonging

Subthemes: Classroom Community/Culture
Instructional Skills

For recent college and university graduates, the ability to demonstrate foundational workplace competencies is essential to ensure successful entrance into their chosen career field. According to the National Association of Colleges and Employers, there are eight essential career readiness competencies: Leadership, Teamwork, Technology, Equity & Inclusion, Communication, Self-Development, Critical Thinking and Professionalism. For higher education faculty, career readiness provides a framework for addressing career-related goals and outcomes. The goal of this workshop is to explore equity & inclusion as a career readiness competency in order to equip faculty members with a framework for curricular activities to enhance a sense of belonging in the student experience.

Outcomes:

1. Reflect on their current curricular activities with respect to the 8 NACE Career Readiness Competencies.

2. Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures.
3. Explore Equity & Inclusion as a career readiness competency and identify strategies to create an environment that values belonging.

3e) Vanderbilt II

Using Concept Mapping to Advance Preservice Teachers' Learning About Disciplinary Literacy in Science Teaching

Vassiliki (Vicky) Zygouris-Coe, University of Central Florida

Key Statement: Join us to learn how an interdisciplinary faculty team used conceptual mapping to develop preservice science teachers' knowledge about developing students' vocabulary and conceptual understanding.

Keywords: Science Teaching and Learning, Concept Mapping, Disciplinary Literacy

Subtheme: Instructional Methods

New educational standards, contexts, and 21st-century teaching and learning demands call for innovations in teacher preparation programs. Evidence from a 3-year interdisciplinary science teacher preparation program shows that use of discipline-specific vocabulary strategies, such as concept mapping, engaged preservice teachers in developing their knowledge about the importance of identifying and representing conceptual relationships in science learning and benefited their preparation and pedagogical knowledge. Examples from lesson plans, enactment of concept mapping in instructor model lessons and preservice teacher demonstrations, and implementation challenges provided valuable data that further informed the interdisciplinary teacher preparation program.

Outcomes:

1. Learn about the uses of concept mapping in science teaching and learning in the context of an interdisciplinary secondary science teacher preparation program.
2. Learn how to implement concept mapping as a pedagogical tool to facilitate students' academic vocabulary, conceptual connections, and content knowledge.
3. Learn how to use concept mapping to facilitate the development of disciplinary thinking skills, reasoning, and deeper learning.

2:50 PM - 3:00 PM

10-Minute Transition

Concurrent Session 4

3:00 PM - 3:20 PM

4a) Amherst

How Do I Get Around? Onboarding Instruction for Online Learning

Anne Jewett, University of Virginia

Key Statement: Do you use an LMS and teach online? How do you support students with learning the routines of the classroom? Onboarding instruction may help.

Keywords: Adult Learners, Onboarding Instruction, Online Learning

Subtheme: Instructional Skills
Class/Community culture

Do you use an LMS? Do you teach online? How do you support students with learning the routines and key features of an online classroom? This session will provide takeaways from a Scholarship of Learning and Teaching research project which explored how providing onboarding instruction may impact students' confidence with online learning.

Outcomes:

1. Know the strategies of onboarding instruction (Bloomberg, 2021).
2. Explore the impact of onboarding instruction in the SoTL project.
3. Reflect on their instructional practice while brainstorming practical ways to enhance onboarding instruction for their contexts.

4b) Burghley A

Can AI Chatbot Use Boost Learning? An Experiment

Adam Owenz, Albright College

Key Statement: Results of an experiment using the ChatGPT AI generative chatbot for assignments will be shared, providing insights into a future augmented by powerful AI.

Keywords: Artificial Intelligence, Generative Chatbots, Creative Teaching Pedagogy

Subtheme: Instructional Methods
Technology in the Classroom

Since its debut in November 2022, Open AI's generative chatbot ChatGPT educated the masses on the astounding capabilities of Artificial Intelligence. Our educational system now must adapt. In Spring 2023, an experiment was conducted in an attempt to test whether a group of students using AI to solve assignment challenges resulted in more or less learning than a group not using the support of AI. This session presents the results of this experiment. The presentation will outline the results and feedback of participants. Guidance on adopting AI in classes will be provided. Implications include the improvement of student learning outcomes.

Outcomes:

1. Identify the challenges higher ed faces with the prolific rise of AI generative chatbots.
2. Develop strategies for leveraging AI generative chatbots into curriculum.
3. Articulate how teaching pedagogy can be adapted to leverage AI.

4c) Stuyvesant

Using Current Juvenile Literature to Learn About Adolescent Development

Heidi Sackreiter, South Dakota State University

Key Statement: Adolescent Development students read adolescent literature rather than textbooks. Students' perceptions of the reading and how it impacted their knowledge of development will be shared.

Keywords: Teacher Education, University Textbooks, Juvenile Literature

Subtheme: Instructional Skills

UDL DEI

University students are sometimes reluctant to read textbook assignments. Rather than requiring a traditional textbook, students in an Adolescent Development course read and discuss notable literature selections. Through these books, they find connections between course content and diverse characters and situations in these stories. This

presentation will share about students' impressions of the reading and whether they felt it increased their sensitivity to implications of physical, social, and cognitive aspects of development as well as other issues affecting adolescents' lives. Details about the selected books will be provided, and participants will be encouraged to consider similar uses in their courses.

Outcomes:

1. Assess the relevance of the textbook reading in university courses.
2. Consider how children's/adolescent literature can enhance knowledge of and sensitivity to issues.
3. Connect their courses to reading materials other than traditional textbooks.

4d) Vanderbilt I

Concept Mapping: Making Health Equity Connections

Becky Tugman, Clemson University

Sarah Hague, Clemson University

Key Statement: Through several steps, students created health equity concept maps. Reflective questions encourage students to analyze the maps to make global challenge connections.

Keywords: Concept Maps, Indirect Instruction, Critical Thinking

Subtheme: Indirect Instruction
Instructional Methods

For a first-year general education course, students examined global health challenges through a health equity lens. Students made health equity connections through group collaboration by building concept maps based on population assumptions. Through three rounds of expanding the maps, students found evidence-based support to prove or dispel common assumptions. Once the maps were complete, each student selected a map to analyze and reflect on the complexity of global health challenges and potential health inequalities that arise. In addition to evaluating each student analysis, a short survey provided feedback on students' perceptions of concept mapping as an educational tool.

Outcomes:

1. Be able to replicate the assignment through detailed descriptions.
2. Make connections on how concept mapping can be a reflective tool.
3. Be able to describe why health equity is a global challenge.

4e) Vanderbilt II

Intentional Inclusivity and the Power of Choice

Trish W. Kemerly, University of North Carolina at Greensboro

Key Statement: Intentional inclusivity can be built into course design by allowing students to choose various pathways to success, without sacrificing academic rigor or learning goals.

Keywords: Inclusivity, DEI, Ungrading

Subtheme: Grading/Ungrading/Providing Feedback to Students

UDL DEI

Practicing inclusivity in the classroom does not have to be an intimidating concept for instructors, regardless of classroom size or the demographic makeup of your institution. One way to consider students' backgrounds, strengths, and weaknesses without sacrificing academic rigor is through the power of choice. While the practice of "un-grading" has gained some traction, it can be difficult to apply to larger class sizes; however, giving students the opportunity to choose assignments with a variety of deliverables can be scaled up for larger classes, while helping students focus less on grades and more on learning.

Outcomes:

1. Understand the assumptions that are inherent in many traditional course designs, especially in regard to assignments.
2. Describe how a course that is designed to be inclusive can affect the success of students in the classroom
3. Construct various strategies to evaluating learning that allow for a variety of backgrounds and skill sets.

3:20 PM - 3:40 PM

20-Minute Transition

CONCURRENT SESSION 5
3:40 PM - 4:20 PM

5a) Amherst

Interprofessional Education Through Home Modification

Cathey Norton, Belmont University

Kelly Gore, Belmont University

Key Statement: Interprofessional education engages students from different professions in interactive learning. Interior design, physical therapy, and occupational therapy students improve functional mobility and safety through environmental modification.

Keywords: Interprofessional Education, Interdisciplinary Collaboration, Curriculum Development

Subtheme: Instructional Methods
Experiential Learning

Creating safe and accessible environments for all people, including those with physical, sensory, and cognitive disabilities is an important part of training students in interior design, occupational therapy, and physical therapy. Approximately 125 students from these disciplines worked together during a unique interprofessional experience to perform everyday tasks with a simulated disability, then collaborated as interprofessional teams to make recommendations for home environment modifications to improve safety and accessibility for individuals with physical challenges. This was a unique opportunity for all the students to learn about other disciplines and the expertise that each brings to the table to help our clients

Outcomes:

1. Describe key concepts of interprofessional education.
2. Compare/contrast roles of interior design, physical therapy, and occupational therapy in home modification.
3. Adapt this IPE model to facilitate collaboration between multiple disciplines to improve learning experiences.

Faculty Behaviors to Support Growth Mindset Cultures in the Classroom

Brian C. Smith, Simpson College

Sal Meyers, Simpson College

Key Statement: Join us in learning how to create a growth mindset culture, one in which students perceive their instructor as believing that all students can succeed

Keywords: Faculty Mindset, Growth Mindset, DEI

Subtheme: Instructional Skills

UDL DEI

Students' implicit ability beliefs ("mindsets") predict better educational outcomes—some of the time. Students must learn in a context that supports a growth mindset. How do we shape a context to convey a growth mindset message? Our session explores and applies recent research on faculty mindsets of student ability and—more important—students' perceptions of faculty mindsets. We invite you to join us in planning how you can create a growth mindset culture in your classes.

Outcomes:

1. Explain the effects on student learning of faculty mindset beliefs about student ability.
2. Identify specific behaviors that convey a growth or fixed mindset about student ability.
3. Create a plan for communicating their growth mindset beliefs to their students.

Modality and Curriculum (Re)Design to Advance Learning and Access

Amy Correia, Area Cooperative Educational Services and University of Rhode Island

Mary-Beth Russo, Area Cooperative Educational Services

Key Statement: Restructuring a program's modality, instruction, and student-centered supports yielded positive testing and affective outcomes during a period of growth and uncertainty.

Keywords: Online Learning, Student-Centered, Adult Learners

Subtheme: Course/Curriculum (Re)Design
Online/Hybrid/Hyflex Instruction

This state's only alternative program for practicing teachers to earn Teaching English to Speakers of Other Languages (TESOL) or Bilingual certifications started as an in-person program serving a few school districts. The instructional team redesigned the curriculum and increased student-centered support while shifting fully online and becoming the state's largest TESOL/bilingual certification provider. The program's success is highlighted in testing performance and survey feedback. Between 2019–2023, program completers (n=339) outperformed the national average in Praxis II English to Speakers of Other Languages (#5362). Additionally, participants overwhelmingly provided positive feedback on the program's organization, instructors' quality, and curriculum's relevance.

Outcomes:

1. Discuss how this program's redesign connects to personal experience.
2. Analyze challenges and solutions for instructional modality shifts.
3. Evaluate student-centered supports for adult learners and how they can be applied to other contexts.

5e) Vanderbilt II

Leveraging Critical Thinking in Online Discussion Forums to Enhance Student Learning Outcomes

Modupe Adewuyi, Kennesaw State University

Angela Keith, Kennesaw State University

Key Statement: Prompting the critical thinking process in online discussion forums allows development of deep reflection skills and interactive participation. Explore its positive impact on students' learning!

Keywords: Online Discussion Forum, Critical thinking Concept, Evaluation Rubric

Subtheme: Teaching Online
Instructional Skills

Asynchronous discussion forums are a critical component of online learning, offering an interactive and communicative environment. These forums enable students to reflect on and reference scholarly-related information, leading to a more comprehensive and evidenced-based understanding of the course material. To make these forums effective, educators must shift from traditional teaching approaches that focus on memorizing without understanding the underlying concepts. Instead, they should use critical thinking concept criteria to develop discussion forums and evaluation rubrics that promote critical thinking, helping students to gain a deeper understanding of the course content.

Outcomes:

1. Discuss the critical thinking concept criteria.
2. Describe how the critical thinking concept criteria can be used to create question prompts and evaluation rubrics for online discussion forums.
3. Develop a question prompt with associated one-item rubric for an online discussion forum using the critical thinking concept criteria.

4:20 PM - 4:30 PM

10-Minute Transition

CONCURRENT SESSION 6

4:30 PM - 5:10 PM

6b) Burghley A

Inclusive Approaches to Student Participation Beyond Raising Hands

Sarah Otterbeck, Clemson University

Aradaryn Marsh, Clemson University

Key Statement: Why are students not raising their hands? Come explore some inclusive twists on traditional participation techniques to include more than just oral student responses.

Keywords: Inclusivity, Student Participation, Equitable Engagement

Subtheme: Interactive Instruction (e.g., jigsaw, debates, panels)

UDL DEI

Traditionally, students raise their hands and answer questions orally, relying only on language during instruction. Large enrollment courses may include polling and written responses; however, these still limit participation. In considering equitable participation, we will dive into inclusive practices for students who prefer to participate via alternative methods. Could students who prefer non-language-dependent methods participate using emojis, music, GIFs, or hand drawings? Could we protect space for students who would benefit from more time to think and revise? Could we reduce social anxiety? Join us to explore how alternative methods may enhance your courses and student participation.

Outcomes:

1. Identify reasons why students may not be comfortable or willing to participate orally in class.
2. Summarize why alternative forms of participation support diverse students.
3. Reflect on how to apply alternative participation methods into their own teaching contexts.

6c) Stuveysant

Prioritizing Wellness by Supporting Faculty in Mind, Body, and Spirit

Elisa Greene, Belmont University

Jamie Adam, Belmont University

Key Statement: Faculty well-being supports student success. Come learn about an intervention promoting faculty emotional, psychological, intellectual, physical, spiritual, and social wellness.

Keywords: Faculty Well-Being, Wellness, Self-Care

Subtheme: Resiliency/Self-Care/Mindfulness

Other

For faculty to excel in their myriad roles, it is critical to prioritize their well-being. This presentation explores a pilot program for supporting faculty in mind, body, and spirit. By building community and providing wellness resources, institutions can foster a culture of well-being that promotes sustainable success for their faculty members. Attendees will learn about one successful model, as well as tips for implementing similar initiatives in their

own institutions. With a focus on holistic well-being, this presentation provides valuable insights for faculty, administrators, and other members of the academic community.

Outcomes:

1. Describe the impact faculty well-being can have on institutional culture and success.
2. Identify practical strategies for incorporating whole-person care into institutional wellness programs, including spiritual, physical, emotional, intellectual, social and psychological aspects of health.
3. Develop an action plan for implementing similar initiatives in their own academic communities

6d) Vanderbilt I

Student Agency and the Ungraded Classroom

Robyn Hartman, Fort Hays State University

Linda Feldstein, Fort Hays State University

Janet Stramel, Fort Hays State University

Key Statement: Discover how ungrading practices can impact student agency and success in your classes.

Keywords: Ungrading, Student Agency, Assessment

Subtheme: Grading/Ungrading/Providing Feedback to Students
Assessment

Our ongoing research aims to discover and share ways in which ungraded evaluation structures (such as self-assessment, peer feedback, student reflection/process papers, authentic assessment, portfolios, and student-created rubrics) impact students' sense of their own agency for learning. Based on the principle that students have the ability and the will to influence their own lives and the world around them positively, student agency includes the capacity to set goals, reflect on learning, and act responsibly in pursuing those goals. These practices invite students to consider what and how they have learned, developing the skills necessary to become successful lifelong learners.

Outcomes:

1. Compare and contrast ungrading with traditional assessment practices.
2. Examine the impact of ungrading on student agency.
3. Identify ungrading practices to increase student agency in their own instruction.

6e) Vanderbilt II

Trauma-Informed Educational Practices to Advance Student Learning

Kris Atkinson, Metropolitan State University of Denver

Key Statement: This session explores the application of trauma-informed educational practices (TIEP) as an approach to supporting student learning and sustaining ourselves as educators.

Keywords: Trauma-Informed Practice, Classroom Culture, UDL/DEI

Subtheme: Classroom Community/Culture

UDL DEI

In this session, we will explore trauma-informed educational practice in higher education. Facilitators will provide an overview of key trauma-informed principles and their relevance for students who've experienced personal, collective, or historic trauma. We will draw on research and experiential knowledge to illustrate how these principles can be applied within our work. Then we will guide participants through the design of an educational practice grounded in trauma-informed principles. Participants will be invited to reflect on how trauma-informed educational practices align with universal design for learning and liberatory pedagogy, and to identify shifts in their practice that further support student learning.

Outcomes:

1. Identify the principles of trauma-informed practice.
2. Apply these principles to their teaching practice.
3. Connect trauma-informed practice to principles of universal design for learning and liberatory pedagogy.

Welcome Reception

5:15 PM - 6:15 PM

Burghley B

Enjoy Dinner and the Evening on Your Own in Beautiful Asheville!

Thank you for a great first day!

LILLY CONFERENCES

ITLC | International Teaching
Learning Cooperative, LLC

Daily Schedule

Tuesday, August 8th, 2023



CONFERENCE PROGRAM

Daily Schedule for

Tuesday, Aug 8, 2023

Overview

Conference Check-In Help Desk Open	7:00 AM - 4:50 PM
Breakfast Burghley B	7:15 AM - 8:15 AM
Concurrent Session 7	8:30 AM - 8:50 AM
10-Minute Transition	8:50 AM - 9:00 AM
Concurrent Session 8	9:00 AM - 9:20 AM
10-Minute Transition	9:20 AM - 9:30 AM
Concurrent Session 9	9:30 AM - 10:10 AM
20-Minute Transition	10:10 AM - 10:30 AM
Concurrent Session 10	10:30 AM - 11:10 AM
	11:10 AM - 12:00 PM

Poster Presentations
Terrace

12:00 PM - 12:50 PM

Lunch
Burghley B

12:50 PM - 2:00 PM

Plenary 2
Billie Franchini
ChatGPT? OMG!
Moving Beyond Anxiety About AI and Teaching
Burghley B

2:00 PM - 2:20 PM

20-Minute Transition

2:20 PM - 3:00 PM

Concurrent Session 11

3:00 PM - 3:20 PM

20-Minute Transition

3:20 PM - 3:40 PM

Concurrent Session 12

3:40 PM - 3:50 PM

10-Minute Transition

3:50 PM - 4:30 PM

Concurrent Session 13

Enjoy Dinner and the Evening on Your Own in Beautiful Asheville!

Detail

7:00 AM - 4:50 PM

Conference Check-In
Help Desk Open

7:15 AM - 8:15 AM

Breakfast
Burghley B

CONCURRENT SESSION 7

8:30 AM - 8:50 AM

7b) Burghley A

Transform Your Lecture-Based Course Through Active Learning and Simulations

Cara Putman, Purdue University

Key Statement: Struggle with transforming your lecture course into active learning? I did, too. Strategize incorporating active learning through simulations and other class activities into your course.

Keywords: Active Learning, Simulations, Case-Based Learning

Subtheme: Instructional Methods
Instructional Skills

Turning a lecture-based class into a more student-focused, active-learning environment can be done, but takes some thoughtful planning. In this session, you'll learn quick tips and strategies to take what you're already teaching and turn it into activities that connect the material to the real world and your students' lives. We will build in quick bursts to generate ideas for your specific class. While each teacher and course are unique, if I could transform law school in a semester from a dreaded course to students' favorite, you can do it with your course, too.

Outcomes:

1. Analyze strategies for incorporating active learning in quick bursts in your course.
2. Create a plan to implement small changes that build over time into a larger intervention that impacts student learning.
3. Formulate a first step for your course.

7c) Stuyvesant

Understanding Student Biases and Perspectives About Teachers

Michael J. Berntsen, University of North Carolina at Pembroke

Key Statement: Students develop their own theories about how and why teachers design courses and present material based on reinforced experiences. Discussing and analyzing these perspectives reveal an important reflection of teacher habits and methods that require re-examination.

Keywords: Classroom Culture, Student Perspectives, Learning Bias

Subtheme: Classroom Community/Culture
Instructional Skills

After interviewing numerous sets of students, common patterns emerge concerning how students view teachers and their practices. Often, students see female teachers deploying a pathos-driven approach to delivering material, while they see male teachers relying on a logos-driven method to present their courses. These observations apply to teachers in every field, suggesting that students have low biases about fields, but strong biases concerning gender. Understanding the possible origins for these experience-based theories can help teachers re-examine their own pedagogical techniques and re-evaluate how to conduct classroom dynamics.

Outcomes:

1. Understand what factors lead to student biases.
2. Consider how to discuss biases within students and teachers.
3. Create exercises to reduce biases within students and teachers during the first week of class sessions.

Open Pedagogy Presentations Utilizing University Library Resources

Shawn Cradit, North Carolina State University

Key Statement: Open Pedagogy is a new approach to sharing resources which may help students thrive in finding research. Come to find out more!

Keywords: Open Pedagogy, Presentations, Library Resources

Subtheme: Instructional Skills

Experiential Learning

Open Pedagogy allows students to have access to resources that are free and in some instances can be edited by others who are interested in the content. There are multiple methods that can be incorporated into open pedagogy—presentations, exam questions, virtual reality, videos, wikis, zines, and the list goes on. The focus will be on presentations. Students pick a topic that is related to the course material, then present this to the class, then post to a site that can be closed or open access. If time permits, exam questions may also be covered.

Outcomes:

1. Describe how open pedagogy can influence the reusability of assignments.
2. Analyze strategies from the session that may be used to incorporate reusability of presentations.
3. Create a reusable assignment that _____.

8:50 AM - 9:00 AM

10-Minute Transition

CONCURRENT SESSION 8

9:00 AM - 9:20 AM

8a) Amherst

Increasing Interprofessional Healthcare Awareness in Historically Excluded High School Students

Abigail Buckley, The Ohio State University College of Medicine

Kara Klinkebiel, The Ohio State University College of Medicine

Key Statement: Historically excluded student success is supported by early exposure to healthcare fields. Interprofessional collaboration within Team-Based case simulation increases student awareness. Stop in and see!

Keywords: Diversity and Inclusion, Interprofessional Collaboration, Team-Based Learning

Subtheme: Instructional Methods
Course/Curriculum (Re)Design

MD Camp aims to expose high school students who have been historically excluded from medicine, particularly to the physician role. Our objective was to design and implement an innovative modality to show the students various other healthcare occupations and increase awareness of interprofessional collaboration. We created a Team-Based Learning simulation, and graduate students from eight healthcare schools assisted the students during the exercise. Measures to evaluate this session included pre- and post-surveys assessing awareness of the professions, confidence in teach-back methods, and knowledge of interprofessional collaboration. Survey comparison showed significant increase in awareness and confidence in various interprofessional healthcare roles and responsibilities.

Outcomes:

1. Identify historically excluded populations within medicine and healthcare professions.
2. Describe strategies within interprofessional collaboration that can be showcased during learning activities.
3. Highlight the outcomes of early intervention and exposure to various healthcare fields in the studied high school population.

8b) Burghley A

Revamping the Academic Accommodations Model: Learning From Students With Disabilities

Meghan Owenz, Jacksonville University

Key Statement: Results of a national study on students with disabilities will be shared, including implications for modifying classroom policies to improve belonging, inclusivity, and accessibility.

Keywords: Disabilities, Universal Design, Academic Accommodations

Subtheme: UDL DEI

Classroom Community/Culture

Students with disabilities represent approximately 20% of students in higher education (Postsecondary National Policy Institute, 2022). Our current academic accommodations model, built on ableist theories, represents several challenges to these students, as utilizing accommodation often creates more barriers (Francis et al., 2019). This session presents qualitative research from focus groups with 14 disabled students. The presentation will outline the challenges and solutions suggested by the students. Implications include the necessity of faculty training, improvement of student belonging and inclusivity, and methods for improving course accessibility.

Outcomes:

1. Identify the challenges with higher education's current academic accommodations model.
2. Describe challenges faced by students with disabilities.
3. Develop strategies for inclusivity, belonging, and success, specific to students with disabilities.

8c) Stuyvesant

Sustainability-Themed Case Studies as Common Intellectual Experiences

Maung Min, Penn State University Lehigh Valley

Key Statement: Common Intellectual Experiences (CIEs) have been one of the lesser known high-impact practices. A sustainability-themed case study can be used as the basis for a CIE. Check us out!

Keywords: Case Pedagogy, High-Impact Practices, Sustainability

Subtheme: Instructional Methods
Instructional Skills)

High-impact practices (HIPs), such as undergraduate research, are familiar activities at many universities. Until recently, Common Intellectual Experiences (CIEs) have been one of the lesser known HIPs. Rising interest in interdisciplinary thinking may, however, advance interest in both pedagogies and topics that enhance integrative problem-solving.

This session will present an example/study focused on a sustainability-themed case study that was used as the basis for a CIE on our small campus. The facilitators will walk participants through the thinking process needed to adapt sustainability-themed case studies not only to your own course(s), but across multiple course(s).

Outcomes:

1. Gain familiarity with common intellectual experiences (CIEs) as a high-impact practice.
2. Consider applications of case study pedagogy to their own teaching and learning practice.
3. Critically evaluate challenges and opportunities in implementing CIEs across multiple disciplines.

8d) Burghley A

Choice Meets Academic Emotions

Jo-Ann Thomas, Providence College

Key Statement: When given product or process choice activities, students experience positive academic emotions of joy, pride and hope.

Keywords: Choice, instruction, academic emotions

Subtheme: Course/Curriculum (Re)Design
Instructional Skills

This study has shown that instructional strategies matter, creating a need for educators to consider academic emotions in course design. Incorporating choice into course activities and assignments has shown that these positive academic emotions are more likely to occur. When students have positive academic emotions, there is a better chance that students will be engaged and motivated to learn to survive and flourish ultimately. The hope is that this study will help further research to encourage instruction design that focuses on building positive academic emotions at all levels of education.

Outcomes:

1. Include choice activities in course design for future courses.
2. Reflect on the role academic emotions play in learning, and strive to develop course design that promotes joy, hope, and pride.
3. Use both product and process choice in course design.

8e) Vanderbilt A

Flipping Formative Assessment via Conducting Midterm Course Evaluations

Chrystal Dean, Appalachian State University

Key Statement: Flip the concept of formative assessment to gather evidence for making adjustments to your instructional practices through the use of midterm course evaluations.

Keywords: Assessment, Course Evaluations, Real-Time Instruction Adjustments

Subtheme: Instructional Skills
Assessment

Formative assessment processes gather evidence for the purpose of informing next steps in learning. Typically, these formal and informal assessments help students identify their strengths and target areas for improvement. Instructors can “flip” this concept in the form of midterm course evaluations, which offer an opportunity to make adjustments to instructional practices to better support student learning during the term, unlike the more “summative” end-of-term course evaluations. In this session, I will present rationales for conducting midterm course evaluations, offer

multiple suggestions for question types and formats to use, and describe how to interpret and utilize the data.

Outcomes:

1. Identify the benefits of concluding midterm course evaluations.
2. Distinguish between multiple midterm evaluation types and formats.
3. Delineate how to interpret and utilize data from midterm evaluations.

9:20 AM - 9:30 AM

10-Minute Transition

CONCURRENT SESSION 9

9:30 AM - 10:10 AM

9a) Amherst

Creating an Interdisciplinary Learning Community Between Two Cross-Departmental Courses

Krista McBride, Belmont University

Key Statement: Creation of an Interdisciplinary Learning Community consisting of two cross-departmental courses is discussed: the advantages, assignments, course material, and student feedback.

Keywords: Learning Community, Interdisciplinary, Cross-Departmental

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

An Interdisciplinary Learning Community (ILC) consisting of two cross-departmental general education courses has been created. Advantages to linking these courses will be presented. Further, the assignments and course material used to make this learning community successful will be presented. Challenges to developing and evaluating shared assignments for such linked classes will also be discussed. Finally, student feedback will be shown from students enrolled in these courses, which illustrate the positive effects blending these two classes had on the students' learning experience.

As an example, an ILC between a general physics course and a literature course will be introduced.

Outcomes:

1. Distinguish between the kinds of knowledge and the types of thinking and learning processes that are represented in the two disciplines.
2. Integrate learning from each of the disciplines into the other and provide a specific example of how something learned in one class contributed to your understanding of the other.
3. Evaluate various information and experiences from the perspective of each of the disciplines.

9b) Burghley A

Classroom Culture: Exploring Factors That Improve First-Year Student Engagement

David L. Harkins, Belmont University

Key Statement: We'll explore how organization development methods inform classroom culture and build psychological safety, trust, and collective empathy to facilitate improved classroom engagement with first-year students.

Keywords: Classroom Culture, Student Engagement, Psychological Safety and Trust

Subtheme: Classroom Community/Culture
Instructional Skills

Previous research suggests that learner demographics and perceptions, teacher knowledge, expertise, style, and physical attributes of the classroom are likely to define classroom culture and subsequent student engagement. The variability of these factors suggests that a positive classroom culture with high engagement may not be consistently replicable. This session will present recent research that offers some insights into how methods and principles rooted in organization development may be consistently used to build trust, psychological safety, and collective empathy in the classroom and improve

student engagement. Participants will come away with specific strategies to facilitate an engaged classroom culture.

Outcomes:

1. Learn how students understand and apply the meaning and value of trust, psychological safety, and empathy in their relationships with their classmates and in their learning.
2. Identify approaches and methods to create a classroom culture bound by trust and collective empathy.
3. Improve classroom engagement and participation of students using methods and practices from the interdisciplinary field of organization development.

9c) Stuyvesant

Using Sustainable Course Design for Online Teaching

Ashely Moore, Kennesaw State University

Key Statement: Best practices related to online teaching and learning using sustainable course design components by designing a foundational online asynchronous course to teach in other modalities.

Keywords: Sustainable, Course Design, Online Teaching/Learning

Subtheme: Course/Curriculum (Re)Design
Online/Hybrid/Hyflex Instruction

In early 2020, educational institutions were directed to “pivot” all learning to online as the world was in the grip of a pandemic that has no intention of leaving us anytime soon. Higher ed institutions had to develop faculty support systems and training that could adapt and respond to changes in the teaching and learning environment on a moment’s notice. Through this presentation, we aim to share “sustainable” course design practices at our institution. Faculty who attended the workshop provided feedback about the sustainable course design workshop and course components which helped them streamline the course design and development process.

Outcomes:

1. Define sustainable course design.
2. Identify sustainable course design components.
3. Discuss how sustainable course design may or may not help reduce faculty workload related to designing courses in various modalities.

9e) Vanderbilt II

Gap Analysis of Critical and Creative Thinking in Your Class

Sue Carson, North Carolina State University

Diane Chapman, North Carolina State University

Key Statement: Faculty will perform a course (or curriculum) mapping activity to identify gaps in opportunities they are providing students to develop critical and creative thinking skills.

Keywords: Critical and Creative Thinking, Course Mapping, Visualization

Subtheme: Course/Curriculum (Re)Design
Assessment

Cultivating students' critical and creative thinking (C&CT) is essential for preparing them to succeed in virtually every discipline and to lead meaningful and fulfilling lives. These skills enable individuals to seek new questions, approach problems from multiple perspectives, identify biases and assumptions, and find innovative solutions. In this session, faculty will align a general C&CT process to their disciplinary process and will perform a course (or curriculum) mapping activity to identify the gaps in opportunities they are providing students to develop these skills. We will point faculty to resources to strategies they can use to fill the gaps.

This work was created in collaboration with Sara Queen, PhD, Associate Professor of Architecture, NCSU.

Outcomes:

1. Align a generalized critical and creative thinking process with their own disciplinary critical and creative thinking process.
2. Identify gaps in the opportunities they are providing to students to fully develop critical and creative thinking skills.

3. Access free professional development resources to guide them in creating activities and assignments to address these gaps.

10:10 AM - 10:30 AM

20-Minute Transition

CONCURRENT SESSION 10

10:30 AM - 11:10 AM

10a) Amherst

Cross-Disciplinary Strategies for Implementing Scenario-Based Pedagogy

Butch Alvarez, University of South Carolina Beaufort

Jena Chojnowski, Winthrop University

Jo Kuehn, University of South Carolina Beaufort

Amy Leaphart, University of South Carolina Beaufort

Libby Ricardo, University of South Carolina Beaufort

Murray Skees, University of South Carolina Beaufort

Key Statement: We explain how we implement scenario-based pedagogy to explore the "Social Determinants of Health" in our various disciplines (Nursing, Humanities, the Sciences, the Social Sciences, and Mathematics).

Keywords: Scenario-Based Pedagogy, Cross-Disciplinary Experiential Learning, Simulation-Based Education

Subtheme: Experiential Learning

Interactive Instruction

In this session, our cross-disciplinary team will illustrate how we used the Social Determinants of Health to facilitate and employ scenario-based pedagogy in our classrooms. Participants will learn the basic tenets of scenario-based pedagogy and see multiple examples from varied disciplines of how the Social Determinants of Health were utilized in scenario-based ways in our courses. In addition, we will discuss the cross-institutional cohesive elements. Participants will then have the opportunity to engage in

actively preparing ideas for implementation of scenario-based pedagogies in their own classroom.

Outcomes:

1. Articulate the basic tenets of scenario-based pedagogy.
2. Suggest ways that scenario-based pedagogy can be implemented in one's own classroom.
3. Share cross-disciplinary strategies of facilitating this type of experiential learning.

10b) Burghley A

Understanding and Promoting Microaffirmations for Student Success

Cynthia Demetriou, University of North Carolina Wilmington

Candice Powell, University of North Carolina at Chapel Hill

Key Statement: Microaffirmations are brief yet powerful acts promoting listening, inclusion, and care. Come learn how to use microaffirmations to promote belonging and success for your students.

Keywords: Student Success, Teaching and Learning, Communication

Subtheme: Classroom Community/Culture
Instructional Skills

The intentional use of microaffirmations is a promising practice for faculty and staff to promote a sense of belonging and support student success. To increase our understanding of microaffirmations within the college context and to explore how microaffirmations can be used as a tool to promote belonging and success, we surveyed students at a large public research institution about their educational experiences. Using qualitative content analysis, the data were analyzed to describe how students experience microaffirmations and interpret the meaning students attach to microaffirmations. We found that microaffirmations helped build students' confidence and motivated students to persist. Through an interactive presentation, we will share research findings as well as provide multiple, tangible strategies for educators to incorporate into their daily activities.

Outcomes:

1. Describe microaffirmations and their role in the student experience.

2. Connect microaffirmations to the development of student sense of belonging and persistence in college.
3. Apply microaffirmations in the classroom, online, and through daily interactions with students.

10c) Stuyvesant

A Return to Humanity in Gateway Course Redesign

Stephanie M. Foote, Gardner Institute

Key Statement: This session will draw from theories of change and lessons learned through gateway course redesign to engage participants in the development of their own plan.

Keywords: Inclusion, Liberatory Practices, Contemplative Practices, Course Redesign

Subtheme: Course/Curriculum (Re)Design
UDL DEI

This session will draw from theories of change and lessons learned through gateway course redesign involving hundreds of courses at various institutions of higher education. Success in gateway courses is important to student success overall, and often students from historically resilient populations and identities disproportionately earn DFWI grades in these courses (Adelman, 1999; Foote, 2021; Koch, 2017; Koch & Drake, 2021). Critical theories associated with liberatory and contemplative practices foundational for gateway course redesign will be "brought to life" through the introduction of a framework and planning document session participants can use to consider the redesign of their own courses.

Outcomes:

1. Describe the influence of their personal identities and values on the courses they teach.
2. Analyze strategies from the session that may be used to redesign their gateway and general education courses.
3. Create a plan to employ course redesign changes with the goal of communicating belonging and designing for access and inclusion.

Reimagining the Science Capstone Experience at a Liberal Arts Institution

Ben Brooks, Gardner-Webb University

Stacie Smith, Gardner-Webb University

Venita Totten, Gardner-Webb University

Stefka Eddins, Gardner-Webb University

Key Statement: The science capstone experience has been evolving with changing enrollment and ongoing university-wide curricular initiatives. How relevant is the experience to our increasingly diverse students?

Keywords: Capstone Experience in Science, Independent Learning, Technology

Subtheme: Course/Curriculum (Re)Design
STE(A)M

The senior capstone experience at Gardner-Webb's Department of Natural Sciences began as a two-course sequence that focused on oral presentations of research articles. Over the past 17 years, it has evolved significantly in response to shifting student enrollment and university-wide curricular initiatives such as Professional Readiness Experience, Quality Enhancement Plan, Information Literacy, and Assessment. In this session, we will trace the evolution of our capstone course sequence. We will also reflect on the courses' relevance as we welcome increasingly diverse students while balancing ongoing internal and external pressures with the original intent of a STEM capstone experience.

Outcomes:

1. Recognize the importance of addressing chemical safety in a professional readiness experience in science.
2. Assess the value of providing guidance to students regarding their social media presence, résumés, and mock interviews in a Professional Readiness Experience in science.
3. Evaluate the efficacy of adapting oral presentations and literature searching to learning management systems in a senior seminar course in science.

Scholarship Wrappers as Faculty Development

Barry Sharpe, Western Governors University

Key Statement: Assignment/exam wrappers support metacognition and reinforce learning. Scholarship wrappers can help faculty get more out of their scholarship and support deeper reflection on professional development.

Keywords: Self-Reflection, Metacognition, Faculty Development

Subtheme: Other

Assessment

Assignment/exam wrappers help students process feedback, support metacognition, and reinforce learning. Wrappers invite students to extend the learning and focus on more than just the grade. How often do we as faculty engage in the same kind of self-reflection with respect to our scholarship? What might faculty gain from revisiting and reassessing their scholarship to focus on the process of learning, not just the work product? Scholarship wrappers invite faculty to extend the learning and support critical reflection on professional development. We will explore examples of scholarship wrappers and reflect on their use for professional development.

Outcomes:

1. Describe the development of a scholarship wrapper.
2. Explain how scholarship wrappers support self-reflection and professional development.
3. Reflect on ways to reinforce connections between teaching and professional development.

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11:10 AM - 12:00 PM

P 1) Inspiring Campus During the Summer With a SPARK

Diane D. Chapman, North Carolina State University

Maria Gallardo-Williams, North Carolina State University

Key Statement: NC State's SPARK programs inspire faculty, staff and students as they prepare for each fall semester. This asynchronous program can be replicated at your institution.

Keywords: Summer, Innovation, Asynchronous Learning

Subtheme: Course/Curriculum (Re)Design

NC State SPARK stands for Summer Programs - Achieve, Renew , Kind. SPARK is an asynchronous professional development series consisting of four media packages delivered to registrants once a week during the month of July. The program emphasizes accessibility of content, can be easily replicated and has a focus on equity, diversity, and inclusion. Each media package is composed of a podcast, a blog post, and downloadable resources. The series is offered for faculty, staff, and graduate students. While the series has a different emphasis each year, the overarching theme is to inspire the participants as they prepare for the Fall semester.

Outcomes:

1. Replicate SPARK at their own institution.
2. Articulate the benefits of SPARK.
3. Explore asynchronous summer programming opportunities.

P 2) Grading and Belonging in a STEM Discipline

Amanda J. Chunco, Elon University

Kelsey Bitting, Elon University

Key Statement: We surveyed multiple sections of a standard introductory level environmental science class to discover 1) faculty belief about grading and 2) student feelings of belonging.

Keywords: Grading Practices, Student Belonging, Environmental Science

Subtheme: Grading/Ungrading/Providing Feedback to Students
STEAM

Student belonging is critical for recruitment and retention, and grading practices may contribute to feelings of belonging. We used Likert scale surveys to assess faculty beliefs around grading and student feelings of belonging in multiple sections of an introductory environmental science class at a mid-sized liberal arts college. We found a very wide mix of beliefs about grading between professors within a single major. Students similarly had a wide range of feelings about belonging in class, although in ways that were not correlated with professor beliefs. We will refine our study to further investigate the relationship between belonging and grading.

Outcomes:

1. Reflect on their own attitudes and beliefs about grading (whether conscious or unconscious).
2. Consider course surveys to determine how students feel about their identity and belonging in the classroom.
3. Learn about un-grading pedagogies used in an introductory ENS classroom.

P 3) Experiential Learning Through Escape Room Design-Build

Claire Dancz, Clemson University

Susan McKenzie Reeves, Clemson University

Key Statement: This student-driven collaboration provided opportunities for creative expression and renewed community spirit. Stop by to talk experiential learning through a student escape room design-build!

Keywords: Experiential Learning, Collaborative Learning, Inquiry

Subtheme: Experiential Learning
Instructional Methods

The Conation and Creativity in Engineering course focuses on the identification and celebration of individuals' innate ways of problem-solving (conation) and their process of engaging in creativity in engineering. Our signature course project, Community Escape Room Collaboration, addresses unmet human needs of creative expression and renewed community spirit through the collaborative development of a local escape room created by students and hosted by a local community partner. Please stop by this poster for an active demonstration of conation and creativity by participating in our tabletop escape room puzzle challenge and reflect on experiential learning through escape room design-build.

Outcomes:

1. Describe the escape room design process through key elements of themes, puzzles, clues, and gameflow.
2. Compare and contrast student reflections on sustaining effort and persisting during collaborative escape room development.
3. Identify approaches for guiding students through multiple means of representation, action, and expression towards inclusive design-build.

P 4) Use of Simulation in an Entry-Level Occupational Therapy Program

Carla Floyd-Slabaugh, Grand Valley State University

Key Statement: This poster presentation will share details about designing simulation experiences, scaffolding, and making revisions based on the evidence and student feedback.

Keywords: Simulation, Scaffolding, Formative Assessment

Subtheme: Instructional Methods

Assessment

Introduction: A simulation is a guided, immersive educational experience that replicates a real-world clinical experience (Bennett et al., 2017; Grant et al., 2021; Reichl et al., 2019). Two pediatric intensive care unit simulations were designed to allow students a safe opportunity to experience medically complex situations, apply classroom knowledge, and problem-solve in the moment with peers.

Method: Students completed midterm feedback regarding these simulations.

Findings: 13/36 students provided feedback. The simulations were described as beneficial to learning but more preparation is needed.

Conclusion: Revision of these simulations is needed to develop more pre-simulation content.

Outcomes:

1. Summarize the benefits of simulation as an active learning technique.
2. Analyze the components of a successful simulation design.
3. Construct a method of evaluation for a simulation event.

P 5) The Photo Essay as a Medium of Experiential Learning

Eric J. Greaux, Winston-Salem State University

Key Statement: Redesigning a course on the Black Church to include a Photo Essay as the major semester project enhances student success.

Keywords: Experiential Learning, Photo Essays, Undergraduate Research

Subthemes: Experiential Learning
Instructional Skills

Redesigning a course on the Black Church to include a Photo Essay as the major semester project resulted in more than half of the students earning an A. The Photo Essay was a semester-long scaffolded project that allowed students to meet each course objective. It included 8–10 required photo types following the guidelines provided by *LIFE Magazine*. Student projects and statements demonstrated their newfound ability to conduct research, to think critically on the scholarship of Black religion, and to make it available to others. Each student spoke of how transformational the class had been for them.

Outcomes:

1. Identify the general contours of experiential learning as applied to a Religion course.
2. Describe the Photo Essay as a tool of experiential education for undergraduate students at a Historically Black College or University (HBCU).
3. Recognize the value of this pedagogy for teaching research methods.

P 6) An Intervention to Improve Student Mindset in College Courses

Christopher Holland, Cabrini University

Ruta Clair, Cabrini University

Key Statement: Psychology research shows students' mindset can be vital to success. We designed and tested a quick and simple intervention to improve mindset in college students.

Keywords: Psychology, Metacognition, Self-Efficacy

Subtheme: Metacognition

Instructional Skills

Students' view of themselves in the classroom and their thoughts about learning (i.e., metacognition) play a role in academic success that is separate from the role of teachers or individual capability. Based on a module technique, we designed and tested an intervention aimed to improve specific facets of student mindset, such as self-concept, grit, or academic locus of control. The intervention was conducted in actual college courses with Cabrini University students (n = 54). Results showed that some facets of mindset improved significantly over the course of the intervention. We discuss future directions for research based on our initial results.

Outcomes:

1. Describe the role that metacognition and mindset play in student learning.
2. Understand the role interventions can possibly play in affecting student mindset.
3. Consider use of simple interventions to help improve mindset and, hopefully, student success in the classroom.

P 7) Grading Faster and Better for RSI Compliance in Online Courses

Gina J. Mariano, Troy University

Fred Figliano, Troy University

Key Statement: The U.S. Department of Education now requires online courses that use federal financial aid to include regular and substantive interaction (RSI) between students and instructors.

Keywords: Grading, Online Instruction, Formative Feedback

Subtheme: Online/Hybrid/Hyflex Instruction

Grading/Providing Feedback to students

There has been concern among online instructors about how to achieve regular and substantive interaction (RSI) compliance when teaching multiple online courses and in high enrollment courses. The U.S. Department of Education now requires courses that use federal financial aid to use RSI in online courses. RSI is meant to encourage interaction between students and faculty and improve feedback to students. This poster will demonstrate grading strategies that can be implemented when using discussions, exams, papers, and video assignments in online courses. These strategies can be differentiated to meet the diverse learning abilities of students in various disciplines.

Outcomes:

1. Gain deeper understanding of the connection between RSI and formative assessments.
2. Gain knowledge on how to give group feedback in both small and large online courses.
3. Gain knowledge on how to give group feedback in both small and large online courses.

P 8) An Experiential Learning Program to Prepare Students for Sales Careers

Carter McElveen, Clemson University

Jennifer Siemens, Clemson University

Key Statement: The Sales Innovation Program allows students to participate in professional development both inside and outside the classroom, preparing them for sales careers.

Keywords: Experiential Learning, Simulations, Classroom Community

Subtheme: Experiential Learning

Classroom Community/Culture

We present an experiential learning program that prepares students for sales careers. The Sales Innovation Program (SIP) has five courses designed to

simulate real-world selling scenarios, including corporate partner engagement. In the capstone course, students sell golf teams, hole signs, and other items for a charity golf tournament. SIP students also participate in professional development and skill-building activities outside the classroom, including pitch competitions, networking events, sales role-play competitions, industry expert panels, conference events, and SIP social events, as well as many other opportunities to prepare for sales careers. These activities reinforce their classroom learning and allow knowledge application.

Outcomes:

1. Analyze strategies enabling learners to create their own experience-based program for sales career readiness.
2. Create a plan to integrate learning inside and outside the classroom.
3. Describe the benefits of an experiential-based program with industry involvement.

P 9) Instructor Empathy Predicts Students' Experiences Better Than Instructor Mindset

Sal Meyers, Simpson College

Brian C. Smith, Simpson College

Key Statement: Compared to students' perceptions of instructor's mindset, students' perceptions of instructor's empathy better predicted belonging, classroom diversity climate, and students' perceived learning gains.

Keywords: Instructor Empathy, Instructor Mindset, Learning Gains

Subtheme: Classroom Community/Culture

UDL DEI

Teacher empathy “is the degree to which instructors work to deeply understand students’ personal and social situations, feel caring and concern in response to students’ positive and negative emotions, and communicate their understanding and caring to students through their behavior” (Meyers et al., 2019, p. 161). Based on this definition, we predicted and found that students who rate their instructors as higher in teacher empathy perceive greater instructor responsiveness, a more supportive classroom diversity climate, and higher expectations from those instructors. Teacher empathy

was a better predictor than teacher mindsets of belonging, classroom diversity climate, and students' perceived learning gains.

Outcomes:

1. Explain and distinguish between teacher empathy and teacher mindsets.
2. Identify the correlates of teacher empathy and teacher mindsets.
3. Identify ways of communicating teacher empathy to their students.

P 10) Differing Perspectives From Student and Instructor Assessment of Redesigned Class Assignments

Tamara Pandolfo, North Carolina State University

Key Statement: Student assessment of assignments redesigned to support mastery of and personal connections with course content indicates differences in intended design and perceived benefits in some cases.

Keywords: Student Perspective, Assignment Redesign, Online Learning

Subtheme: Assessment

Course/Curriculum (Re)Design

Course assignments in a graduate-level distance education STEM course were redesigned to target inclusive teaching strategies. A survey was used to assess student perspectives on class assignments. Each assignment was rated on how helpful the assignment was in attaining mastery of content and how effective the assignment was in establishing personal or enjoyable connections to course content. Discussion forums scored significantly lower on both content mastery and connection compared with worksheets and H5P interactive activities. Student and instructor perspectives differed for H5P interactive activities. Students rated these assignments higher on content mastery than connection, contrary to the instructor's design intention.

Outcomes:

1. Differentiate between student and instructor perceptions of course assignments.
2. Analyze the intended benefits of assignments in their own courses.
3. Identify assignments in their own courses that may benefit from a redesign.

P 11) Teaching Migrant Farmworker Justice in Early Childhood Education

Julia Smith, Purdue University, Fort Wayne

Key Statement: Children of migrant farmworkers are among the most vulnerable in childcare in the United States. Documented are students' reflective learning about risk and resiliency of farmworker families.

Keywords: Early Childhood Education, Reflective Learning, Social Justice

Subtheme: Indirect Instruction
Experiential Learning

This poster highlights reflective learning in Early Childhood Education. In this assignment for Early Childhood Multilingual Learners, students consider the roles of migrant farmworkers with young children in the industrialized food system of the United States. Drawing from social justice in the food system, students reflect on topics of food insecurity, child labor, language barriers, immigration, and other risks that farmworker families with young children face in the labor force. Students also consider resiliency as a factor in farmworker parents' aspirations for their children and consider the role of family unity as a strength for farmworker families.

Outcomes:

1. Explore topics of vulnerable populations in early childhood education.
2. Practice reflective writing to advocate for families.
4. Learn about challenges and resilience of farmworker families.

P 12) Educators' Knowledge and Understanding of Dyslexia Across the United States

Lily Van Putten, University of the Pacific

Key Statement: Dyslexia affects 5%–20% of the U.S. population, and there are no unifying laws. This survey explores the variations in dyslexia knowledge across the country.

Keywords: Dyslexia, Understanding, Educators

Subtheme: Classroom Community/Culture

Dyslexia is a learning disability that affects 5-20% of the population in the United States and impacts reading and spelling skills. There are no federal laws concerning criteria for dyslexia diagnosis, and laws surrounding this topic vary from state to state. This survey aims to understand differences in knowledge and understanding of educators across the United States. Anticipated findings may suggest interstate differences in educators' dyslexia knowledge. Furthermore, states with more comprehensive laws are expected to have educators with greater understanding and knowledge of dyslexia.

Outcomes:

1. Learners will identify 1 to 2 differences between state criteria for identification of students with dyslexia.
2. Learners will assess their knowledge of how to effectively work with students who have dyslexia.
3. Learners will be able to provide definitions and examples of evidence-based practices for dyslexia.

P 13) Perceptions of Preparedness Among Nurses: Traditional Versus Concept-Based Curriculum

Ashley Wheeler, Belmont University

Key Statement: There is no statistically significant difference in reported preparedness among new graduates prepared by different curricula; however, clinical learning experiences highly impact readiness to practice.

Keywords: Curriculum, Nursing, Preparedness

Subtheme: Course/Curriculum (Re)Design
Instructional Methods

Concept-based curriculum (CBC) is a newer trend in nursing education curriculum aimed at preparing new graduates to enter the workforce as generalist nurses better suited to care for an aging population. To better understand preparedness of new graduate nurses, students graduating from both traditional curriculum and CBC designs were asked about their perception of preparedness in five specific areas during their first three months of clinical practice. The results of the explanatory mixed-methods survey showed no statistically significant difference in perception of

preparedness between the two groups. The outcomes of each individual curriculum were not dramatically different, but the actionable data reinforces the importance of clinical learning.

Outcomes:

1. Describe goals of implementing concept-based curricula in nursing education.
2. Describe the importance of new graduate self-efficacy and preparedness upon entry to practice.
3. Discuss the importance of structured hands-on learning.

Private Buffet Lunch

12:00 PM - 12:50 PM

Burghley

Name badge required for dining

Plenary 2

12:50 PM - 2:00 PM

Burghley B

ChatGPT? OMG! Moving Beyond Anxiety About AI and Teaching

Billie Franchini, SUNY at Albany

Key Statement: This session will introduce research-based strategies to reduce the likelihood of students' misuse of AI tools and make decisions about using AI in teaching.

Keywords: AI, Cheating, Assessment

Articles about ChatGPT and teaching frequently use words like “crisis,” “threat,” and “disaster.” It is no surprise that educators are feeling anxious about students' misuse of generative AI tools, but this heightened rhetoric can cloud our thinking. Rather than rush to either dismiss or embrace AI, we need to use what we know about human learning and motivation to

contextualize our teaching decisions. This session will do just that: you will learn research-based strategies for reducing the likelihood of students' misuse of AI tools on assessments and deciding whether it makes sense for students to use AI as a learning tool in your courses.

Outcomes:

1. Identify and explain what motivates student cheating.
2. Apply strategies for reducing the likelihood of student cheating with AI tools like ChatGPT.
3. Make good pedagogical decisions about using AI.

2:00 PM - 2:20 PM

20-Minute Transition

CONCURRENT SESSION 11

2:20 PM - 3:00 PM

11b) Burghley A

Leveraging the Research on Mindset to Improve Student Learning

Gregg Wentzell, Miami University

Key Statement: We will identify challenges posed by instructor and student mindsets and propose strategies to overcome these challenges to improve our teaching and our students' learning.

Keywords: Mindset, Student Success, Feedback

Subtheme: Resiliency/Self-Care/Mindfulness
Classroom Community/Culture

Mindset, as defined by Stanford University psychologist Carol Dweck, refers to people's beliefs about whether our abilities are inherent (a Fixed Mindset) or can be developed (a Growth Mindset). In this highly interactive session, we will explore some of the key findings from the literature on the connections between faculty and student mindsets and learning. We will identify challenges posed by instructor and student mindsets and propose

strategies to overcome these challenges to improve our teaching and our students' learning. Come prepared to gain some new insights about yourself and your students!

Outcomes:

1. Discuss some of the key findings from the literature on the connections between faculty and student mindsets and learning.
2. Describe the challenges to learning posed by our own and our students' mindsets.
3. Propose strategies to overcome these challenges for improved teaching and student learning.

11c) Stuyvesant

Eliminating Bias in Learner Evaluations: An Example From Healthcare

*Michelle Boose, University of North Carolina School of Medicine:
MAHEC*

Key Statement: This session explores the challenge of biased language in evaluations and includes strategies to address the bias.

Keywords: Identifying Bias, Inclusion, Evaluation

Subtheme: UDL DEI

In this 40-minute interactive session, participants will explore the issue of biased language in learner evaluations and its consequences for the learning environment using the healthcare workforce as an example. The session will focus on various interventions to address this bias, such as implementing training programs, standardizing evaluation processes, and diversifying staff and faculty. By reducing bias in narrative evaluations, the aim is to promote fairness, equal opportunities, and a more inclusive environment and workforce.

Outcomes:

1. Identify biased language in learner evaluations.
2. Explain at least one consequence that results from biased language in an evaluation system.
3. Adapt an existing evaluation system in a way that helps to reduce systematic biases.

Deepen Learning by Using the DEAL Model of Critical Reflection

Amber Fallucca, University of South Carolina

Karen Edwards, University of South Carolina

Lydia Frass, University of South Carolina

Key Statement: Deep learning requires meaningful reflection built into course design. Join us to learn how to easily help students generate, deepen, and document their learning experiences!

Keywords: Critical Reflection, Integrative Learning, Formative Assessment

Subtheme: Course (Re)Design

Critical reflection can be a powerful tool to enhance learning, enabling students to think about their learning experiences and articulate connections to their personal, professional and academic goals and help them better prepare for career success and lifelong learning (e.g., Lee & Sabatino, 1998; Rolfe et al., 2020). The Ash and Clayton (2009) model of critical reflection, known as “DEAL” (Describe, Examine, and Articulate Learning) provides a strategic approach in guiding learner reflection. Join us to learn how this tool can be used to guide students in any discipline, across curriculum, and in a variety of learning contexts.

Outcomes:

1. Articulate the benefits of critical reflection in the learning process.
2. Develop a reflection-based formative assessment assignment based on Ash and Clayton’s (2009) DEAL model.
3. Provide clear, step-by-step directions to guide students through the process of reflection in a specific course.

Stories We Tell Our Students

Mike Pinter, Belmont University

Key Statement: I share ideas for weaving stories into a course’s narrative, including personal stories, historical and contemporary stories, and stories about students from our courses.

Keywords: Academic Storytelling, Student Engagement, Motivation for Learning

Subtheme: Classroom Community/Culture
Faculty Development Programming

I have become intentional in weaving stories into the flow of courses that I teach for various student audiences—general education, Honors Program, and majors/minors in upper-level courses. I divide the stories into three broad categories: personal stories from my life experience with learning and academics; historical and contemporary stories about real people or fictional characters with an aspect relevant to the course; and anonymized stories about individual or groups of students from my courses over the years. In short, telling stories in any of our academic courses can invite our students into a more fully human learning experience.

Outcomes:

1. Reflect on stories from their academic and life experiences.
2. Learn about some of the literature on sharing stories with students.
3. Develop ideas for implementing storytelling in your courses.

3:00 PM - 3:20 PM

20-Minute Transition

CONCURRENT SESSION 12

3:20 PM - 3:40 PM

12a) Amherst

Transformative Teaching and Learning Through Open Pedagogy

Erin A. McKenney, North Carolina State University

Key Statement: Students created figures and collaborative writing to explore and explain topics in Applied Ecology. I've compiled their work into an open digital textbook!

Keywords: Open Pedagogy, Open Educational Resources, Assessment Design

Subtheme: Course/Curriculum (Re)Design
Instructional Methods

The cost of textbooks is prohibitive for many students, and prescribed assessments often fail to inspire student engagement or curiosity. I redesigned my advanced undergraduate course on Applied Ecology (AEC 400) to address both issues. I removed the textbook requirement and designed assignments that help students (1) practice science communication skills and (2) create materials that support peer learning. The Open Pedagogy framework motivates students to produce high-quality work, which benefits students in real-time and future semesters. This spring I hired a grad student to compile student works into an open digital textbook, funded by an Alt-textbook grant.

Outcomes:

1. Identify opportunities for students to create shared learning materials.
2. Design assignments that enable students to build and practice effective science communication skills.
3. Investigate ways to share student works beyond the classroom.

12b) Burghley A

Classroom LIGHTBULBS to Reignite Your Passion for Teaching

Perry Binder, Georgia State University

Key Statement: Learn practical teaching tips and motivational techniques. The LIGHTBULBS acronym details ten universal qualities of master teachers with a simple method to reignite teaching passion.

Keywords: Engagement, Innovation, Motivation

Subtheme: Interactive Instruction

Resiliency/Self-Care/Mindfulness

Part I, THE CLASSROOM, is packed with innovative and easy-to-replicate ideas from over two decades spent in college classrooms. Further, the author presents some unexpected things he learned from the pandemic online experience that changed his approach to engaging students in face-to-face courses.

In Part II, THE LIGHTBULBS, each letter of the acronym is supported with the author's unique perspectives on student engagement, compassion, and justice, as told through humorous, serious, and relatable stories from the

classroom and life experiences. These anecdotes furnish a simple reminder to apply the LIGHTBULBS and get fired up for class.

Outcomes:

1. Create a plan to flip the college classroom
2. Perfect the technique of making the first class and every class memorable for students
3. Motivate yourself to be at your best, every day.

12c) Stuyvesant

Student-Centered Pathways for Divergent Repertoire Study

Aaron Pergram, Miami University

Key Statement: My students are exploring literature on their own while I am assessing everything in a new way. Come and see the results of this experiment!

Keywords: Expanding the Canon, Syllabus Redesign, Specifications Grading

Subtheme: Experiential Learning

I have designed a new syllabus and assessment plan for teaching music. My method challenges a common approach to learning applied music at an undergraduate or graduate level, though this model is adaptable for many disciplines. Students are provided four distinct pathways for completing their studies. Each of these pathways emphasizes different learning components and assessments. Additionally, this approach challenges a long-established method of formal music study of canonic works. Beyond the core body of pieces, students can study compositions from a wider variety of composers of traditionally underrepresented groups or works by composers that canonized figures overshadowed.

Outcomes:

1. Identify what canon expansion means in one's field.
2. List course components that can be assessed with a specifications grading.
3. Estimate how students may learn differently with a reimagined approach to teaching.

Claiming Underrepresented Voices in the STEM Fields

Sarah Murray, Centre College

Key Statement: Tapping into the College's alumni network and existing research, we discuss how undergraduate students can help claim underrepresented voices in STEM fields.

Keywords: Science, Technology, Engineering, and Mathematics (STEM), Underrepresented Voices

Subtheme: STE(A)M

Experiential Learning

This session will explore the value of partnering with undergraduate students as change agents. The presenter will outline a course that examines the lives of women and underrepresented minorities in Science, Technology, Engineering, and Mathematics (STEM). She will discuss the benefits of using STEM alumni to understand the needs of underrepresented groups at an institutional level. Additional pedagogical practices to prepare students for developing and presenting a final proposal for systemic change will be examined. Lastly, participants will be asked to explore the following areas for improvement in STEM education: mentorship, communication, accessibility to resources, and other areas of need.

Outcomes:

1. Explore the value of partnering with undergraduate students as change agents.
2. Examine pedagogical practices to prepare students in proposing systemic change.
3. Analyze the following areas for improvement in STEM fields: mentorship, communication, accessibility to resources, and other areas of need.

Mindfully Transforming the Academy

Lizzie Ngwenya-Scoburgh, University of Cincinnati

Key Statement: Exploring mindfulness practices as a skill for resilience helps students navigate challenges. Students need greater agency and overall emotional intelligence to manage the learning environment.

Keywords: Mindfulness, Resilience, Emotional Intelligence

Subtheme: Resiliency/Self-Care/Mindfulness

Metacognition

Mindfulness is the ability of maintaining a nonjudgmental state of heightened awareness of one's thoughts, emotions, or experiences on a moment-to-moment basis. There are various practical ways to explore mindfulness in your classrooms to help students reduce the level of stress and build community. Why is this important? Mental health clinicians at colleges and universities report that anxiety, depression, and stress are the leading issues among their college student patients. Many eventually withdraw from school due to the inability to cope with these mental challenges. Mindfulness can boost students' emotional and psychological well-being, increase their resilience, and yield academic benefits

Outcomes:

1. Understand the concept of mindfulness and how it affects the well-being of students and teachers.
2. Analyze how mindfulness practices support cognitive learning.
3. Explore how mindfulness practices in the classroom can enhance students' self-awareness and create a community of belonging.

3:40 PM - 3:50 PM

10-Minute Transition

CONCURRENT SESSION 13

3:50 PM - 4:30 PM

Implementing Critical Thinking Skills in Post-Pandemic Higher Education Learners

Randy Kohlenberg, University of North Carolina at Greensboro

Key Statement: Higher education post-pandemic students can face the inability to implement critical thinking skills. Critical thinking skills can be enhanced through regular and relevant instructional strategies.

Keywords: Critical Thinking, Post-Pandemic, Classroom Strategies

Subtheme: Indirect Instruction
Instructional Skills

Developing critical thinking skills is essential to the success of higher education learners. Since moving away from the pandemic, discussions in academic settings have focused regularly on learners affected negatively by online-only learning. Without question, psychological and social negative effects have been identified, but one of the more profound issues centers around the inability of students to implement critical thinking skills. Lists of printed strategies abound, yet the implementation processes that can augment critical thinking skills fail to be included in higher education instruction. Practical, easily implementable, and regular strategies can enhance critical thinking skills in higher education learners.

Outcomes:

1. Describe the concept of critical thinking ascribed initially to John Dewey, who referred to the process as reflective thinking.
2. Discuss and critique the need for implementing critical thinking strategies within their classroom settings.
3. Adapt and apply a variety of strategies that can be implemented in classroom settings among multiple areas.

Supporting Equity and Inclusion Career Readiness Through Universal Design for Learning

Sally Barton-Arwood, Belmont University

Devin Delaughter, Belmont University

Amanda Nelms, Belmont University

Key Statement: This session models how Universal Design for Learning is used to develop equity and inclusion career readiness campus-wide. Come see how we did this!

Keywords: Career Readiness, Universal Design for Learning, Equity & Inclusion

Subtheme: UDL DEI

Instructional Skills

Success in the workplace is a goal of many students. Consequently, universities work to build campus-wide cultures connected to career competencies. Career competencies include abilities and attributes that employers need, including competencies related to equity and inclusion. Building a culture that includes career competencies is challenging due to limited faculty knowledge about and faculty resistance to embedding career content in their courses. This session will focus on the work of one university to build a campus-wide culture centered around equity and inclusion career competencies by teaching faculty how to embed and model Universal Design for Learning practices into their courses. At the end of this session participants will get an overview of how this university is building a career competency culture by experiencing part of a workshop offered at our institution.

Outcomes:

1. Identify and discuss their existing course-level practices that support career readiness competencies.
2. Explore pedagogical practices grounded in a Universal Design for Learning framework that support classroom belonging, equity, and inclusion, and connect these UDL practices to equity and inclusion career competencies.
3. Identify key takeaways for beginning to build career-ready cultures at their institutions.

Integrating Emergent Artificial Intelligence Tools in Teaching Human Service Skills

Philip Mongan, Radford University

Key Statement: Emergent artificial intelligence has led to increased concern within education. However, these tools provide opportunities for innovating teaching strategies, especially in human service fields.

Keywords: Artificial Intelligence, Pedagogy, Human Services

Subtheme: Technology in the Classroom
Experiential Learning

Recent developments in artificial intelligence (AI) raise an increasingly relevant question about how these new tools will impact education. Initial reactions to tools like ChatGPT have focused on concerns such as academic integrity. While these tools do present some unique challenges, they also introduce almost endless possibilities for innovative teaching strategies, especially in human service fields such as social work and counseling. This presentation aims to reframe the role that AI can play in the classroom, so that instructors can imagine the possibilities of this technology and begin to develop a plan for how to integrate it in their classroom.

Outcomes:

1. Understand recent developments in artificial intelligence tools, as well as potential concerns that these tools may bring.
2. Analyze how various artificial intelligence tools can be utilized within the classroom.
3. Identify at least one teaching module, topic, or lesson plan where artificial intelligence could be utilized.

SoTL 101: Seven Steps for Project Design, Presentation, and Publication

Milton D. Cox, Miami University

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

Keywords: SoTL, SoTL Publication, SoTL Publication

Subtheme:

There is a growing discipline in higher education that features the scholarship of teaching and learning (SoTL). The presenter of this session has been an editor-in-chief of a journal that publishes SoTL. He will define and discuss the ongoing cycle of scholarly teaching and SoTL. In addition, participants will discuss seven steps that can transform a teaching, learning, or institutional problem or opportunity into SoTL.

Outcomes:

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

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Daily Schedule

Wednesday, August 9th, 2023



CONFERENCE PROGRAM

Todd Zakrajsek

DETAIL

7:00 AM - 10:15 AM

Conference Check-In
Help Desk Open

7:00 AM - 8:00 AM

Breakfast
Burghley B

ROUNDTABLES

8:00 AM - 8:30 AM

Ballroom

RT A) **Using Low-Stakes Creative Writing Across Disciplines**
Aaron Cole, University of North Carolina at Pembroke

Key Statement: This round-table discussion focuses on implementing low-stakes creative writing activities for students to demonstrate understanding of complex concepts in an engaging manner across disciplines.

Keywords: Writing, Engagement, Creativity

Subtheme: Assessment/Instructional Methods

The material covered in this round-table discussion means to assist in creating dynamic low-stakes writing activities that will engage students in discipline-specific concepts through creative means. George Singleton's Pep Talks, Warnings, and Screeds is the central text, and the goal is to explore how his short, humorous form can be imitated in creative writing activities that require students to explain course concepts in an entertaining fashion. The scholarship used to support this activity design is based in WAC and WID

studies, primarily examinations of the impact of informal creative writing in various disciplines.

Outcomes:

1. Understand the benefits of informal creative writing across disciplines.
2. Explore ways to engage their students in entertaining, low-stakes writing activities.
3. Have a specific activity structure to use in their classrooms.

RT B) **Sustaining and Initiating Faculty Learning Communities**

Milton D. Cox, Miami University Emeritus

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: FLC, Faculty Development, Sustaining FLC

Subtheme: Faculty Learning Communities

Faculty Development

Sustaining FLCs

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 C) **Faculty Book Club on Inclusive Teaching Strategies**

Claire Dancz, Clemson University

Miguel Perez, Clemson University

Sarah Otterbeck, Clemson University

Aradaryn Marsh, Clemson University

Karen Bunch Franklin, Georgia Institute of Technology

Shannon Stefl, Clemson University

Taimi Olsen, Clemson University

Key Statement: This faculty book club supported the awareness and adoption of inclusive teaching strategies. Stop by to talk about implementable strategies for equity in the classroom!

Keywords: Inclusive Teaching, Book Club, Community of Practice

Subtheme: Instructional Skills

UDL DEI

This roundtable addresses learnings from the implementation of a faculty book club. We will feature a brief introduction to the book club structure, cover inclusive teaching strategies, and share the perceptions of two cohorts. Through guided questions, we will explore how this approach invited faculty members to the inclusive teaching conversation, resulted in modifications to teaching strategies, and connected faculty to form a community of practice (CoP) on inclusive teaching. Through this discussion, attendees will have the opportunity to evaluate the use of a book club as an educational development approach for forming a community of practice on inclusive teaching.

Outcomes:

1. Review inclusive strategies for structure, syllabus, welcome, environment, and communication.
2. Participate in an exchange of inclusive teaching approaches to implement in your own teaching.
3. Evaluate the use of a book club for forming a community of practice on inclusive teaching.

RT D) **Developing and Using Custom Response Templates for Online College Courses**

John Griffith, Embry-Riddle Aeronautical University – Worldwide Campus

Key Statement: Constructive Response Templates focus student efforts on desired outputs of an assignment. Additional benefits include reducing student frustration and cognitive load.

Keywords: Constructive Response Templates, Scaffolding, Online Courses

Subtheme: Course/Curriculum (Re)Design
Online/Hybrid/Hyflex Instruction

Although there have been mixed results from designing assignments with constructive results templates on student performance, the practice can focus student efforts (reducing confusion and cognitive load) on student assignments and make grading easier for faculty. Grades from 149 college students who completed an assignment showed significantly higher scores for the templated assignment versus the non-templated version of the assignment ($U = (93, 52), 7630, p < .001$). However, opposite results were noted for students who used a templated version of the final exam versus exam scores for students who did not use the templated version ($U = (94, 51), 7383, p = .025$).

Outcomes:

1. Discuss pros and cons of using constructive response templates
2. Discuss how to identify assignments that would benefit from using constructive results templates
3. Take away at least one good idea on how to apply these concepts to future course design or revision.

RT E) **How Community-Based Experiences Can Enhance Student Engagement and Learning**

Melinda S. Harper, Queens University of Charlotte

Karen Neal, Queens University of Charlotte

Key Statement: Community-based activities enhance student engagement and learning of concepts by applying them to the “real world.” Let’s discuss how your community can amplify your course!

Keywords: Experiential Learning, Student Engagement, Community

Subtheme: Experiential Learning
Course/Curriculum (Re)Design

It has been established that experiential activities enhance student engagement and offer academic and social benefits to learning. One type of experiential learning involves community-based opportunities for students to apply concepts learned in the classroom to the “real world.” This teaching approach invites students to be active participants in learning and cultivates awareness, engagement, and affinity for connection and change within their community. We will share creative examples of community engagement activities related to a variety of courses that bring the community into the classroom. We will invite participants to discuss their utilization of community-based experiences in their courses.

Outcomes:

1. Formulate assignment ideas that connect and engage students with community organizations focused on social concerns and change.
2. Learn how to best connect and utilize community organizations that provide solutions for these social concerns.
3. Link textbook concepts and in-class instruction to “real world” experiences in the local community.

RT F) **Preparing Students for the Future of Work Using Narrative Writing**
Michael J. Stebleton, University of Minnesota-Twin Cities
Gary Peter, University of Minnesota-Twin Cities

Key Statement: Students confront a shifting, uncertain future of work. The course examines planning through narrative writing assignments. Grading rubrics and experiential learning strategies will be discussed.

Keywords: Narrative Writing, Career Education, Future of Work

Subtheme: Experiential Learning
Grading/Ungrading/Providing Feedback to Students

Tomorrow’s college graduates will likely hold 20–30 different jobs across multiple industries. In the past, employees were rewarded for stability. However, in the future, graduates will be rewarded for movement and agility. The presenters contend that all educators need to assume responsibility for

students' career education. Faculty and instructors, through intentional curriculum design, play critical roles in supporting students to prepare for seismic shifts in future work. Using an undergraduate course as an example, (OLPD 2811- Societies of the Future), the presenters will discuss writing approaches, using personal narratives and experiential learning strategies. They will discuss grading rubrics and feedback strategies.

Outcomes:

1. Acquire skills regarding how narrative writing strategies can support undergraduate students in the College of Education & Human Development in preparing for future careers and work.
2. Generate strategies for structuring intentional, scaffolded writing projects using autobiographical and experiential approaches.
3. Discuss and learn new ideas for creating grading rubrics and providing effective feedback for various writing assignments.

8:30 AM - 8:40 AM

10-Minute Transition

CONCURRENT SESSION 14

8:40 AM - 9:20 AM

14a) Amherst

Restructuring the Power Dynamics Within a Classroom Through Participatory Research

Kristen Carlson, Minnesota State University

Key Statement: Restructuring the power dynamics in the classroom makes the learning environment more diverse, equitable, and inclusive. Through participatory research, teacher-graduate students gain firsthand experience.

Keywords: Power Dynamics, Participatory Research, Scholarship of Learning

Subtheme: UDL DEI

Course/Curriculum (Re)Design

Constructivist learning design allows for a learning experience that engages all participants in co-constructed learning. Restructuring the power dynamics in the classroom makes the learning environment more diverse, equitable, and inclusive. This study explores perceptions of teacher education graduate students around constructivism and power dynamics. Participants completed pre- and post-course interviews regarding power dynamics and learning environments. Following the pre-course interview, participants learned about power dynamics in the classroom to learn specific definitions, characteristics, and best practices within the classroom. Interviews were reviewed for participant growth and reflection and future practices that the participants will implement in their own classrooms.

Outcomes:

1. Describe the benefits of participatory research and the scholarship of teaching and learning.
2. Explain at least three ways in which power dynamics between the instructor and student impact classroom learning.
3. Explain two ways in which they will alter the power dynamic in their own classrooms.

14c)

How to Empower Students to Prioritize Learning Over Grading

Gloria Preece, Indiana University

Joe Packowski, Indiana University

Key Statement: How can instructors empower students to prioritize learning over grading while fostering a rewarding and inclusive environment that also quantifies learning and personal growth?

Keywords: Course Design, Empowering Students, Quantifying Learning

Subtheme: Course/Curriculum (Re)Design
Indirect Instruction

In a world of ChatGPT, Chegg, and Wikipedia, empowering students to prioritize learning over grading is increasingly difficult. In this session, educators will discover how to improve the learning process through “nudging” students towards evaluation of and reflection on one’s own

knowledge while being supported by sound pedagogical theory. Thaler and Sunstein (2008) defined a nudge as “any aspect of the choice architecture that alters people’s behavior in a predictable way.” These proven course design examples using Canvas tools empower students to prioritize the learning over grading and to develop an understanding for the course material they are studying.

Outcomes:

1. Ability to discuss and consider the positive impact of choice architecture within a Learning Management System (LMS) to influence student acceptance.
2. Describe the various classroom assessment techniques to help foster an inclusive classroom environment for student storage, encoding, and retrieval best practices.
3. Understand and analyze the various LMS grading infrastructures to best support student prioritization of learning over grades.

14d)

Successful Strategies for Teaching (Business) Analytics

Dennis Chen, Belmont University

Key Statement: Participants will engage in an experiential learning exercise designed to develop analytical competencies in a Business and Supply Chain context.

Keywords: Experiential, Analytics, Curriculum Design

Subtheme: Instructional Methods
Experiential Learning

Organizations are no longer relying solely on their teams of data analysts to uncover key insights used in strategic decision-making. Thinking differently about data and possessing the ability to use a variety of tools to analyze data are now a requisite for people seeking meaningful employment. Session participants will engage in an experiential learning exercise that has been developed and successfully piloted for teaching analytics (e.g., Business,

Supply Chain) to undergraduate and graduate students. Participants will apply intermediate/advanced Excel skills to transform data into actionable insights to drive positive change.

Outcomes:

1. Discuss and observe effective methods to teach analytics.
2. Have participated in an experiential learning exercise tailored for the session.
3. Return to their institution with ideas about how to introduce analytics within their curriculum and how to continuously improve the teaching of analytics.

14e)

Spec Grading + Gamification = Whole Course as a Game?

Michael Oakes, Indiana University

Key Statement: Demonstrating competency via spec grading preps students to learn while completing concept challenges. That makes it viable to design an entire course as a game.

Keywords: Gamification, Spec Grading, Problem-Based Learning

Subtheme: Course/Curriculum (Re)Design
Instructional Methods

Specifications grading focuses on encouraging students to demonstrate competency with course concepts and analytical tools. This also establishes a foundation for designing a course entirely as a game, where students progress by learning the concepts and tools needed to complete challenging tasks and problems. Appropriate but simple gamification principles allow students to move at different rates, more closely aligning their own learning styles and speed with a path through the course. Come participate in an audience-driven Q&A and discussion about the cultural and structure issues potentially stifling a shift to a whole course as a game.

Outcomes:

1. Discuss how much a gamed course might challenge the conventional structure and culture of a semester-long online course (such as

whether some students can "finish" their learning more quickly than others).

2. Generate ideas for expanding gamification principles into a whole course as a game.
3. Challenge their own conventions that are at least implied in much of regular course design.

9:20 AM - 9:30 AM

10-Minute Transition

Plenary Presentation 3

9:30 AM - 10:30 AM

Ballroom

Leveraging Lectures for Deeper Learning

Todd Zakrajsek, University of North Carolina at Chapel Hill

Key Statement: In this session, we will discuss foundational studies regarding active learning, examine components of the effective lecture, and identify new ways to integrate the two.

Keywords: Lecture, Engaged Learning, Deep Learning

Subtheme:

Although there have been many calls to eliminate the lecture, in this session we will challenge that claim, using well-accepted research studies on human learning. Lectures can be extremely beneficial, but they must also be done correctly. Research does show that lecturing either all the time or poorly lecturing for any amount of time impedes learning. In this session, we will discuss foundational studies regarding active learning, examine components of the effective lecture, and identify new ways to integrate lectures with other educational strategies to create meaningful experiences for our students.

Outcomes:

1. Differentiate between when lectures are effective and when they are not.
2. Describe at least three important components of an effective lecture,
3. Create at least one new lecture and engaged learning pairing.

The conference concludes at 10:30 am
Thank you for joining us!

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*One-Minute
Paper*



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Instructions for the One-Minute Paper:

Set a timer for one minute; use that minute to write a response to the following prompt:

What do you most enjoy about teaching? Write about what brings you energy and happiness or the reason(s) you wanted to become an educator.

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Course

Enrichment



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*Take-Home
Exam*



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Take-Home Exam

Instructions: Two to three weeks after the conference, review the issue or challenge you noted on the Course Enrichment page. In light of what you learned at the conference:

1. What strategies have you implemented? Have they been successful? If not, what adjustments can be made?
2. Did you contact any new campus resources upon your return from the conference? If so, how have they helped? If not, who might you contact?
3. Review your notes from the conference and select one new concept or idea to try in the coming two weeks. Describe here briefly what you will attempt.
4. With whom did you speak and wish to have a follow-up conversation at a later time? Try for ten new contacts at this conference.

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Networking &
Contacts



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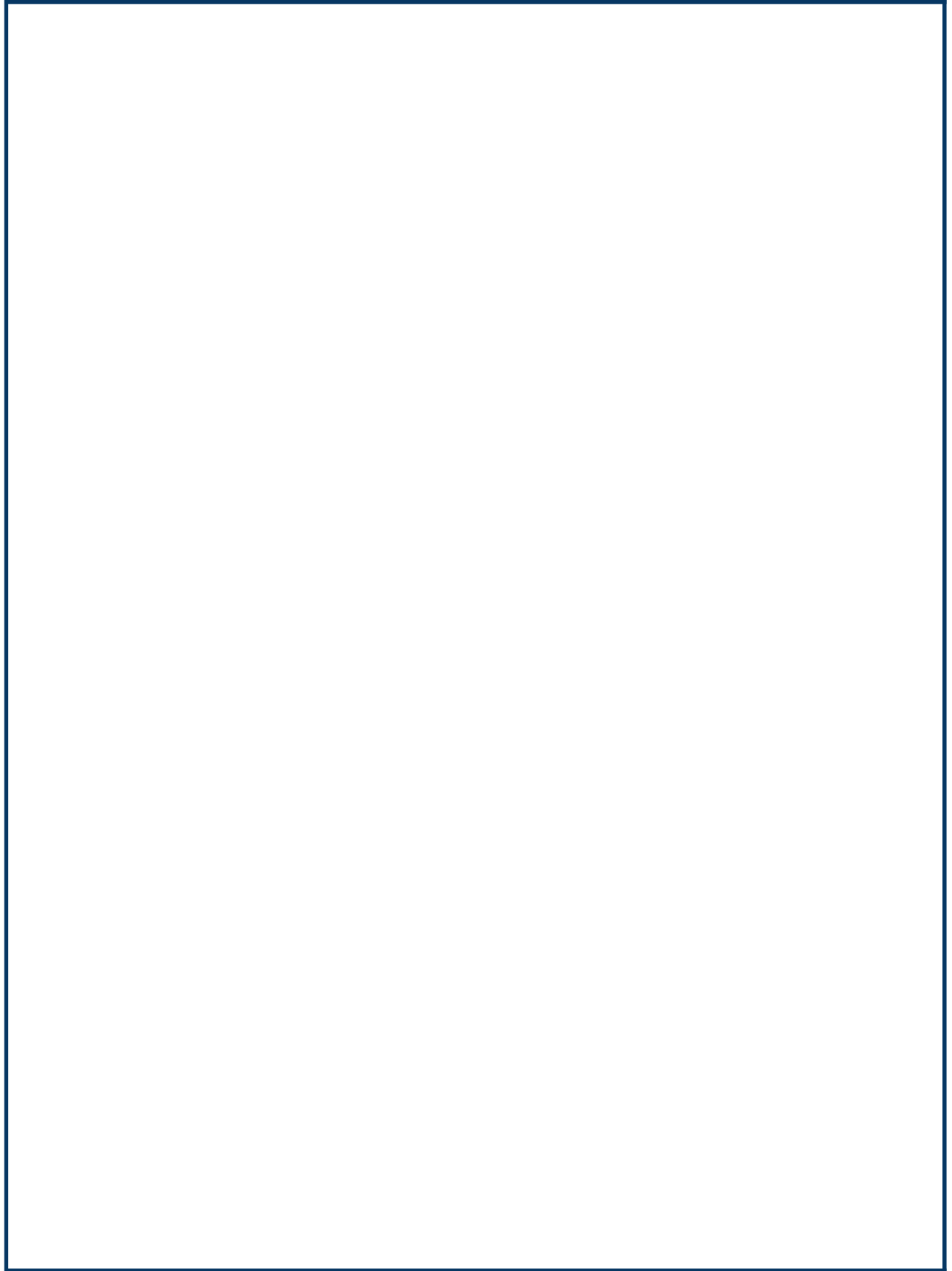
Reflections &
Notes



CONFERENCE PROGRAM

Create Space!

We invite you to use this space to brainstorm, visualize, draw connections (or doodles), and explore other methods of engagement that go beyond text.





Thank You For...

Take a few moments to write a thank-you to the group, board, or individual who encouraged or funded your trip to this conference. Consider sharing some of what you learned and intend to implement at your institution or the good connections you made. Feel free to stop by the registration desk for a free Thank-You note if you prefer to hand write the letter.

Stamps are available for purchase, and letters can be mailed from the conference venue.

Conference Sponsors and Partners

Thank you to our sponsors and partners, who have generously shared their resources to support the higher education community and the 2023 ITLC-Lilly Asheville Conference! We encourage you to review how these organizations support faculty efforts to advance student learning. When using these services, be sure to mention that you appreciate their support of the ITLC Lilly Conference!

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The Scholarly Teacher
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Journal on Excellence in College Teaching

INTENTIONAL COLLEGE TEACHING

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THANK YOU TO OUR ITLC LILLY ASHEVILLE CONFERENCE PARTNERS



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South Dakota State University	University of North Carolina at Greensboro	Winthrop University
St. Clair College	University of North Carolina at Pembroke	Wofford College
Stanly Community College	University of North Carolina at Wilmington	

ITLC Upcoming Events

We invite you to join us for even more conversation on higher education topics, best practices, and pedagogy. Please review our list of upcoming events to find the one the best fits your schedule and preferred traveling plans!

Conference on Advancing Teaching & Learning

Traverse City, Michigan



Call for proposals open for posters.

Lilly Original - Conference on College Teaching

Miami University, Oxford, Ohio



*November 15 - 18, 2023
Registration is open!*

Conference on Active & Engaged Learning
San Diego, California



Call for proposals is open!

Conference on Evidence-Based Teaching & Learning
Austin, Texas



Call for proposals is open!

Conference on Innovative Strategies to Advance Student Learning
Asheville, NC



We look forward to seeing you again!

