LILLY CONFERENCES

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Welcome!

ITLC Lilly-Asheville
2025

DRAFT

CONFERENCE PROGRAM

LILLY CONFERENCES

ITLC | International Teaching
Learning Cooperative, LLC

Monday
August 11th, 2025

Daily Schedule

DRAFT CONFERENCE PROGRAM

Daily Overview

Monday, August 11th

Conference Check In and Help Desk

11:00 AM- 5:15 PM

Welcome and Opening Remarks

Todd Zakrajsek, Conference Director

1:00 PM - 1:30 PM

Keynote 1

Todd Zakrajsek, UNC Chapel Hill

Breakout Sessions

2:50 PM - 5:50 PM

Networking Reception

5:45 PM - 6:45 PM

Enjoy dinner and evening on your own.

Detailed Schedule
Monday, August 11th

1:00 PM - 1:30 PM

Welcome and Opening Remarks
Todd Zakrajsek, Conference Director

1:30 PM - 2:30 PM

Keynote I

Todd Zakrajsek
University of North Carolina

3a

Speak Up, Level Up: Transforming Student Learning Through Purposeful Communication

James Sanders III, Fayetteville Technical Community College

Key Statement: This session explores innovative, evidence-based communication strategies that amplify student voice, boost engagement, and enhance learning across diverse classroom environments.

Keywords: Communication, Engagement, Student-Centered

Subthemes: Active and Engaged Learning; Mindfulness/Resiliency

Effective communication is the cornerstone of student engagement and academic success. This session explores evidence-based, student-centered communication strategies that promote active learning, inclusivity, and stronger connections in both face-to-face and online environments. Participants will examine innovative techniques for amplifying student voice, building relational trust, and fostering community through intentional dialogue. Drawing from recent research and classroom practice, the session highlights how purposeful communication can transform passive learning spaces into dynamic, collaborative experiences. Attendees will engage in interactive activities to apply strategies to their own teaching contexts and walk away with a practical toolkit to enhance student learning through communication.

Outcomes:

1. Analyze common communication barriers that impact student engagement and learning across different teaching modalities.
2. Generate inclusive, evidence-based communication strategies that foster active learning and student connection.
3. Construct a personalized communication toolkit to apply in their own instructional practice.

3b

Abandoning Punishment-Based Pedagogy

Michael J. Berntsen, University of North Carolina at Pembroke

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

Keywords: Student Performance, Student Motivation, Classroom Community

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

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

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

3c

Developing Cross-Disciplinary Approaches to Teaching in the AI Era

Jill Abney, University of Kentucky
Laura Carter-Stone, University of Kentucky
Shawna Felkins, University of Kentucky

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

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

Subthemes: AI in Higher Education; Instructional Skills + Methods

As generative AI continues to change, what remains clear is that there is no one-size-fits-all approach to AI in higher education. As a result, disciplinary-informed experimentation and inquiry on the part of instructors, followed by intentional communication with their students and colleagues, is one of the primary ways to develop thoughtful approaches to generative AI for teaching and learning. Facilitated by educational developers who lead University of Kentucky's campus-wide faculty development institute around AI, this session invites a robust conversation around strategies for inviting collaborative, interdisciplinary, research-based exploration of AI with the goal of supporting informed approaches.

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

3d

Improving Student Success With Transparent Assignments
Ann Lichliter, Winona State University

Key Statement: This workshop provides a framework for developing "transparent assignments," which research shows improves student outcomes (Winkelmes, 2013). Bring an assignment description to apply the framework.
Keywords: Transparent Assignments, Student Success, Assignment Design
Subthemes: Instructional Skills + Methods; Universal Design for Learning

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

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

3e

A Proactive Approach for Navigating Group Work Challenges
　　Abbie P. Wrights, Wake Forest University

Key Statement: Structured group work, using asset mapping and role delineation, fosters collaboration and equity. Addressing communication and contribution issues transforms frustration into empowerment.
Keywords: Group Work, Structure, Equity
Subthemes: Instructional Skills + Methods; Active and Engaged Learning

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

Outcomes:

1. Identify and apply key principles of effective group work to enhance collaborative learning environments.
2. Evaluate and adapt group work strategies to promote equitable participation and minimize potential challenges.
3. Create a plan to design structured group activities that foster positive interdependence and shared responsibility among learners.

Concurrent Session 4
3:50 PM - 4:10 PM

4a

Student Perceptions of Alternative Grading Strategies in the Biology Classroom
Jacob J. Adler, Purdue University

Key Statement: Our case study supports that alternative grading in biology boosts student growth mindsets while reducing stress and fostering a learning-focused environment.
Keywords: Standards-Based Grading, One-on-One Meetings, Grading for Growth
Subthemes: Grading/Providing Feedback to Students; Assessment

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

Outcomes:

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

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4b

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Student Leaders' Growth and Their Perceptions of Modified Supplemental Instruction

Yevgeniya Rivers, University of New Haven

Key Statement: Supplemental Instruction Leaders gain transferable skills and provide key insight on program effectiveness and how to improve to better serve early undergraduate math students.
Keywords: Supplemental Instruction, Mathematics, Peer Leaders
Subthemes: Instructional Skills + Methods; STEM

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

Outcomes:

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

4c

Using Generative AI to Promote Student Learning Through Engagement
Ray Francis, Central Michigan University

Key Statement: Partnering with Generative AI to promote student learning. Explore the possibilities of inquiry-based and problem-based learning for tomorrow's innovators. Come join us on the journey.
Keywords: Generative AI, Student Learning, Instructional Strategies
Subthemes: Instructional Methods; Experiential Learning

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

Outcomes:
1. Develop an overall perspective for the current and potential relationship of Generative AI in the teaching and learning cycle,
2. Analyze strategies for incorporating Generative AI into their own personal knowledge-base of teaching and learning.

3. Articulate an understanding of several promises and pitfalls of Generative AI in the teaching and learning process.

Analyzing Students' Social Annotation Behaviors and Interactions

Katherine Glover, North Carolina State University
Erin McKenney, North Carolina State University

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

Keywords: Student Interactions, Social Annotation, Community Building

Subthemes: Active and Engaged Learning; Instructional Skills + Methods

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

Outcomes:

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

The Art of Slow Thinking to Improve Student Cognition
Miriam Chirico, Eastern Connecticut State University

Key Statement: Thinking is hard. Yet students in general education classes can acquire transferable "thinking routines" to understand not only the material, but their own mental habits.
Keywords: Making Thinking Visible, Teaching Poetry, Metacognition
Subthemes: Instructional Skills + Methods; Other

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

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

Concurrent Session 5
4:20 PM - 5:00 PM

Overcoming Barriers and Building Community Through STEM Education Centers

Jessica P. Marcolini, University of Wyoming
Heather Skaza-Acosta, Florida Gulf Coast University

Key Statement: This session brings together STEM Education Center professionals to share challenges, solutions, and best practices to foster community and collaboration among those advancing STEM education.
Keywords: STEM Education, Community of Practice, Campus Culture, In-/Outreach
Subthemes: STE(A)M; Classroom Community/Culture

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

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

5b

Diving Deeper to Explore Students' Harsh Inner Critic
Eve Hoover, Midwestern University
Amber Herrick, Midwestern University

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

Keywords: Coaching, Self-Awareness, Resilience

Subthemes: Compassionate Classroom/Community; Mindfulness/Resiliency

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

Outcomes:

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

5c

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

Corinne Andersen, William Peace University
Robin Vincent, William Peace University
Jackson Bostian, William Peace University
Michelle Corvette, William Peace University

Key Statement: Discover how slow learning, community building, and ungrading can transform your classroom into a dynamic space where students thrive, take risks, and embrace learning as a journey.
Keywords: Creativity, Inclusion, Ungrading
Subthemes: Instructional Skills + Methods; Classroom Community/Culture

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

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

5d

Making Group Work *Work*: Best Practices for Collaborative Learning
   Gregg Wentzell, Miami University

Key Statement: Implementing best practices for collaborative learning leads to high levels of student engagement and lasting learning.
Keywords: Collaborative Learning, Student Engagement, Jigsaw Technique
Subthemes: Active and Engaged Learning; Instructional Skills + Methods

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

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

5e

Augmenting Student Motivation
Julia Kregenow, Penn State University

Key Statement: Intrinsic student motivation beyond grades is achievable. Learn science-backed strategies to foster it. Come practice a variety of strategies in this interactive presentation.
Keywords: Motivation, Persistence, Belonging
Subthemes: Instructional Skills + Methods; Active and Engaged Learning

One challenge we face as teachers is to find and connect to the diverse motivations of our diverse students. In this session we will build on some common themes that motivate everyone: the desire for status and respect. We can include

more students by reducing barriers to participation and differentiating instruction. We can be transparent. We can use relevance, authentic tasks, and appropriate challenge to foster motivation with more than just grades to increase engagement, sense of belonging, satisfaction, and most importantly student learning.

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

Concurrent Session 6
5:10 PM - 5:50 PM

6a

Speculative Pedagogy for Creative Changemaking
Mary Catherine Stoumbos, American University

Key Statement: Speculative pedagogy guides students to explore how change is possible outside the classroom by envisioning and practicing changemaking within the microsociety of the course.
Keywords: Creative envisioning, student-centered, anti-oppression
Subthemes: Assessment/Feedback/(Un)Grading; Other

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

- co-create innovative and equitable classrooms with students.

Outcomes:

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

6b

Learning to Teach (Again and Again)
Barry Sharpe, Western Governors University

Key Statement: In this session, we will reflect on episodes in scholarly teaching to chronicle the messiness, challenge, and promise of professional learning.
Keywords: Scholarly Teaching, Professional Learning, Metacognition
Subthemes: Instructional Skills + Methods; Other

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

Outcomes:

1. Document and assess previous attempts to balance content coverage with skill development.
2. Analyze how initial or early experiences with the learning sciences have impacted approaches to teaching and learning.

3. Reflect on how thinking like a student again can support student learning and faculty metacognition.

Developing a Generative AI Module for Your Course: A Case Study
Spencer Benson, Eii-Consulting

Key Statement: Learn how to add an AI-centric learning activity to your course that fosters student agency, engagement, AI literacy, and student future readiness
Keywords: AI, Course Module, Skills
Subthemes: AI in Higher Education; Instructional Skills + Methods

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

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

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

Cynthia Booth Lord, Lake County Free Clinic
Eve B. Hoover, Midwestern University
E. Rachel Fink, Augusta University
Christine Cogil, University of New Mexico

Key Statement: Integration of new content into crowded curricula is universally challenging. Educators partnered with graphic designers and funders to create and widely distribute essential educational resources.
Keywords: Collaboration, Curriculum, Interprofessional
Subthemes: Instructional Skills + Methods; Other

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

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

6e

Adapting and Applying Simulation Across Disciplines and to Multiple Contexts

Jean Roberson, Samford University

Lisa Baker, Samford University

Lyndsay Clark, Samford University

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

Keywords: Simulations, Experiential Learning, Pedagogy

Subthemes: Active and Engaged Learning; Instructional Skills + Methods

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

Outcomes:

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

PRIVATE NETWORKING RECEPTION

Terrace

5:45 PM to 6:45 PM

Name tags required

End of Day One

Enjoy dinner and evening on your own.

LILLY CONFERENCES

ITLC | International Teaching Learning Cooperative, LLC

Tuesday
August 12th, 2025

Daily Schedule

DRAFT CONFERENCE PROGRAM

Daily Overview
Tuesday, August 12, 2025

Conference Check-In and Help Desk

7:00 AM- 5:00 PM

Buffet Breakfast

7:00 AM- 7:50 AM

Roundtable Sessions I

8:00 AM - 8:30 AM

Concurrent Sessions

8:40 AM - 12:30 PM

Buffet Lunch

12:30 PM - 1:15 PM

Keynote II

Claire Howell Major

1:15 PM - 2:30 PM

Concurrent Sessions

2:50 PM - 5:10 PM

Poster Presentation Reception

5:15 PM - 6:15 PM

Enjoy dinner and evening on your own.

Detailed Schedule
Tuesday, August 12, 2025

Roundtable Sessions I
Concurrent Session 7
8:00 AM - 8:30 AM

RTA) Using Credit-No Credit Grading for Controversial Topic and DEI Assignments
Sarah Twill, Wright State University

Key Statement: Grading controversial topics and DEI assignments can be fraught with political implications. Learn how using credit-no credit grading can eliminate some potential problems for faculty.
Keywords: Grading, Diversity, Student Writing
Subtheme: Assessment/Feedback/(Un)Grading; Other

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

Outcomes:
1. Describe the pros and cons of credit-no credit grading for controversial topics and DEI assignments.
2. Identify one assignment that might benefit from credit-no credit grading.

3. Discuss how to present credit-no credit grading of controversial topics and DEI assignments with students.

What Fun Is Next? Integrating Play Pedagogy Into the Classroom
Michael Stebleton, University of Minnesota - Twin Cities

Key Statement: Student engagement and exploration can be enhanced through the integration of play. Participants will share play-based pedagogy strategies implemented inside and outside the classroom.
Keywords: Play, Career Exploration, Experiential Learning
Subthemes: Instructional Skills + Methods; Active and Engaged Learning

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

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

Cultivating Belonging and Community in the Operations Management Classroom
Katrice Branner, University of South Carolina

Key Statement: A sense of belonging can promote dynamic classroom discussions and a love of learning. Course activities designed to create a community may help student engagement.
Keywords: Belonging, Community, Student Engagement
Subthemes: Active and Engaged Learning; Compassionate Classroom/Community

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

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

Fostering Belonging in Asynchronous Environments: Revealing Impacts of Discussion Formats
Jennifer Vogler, University of Wisconsin-Superior

Key Statement: As education embraces digital transformation, understanding and implementing effective strategies for fostering a sense of belonging in asynchronous environments becomes imperative for student success!
Keywords: Online Learning, Discussion Forums, Sense of Belonging
Subthemes: Compassionate Classroom/Community; Classroom Technology

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

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

Exploring Social Impacts of Human-AI Bondage in a Literature Course
Svetlana Nikitina, Worcester Polytechnic Institute

Key Statement: AI makes deep inroads into our lives. Literature courses could help future AI developers consider different scenarios of human interaction with AI and their implications.
Keywords: Human-AI Relationship, Curriculum Development, Literary Studies
Subthemes: AI in Higher Education; Other

As AI is making deep inroads into our lives, literature courses need to reflect on the future of human-machine bondage. From Mary Shelley's *Frankenstein* to Ian McEwan's *Machines Like Me*, writers have been exploring the evolving relationship between human and non-human intelligence and the questions it raises. Future AI developers need to consider both positive and negative scenarios of human interaction with AI and their implications for our society and humanity. Curriculum

design discussed in this roundtable involves the development of multimedia instructional methods and interdisciplinary approaches needed to address the potential and peril of AI as presented in literature.

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

Integrating Information Literacy Across Disciplines
Robyn Hartman, Fort Hays State University

Key Statement: Explore students' information literacy needs and share practical resources to integrate skills across disciplines.
Keywords: Information Literacy, Instructional Resources, Student Success
Subthemes: Instructional Skills + Methods; Other

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

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

Increasing Faculty Engagement and Productivity Through Peer Mentoring Pods
Jamie Adam, Belmont University
Elisa Greene, Belmont University

Key Statement: Peer mentoring can build community, engage faculty across disciplines and stages, and improve productivity towards on-time promotion. . . . But does it work? Come find out!
Keywords: Scholarship, Community, Mentoring
Subthemes: Mindfulness/Resiliency; Compassionate Classroom/Community

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

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

An Open Discussion for Using AI to Encourage Student Success
Karrie Ann Snyder, Northwestern University

Key Statement: Open forum for faculty to share how they use AI, including how faculty are developing and revising assignments to support learning objectives and student success.
Keywords: Generative AI, Student Success, Technology
Subthemes: AI in Higher Education; Active and Engaged Learning

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

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

Nursing and Education: A Cross-Disciplinary Approach for Student Success
   Tiffany D. Morris, North Carolina A&T State University
   Kimberly D. Erwin, North Carolina A&T State University

Key Statement: Grounded in a Communities of Practice framework, the collaboration between nursing and education fostered mutual engagement, problem-solving, knowledge sharing and improved outcomes.
Keywords: Communities of Practice, Cross-Disciplinary, Collaboration
Subthemes: Compassionate Classroom/Community; Instructional Skills + Methods

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

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

Lighten Your Load With Practical Ways to Get Help in the Classroom
Sara Blazek, Louisiana State University at Alexandria
Amanda DuBois, Louisiana State University at Alexandria

Key Statement: Too many students, too little time? This session shares adaptable strategies to boost collaboration and classroom presence across all formats and levels, supporting faculty and students alike.
Keywords: Faculty Support, Student Engagement, Collaboration
Subthemes: Other; Active and Engaged Learning

With growing class sizes and limited instructional time, it is a challenge to meet the diverse needs of all students. This session explores strategies used at a small, public university to foster collaboration between faculty members, students,

and outside sources to enhance instructional presence and support. These approaches are flexible and applicable across modalities—including online and in-person settings—and can be implemented in a variety of academic levels, from developmental to honors courses. Our goal is to spark creative thinking in our participants so that you can leave with new ideas and techniques to strengthen classroom engagement, build community, and better manage instructional demands in today's challenging teaching environments.

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

Concurrent Session 8

8:40 AM - 9:20 AM

8a

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

Oksana Wasilik, University of Wyoming

Rochelle Green, University of Wyoming at Casper

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

Keywords: Asynchronous, Instructional Support, Adjunct Instructors

Subthemes: Classroom Technology; Instructional Skills + Methods

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

Outcomes:

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

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

Kelsey Dufresne, North Carolina State University

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

Keywords: Project-Based Learning, Transdisciplinary, Storytelling

Subthemes: Instructional Skills + Methods; Compassionate Classroom/Community

To focus on student agency in learning and to embolden universal access to data science, North Carolina State University's Data Science and AI Academy (DSA) follows the ADAPT model: All-campus Data Science and AI Project-based Teaching and learning model.

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

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

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

Linda Feldstein, Fort Hays State University
Janet Stramel, Fort Hays State University
Robyn Hartman, Fort Hays State University

Key Statement: The alternative evaluation strategies discussed here can unleash a dynamic, student-centered approach to evaluation, empowering students to self-motivate in pursuing their specific learning goals.
Keywords: Alternative Assessment, Student Feedback, Assessment
Subthemes: Assessment/Feedback/(Un)Grading; Other

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

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

Cultivating Professional Dispositions in Teacher Education Programs

Sarah Beaulieu, University of Wisconsin – Stevens Point
Nikki Logan, University of Wisconsin – Stevens Point
Benjamin Balge, University of Wisconsin – Stevens Point
Ariel Smits, University of Wisconsin – Stevens Point

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

Keywords: Professional Dispositions, Teacher Preparation, Student Support

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

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

Outcomes:

1. List attitudes, beliefs, and behaviors to include in a professional dispositions model and cite research supporting their importance.
2. Identify challenges and potential solutions for implementing a dispositions process in undergraduate teacher education programs.
3. Describe the importance of assessing and supporting professional dispositions in undergraduate teacher education programs.

Concurrent Session 9

<p style="text-align:center">9:30 AM - 9:50 AM</p>

Enhancing Virtual Classrooms

Arunava Roy, The University of Oklahoma

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

Keywords: Online Engagement, Feedback Strategies, Virtual Discussions

Subthemes: Grading/Ungrading/Providing Feedback to Students; Classroom Community/Culture

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

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

AI-Powered Sustainable Neighborhood Design With ArcGIS StoryMaps

Shelby Gilbert, Florida Gulf Coast University

Key Statement: Artificial Intelligence is a powerful teaching tool. Explore how students leveraged AI tools to create interactive Story Maps showcasing sustainable solutions to community planning.
Keywords: Artificial Intelligence, Healthy Communities, Community Planning
Subthemes: Active and Engaged Learning; AI in Higher Education

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

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

9c

lipping the Flipped Classroom Design With Purposeful Generative AI
Joe Packowski, Indiana University

Key Statement: Discover the potential of Generative AI in flipped classroom designs to help empower learners, reduce risks, and align with recruiter expectations for skills and competencies.
Keywords: Generative AI, Innovation, Course Design
Subthemes: AI in Higher Education; Other

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

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

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

9d

Tier 2 Vocabulary and Strategies to Improve Testing Equity
Elisa Greene, Belmont University
Jamie Adam, Belmont University

Key Statement: Tier 2 vocabulary contributes complexity to item writing. Inclusive teaching and testing strategies can improve testing validity, especially for multilingual or low reading level learners.
Keywords: Student Success, Multilingual Learners, Testing
Subthemes: Assessment/Feedback/(Un)Grading; Universal Design for Learning

This session will explore the impact of Tier 2 vocabulary on testing equity, particularly for multilingual learners or students with lower reading proficiency. Tier 2 vocabulary, which includes words with multiple meanings, can introduce

complexity in exam items, potentially disadvantaging certain student populations. By examining the role of vocabulary in assessments, participants will learn strategies to identify and address ambiguous language, ensuring fairer testing environments. Inclusive teaching practices and assessment design, grounded in Universal Design for Learning (UDL) principles, will be discussed as methods for enhancing testing validity and improving student success for diverse learners.

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

9e

Building Community Through Collaborative Specifications Grading Practices
   Shawna Felkins, University of Kentucky

Key Statement: What happens when students help shape how they're graded? This session shares a collaborative specifications grading model grounded in clarity, shared responsibility, and meaningful learning.
Keywords: Collaborative Assessment, Student Agency, Transparent Grading
Subthemes: Assessment/Feedback/(Un)Grading; Compassionate Classroom/Community

What would it look like to build a grading system *with* your students, not just *for* them? In this session, I share how I restructured a general education course using collaborative specifications grading. Students helped shape assignment expectations, participated in feedback cycles, and reflected on their own learning. I'll walk through the structure I used, the shifts that happened along the way, and the tensions I navigated. Whether you're new to specifications grading or rethinking your feedback practices, you'll leave with practical ideas and thoughtful questions to bring back to your classroom.

Outcomes:

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

Concurrent Session 10
10:00 AM - 10:40 AM

10a

Teaching Without Limits by Applying UDL 3.0 Through Appreciative Inquiry

Robert LeGary Jr., Goodwin University
Annjanette Bennar, Goodwin University

Key Statement: Transform course development with an appreciative inquiry approach to design and implement UDL practices. Participants collaboratively design engaging strategies to enhance content and learner agency.
Keywords: Appreciative Inquiry, Universal Design for Learning (UDL), Course Development
Subthemes: Universal Design for Learning; Other

Transform your course development with this hands-on workshop utilizing an appreciative inquiry approach (Jones & Masika, 2021). Through paired interviews and group activities, participants explore the 4-D cycle (Discovery, Dream, Design, Destiny) to identify effective inclusive practices (Johnson, 2014). Through collaboration, participants develop practical UDL strategies to enhance both their course content and student learning experiences (Sriharan et al., 2021). They will leave with ideas and strategies for redesigning course elements (e.g., assignments, assessments, learning activities) that incorporate UDL 3.0 guidelines. This

strengths-based approach shifts accessibility from a compliance mindset to an opportunity for pedagogical innovation and promoting learner agency.

Outcomes:

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

10b

Instructor-Facilitated, Personalized Student-AI Learning Partnerships
Kathleen J. Kennedy, University of Arizona

Key Statement: Create engaging AI learning experiences that inspire students to become confident learners. Hands-on experience with our research-based 5-step process!
Keywords: Student Engagement, Social Learning Design, AI Personalization
Subthemes: AI in Higher Education; Instructional Skills + Methods

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

Outcomes:

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

<div align="right">**10c**</div>

Changing Institutional Culture Through the First-Year Seminar
> *Leah Chambers, Pennsylvania Western University*
> *Rich Lane, Pennsylvania Western University*

Key Statement: Engaging and training faculty across disciplines to teach first-year seminar courses has the potential to shift institutional culture to better support student success and learning.
Keywords: First-Year Seminar, Pedagogy, Student Success
Subthemes: Other; Compassionate Classroom/Community

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

Outcomes:

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

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

Collaborative Approaches to (Re)designing Research Assignments

Laura Langberg, Appalachian State University
Jackie Eagleson, Appalachian State University,
Dusty Ross, Appalachian State University
Mady Fitzgerald, Appalachian State University

Key Statement: This workshop explores (re)designing assignments with research components. Participants will collaborate to (re)design projects incorporating librarian insights.
Keywords: Research, Librarians, Assignment (Re)Design
Subthemes: Other; Other

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

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

Concurrent Session 11
10:50 AM - 11:10 AM

11a

Curricular Integration as a Curriculum Development Strategy in Healthcare Education

Shane Ryan, Medical University of South Carolina

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

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

Subthemes: Instructional Skills + Methods; Active and Engaged Learning

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

Outcomes:
1. Analyze the theoretical foundations and key principles of curricular integration in health professions education and their impact on student learning.

2. Evaluate the benefits and challenges of implementing curricular integration, including interdisciplinary collaboration among faculty.
3. Identify future research directions and strategies for evaluating the efficacy of curricular integration in health professions education.

<div align="right">

11b

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Utilizing Libraries to Enhance Student Success in Digital Arts Education
Jeffrey Ray, California State Polytechnic University, Pomona
Keri Prelitz, California State University, Fullerton

Key Statement: Libraries can support student success in digital arts by removing access barriers to resources, lowering education costs, and enhancing student engagement.
Keywords: Affordable education, Digital Arts, Academic Libraries
Subthemes: Active and Engaged Learning; Classroom Technology

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

Outcomes:
1. Analyze the evolving role of academic libraries in supporting digital arts and design education.
2. Assess strategies for integrating library resources to lower educational costs, remove barriers to technology, and increase student engagement in creative disciplines.

3. Generate ideas for cross-campus collaborations that connect librarians, faculty, and students in support of innovative and inclusive learning environments.

Engaging Students Through Project-Based Competitions for Active Learning
   Sue Moon, Farmingdale State College

Key Statement: Learn how project-based competitions can enhance student engagement, foster collaboration and creativity, and develop critical thinking and communication skills.
Keywords: Project-Based Learning, Active Learning, Student Engagement
Subthemes: Active and Engaged Learning; Instructional Skills + Methods

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

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

Writing Assessment Questions Using Generative Artificial Intelligence

Eytan Klausner, South College

Key Statement: Generative artificial intelligence (AI) can be used to write assessment questions. The presentation will discuss student academic performance and perceptions of AI-generated questions.
Keywords: Artificial Intelligence, Assessment, Academic Performance
Subthemes: AI in Higher Education; Assessment/Feedback/(Un)Grading

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

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

11e

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

Sonia Kapur, University of North Carolina at Asheville

Key Statement: Collaborative online international learning provides students across continents an opportunity to engage in cross-cultural understanding and develop global competencies essential for today's interconnected world. Through shared projects and discussions, students can exchange diverse perspectives and foster lasting international relationships.

Keywords: Collaborative, Online, International Learning Engagement

Subtheme: Instructional Methods + Skills; Classroom Technology

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

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

Outcomes:

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

Concurrent Session 12

11:20 AM - 12:00 PM

12a

Transforming Higher Education Through the TILT Framework

Jennifer Vogler, University of Wisconsin-Superior

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

Keywords: Transformative Approach, Equitable Learning Environment, Online Learning

Subthemes: Instructional Skills + Methods; Other

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

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

12b

Student Misconceptions of Research in the Digital Age
Kristin E. C. Green, Pennsylvania State University

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

Keywords: Metacognition, Research Process, Information-Seeking Behavior

Subthemes: Active and Engaged Learning; Instructional Skills + Methods

Remnants from the print era of research are plentiful within digital research infrastructures. How can students, lacking research experience with print sources, understand the implications of these vestiges when learning the research process in the digital age? In this session, an academic librarian will introduce two theoretical frameworks, the Information Search Process and the ACRL Framework for Information Literacy for Higher Education. The concepts within these frameworks elucidate common research misconceptions, offer insights to foster metacognition of information-seeking behavior, and provide scaffolding for student success in the research process.

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

12c

Teaching Business Students Ethical Use of Generative AI (Strategies That Work and Some That Might Not)
Dennis Chen, Belmont University

Key Statement: Participants will learn strategies and engage in an experiential learning exercise designed to teach students ethical use of generative AI.
Keywords: Generative AI, Ethical Use of Generative AI, Effective Teaching Strategies
Subthemes: AI in Higher Education; Instructional Skills + Methods

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

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

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

12d

Inspiring Transformative Learning Through Team Creative Projects
Meg Flanigan, The University of Texas at Dallas

Key Statement: Transformative learning occurs when students tap into innate creativity and collaborate in meaningful team projects. Come learn about, and be inspired by, their originality!
Keywords: Creativity, Critical Thinking, Assessment
Subtheme: Active and Engaged Learning; Instructional Skills + Methods

Creativity, at the pinnacle of Bloom's Taxonomy, is often overlooked in promoting and assessing critical thinking. This session explores the design of creative team projects that foster critical thinking. By tapping into their innate creativity, students collaborate to create impactful projects that integrate knowledge, skills, passion, and compassion. Such original applications help

students find meaning in course content and inspire them to recognize that creativity resides in everyone. Participants will learn how to consider the use of such approaches to encourage and assess critical thinking in their own courses.

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

12e

Holistic Institutionalized Professional Development to Support STEM Students
Steven D. Koether, Sam Houston State University
Adannaa O. Alexander, Sam Houston State University
Kendis E. D. Smith, Sam Houston State University

Key Statement: Discover how instructors and staff are transforming STEM gateway courses with active learning and culturally engaging strategies—Improving professional development through institutional change.
Keywords: STEM Education, Professional Development, Student Success
Subthemes: STEM; Compassionate Classroom/Community

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

Outcomes:

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

Concurrent Session 13
12:10 PM - 12:30 PM

13a

Improve Student Knowledge Retention Using an Alternative Assessment Strategy
Mary Ritchey, Penn State University

Key Statement: Assessments in which students taught the key concepts and rationale of specific chemistry problems resulted in greater retention of those concepts on the final exam.
Keywords: Alternative Assessment, Knowledge Retention, STEM
Subthemes: Assessment/Feedback/(Un)Grading; Instructional Skills + Methods

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

Outcomes:
1. Identify challenges to incorporating student lead teaching into the classroom.

2. Understand the benefits of alternative assessments as a learning tool to increase student knowledge retention.
3. Acquire practical skills to implement alternative assessments in numerous courses.

The Role of Teaching Faculty in Fostering Scholarly Training Experiences
Meredith Palm, Baylor University

Key Statement: Using an interdisciplinary research collaboration case study, this session will describe ways that teaching faculty can enhance the training of emerging scholars.
Keywords: Faculty Development, Curriculum Development, Collaboration
Subthemes: Instructional Skills + Methods; Other

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

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

Strategies to Design for Student Engagement and Belonging

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

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

Keywords: Class Beginnings, Belonging, Engagement

Subthemes: Compassionate Classroom/Community; Instructional Skills + Methods

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

Outcomes:
1. Describe the importance of class beginnings on student engagement and belonging.
2. Analyze four approaches that can be implemented to foster student engagement and belonging.
3. Identify at least one approach to implement in their own course(s).

The BIO Learning Lounge: Tales From the Frontlines

Jonathan W. Yates, Oakland University

Key Statement: The BIO Learning Lounge is a new, student-focused space established to increase student academic success and build a sense of community.
Keywords: Peer Mentoring, Student Success, Community Building
Subthemes: Active and Engaged Learning; Compassionate Classroom/Community

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

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

13e

Integrating Visual Content Representations to Enhance Student Learning
Courtneay Kelly, Marymount University

Key Statement: The measure of students' learning can take place in multiple forms. This session focuses on the integration of visual representations as a way for students to express their understandings in pictorial ways.
Keywords: Assessment, Universal Design, Creativity
Subthemes: Assessment/Feedback/(Un)Grading; Universal Design for Learning

Our students experience multiple assessments each day, often in the form of traditional tests, quizzes, or essay-writing. When considering how to measure

students' understandings of new content, these traditional assessments do not always allow for differentiation as they are of one modality and presented only in one way. The integration of visual representations as a modality for students to demonstrate their understandings in a pictorial way allows for individualization and creativity and is often a much more enjoyable task for students.

Outcomes:
1. Compare and contrast traditional assessments with non-traditional assessment methods that encourage creativity and synthesis.
2. Consider ways to integrate visual representations as a form of assessment in a content area.
3. Generate ideas about differentiating assessments and integrating multiple modalities of assessing student learning.

Buffet Lunch
Name Tag Required for Entrance
12:30 PM - 1:15 PM

KEYNOTE II
1:15 PM - 2:30 PM
Burghley B

Maintaining a Human Connection in the Age of AI
Claire Howell Major

Concurrent Session 15

<center>2:50 PM- 3:10 PM</center>

<div align="right">**15a**</div>

Playing the Wrong Game, or Reconsidering How We Gamify Education
  Jackson Bostian, William Peace University

Key Statement: This session discusses shortcomings of conventional approaches to gamifying learning and the true value of games as references for strategically fostering student motivation and engagement.
Keywords: Gamification, Student Motivation, Course Design
Subthemes: Instructional Skills + Methods; Other

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

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

<div align="right">**15b**</div>

Understanding the Hidden Curriculum and Its Effects on Student Belonging
  Laura L. Wolford, MGH Institute of Health Professions

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

Keywords: Belonging, Minoritized Students, University Culture

Subthemes: Compassionate Classroom/Community; Mindfulness/Resiliency

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

Outcomes:

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

15c

The Impact of Field-Based Instruction on Pre-Service Educators
> *Jessica P. Marcolini, University of Wyoming*
> *Heather Skaza Acosta, Florida Gulf Coast University*
> *Molly Nation, Florida Gulf Coast University*

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

Keywords: Environmental Education, Pre-Service Educators, Field-Based Instruction
Subthemes: Instructional Skills + Methods; Other

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

Outcomes:

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

15d

Fast Track: Accelerating Freshman Success in Math Through Asynchronous Learning
Kelley Koob, University of Missouri System

Key Statement: Come learn about Fast Track, an asynchronous summer workshop for incoming freshman STEM majors that allows them to advance to calculus faster.
Keywords: Online Learning, Freshman Accelerated Learning, Asynchronous
Subthemes: Instructional Skills + Methods; Classroom Technology

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

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

15e

Improving Student Engagement Through Interprofessional Education and Collaborative Practice

Elizabeth Wescott, Quinnipiac University
Valerie Strange, Quinnipiac University

Key Statement: Interprofessional education is crucial to all health professions, enhances communication, teamwork, and role understanding. Case examples with embedded strategies within our curriculum will be provided.
Keywords: Student Engagement, Collaborative Practice, Real-World Application
Subthemes: Active and Engaged Learning; Instructional Skills + Methods

Interprofessional education (IPE) is mandated in the occupational therapy curriculum by accreditation standards. IPE is also crucial in other health professions due to its benefits in enhancing communication, teamwork, and understanding of diverse roles. Effective IPE strategies, such as case-based learning, simulations, and

collaborative projects, help faculty and students develop a holistic approach to patient care. These strategies are embedded through practical assignments and assessments, ensuring students demonstrate competencies in real-world scenarios. Embedding IPE aligns with program requirements, preparing graduates for collaborative practice. Our program will share instructional methods through case examples, showcasing impact on student engagement and learning outcomes.

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

Concurrent Session 16
3:20 PM - 4:00 PM

16a

Teaching Strategies That Bridge the Gap Between Theory and Practice
 Sara T. Pappa, Marymount University
 Diana Karczmarczyk, George Mason University

Key Statement: Making the connection between theory and practice is challenging for students. Using innovative teaching strategies can be an effective tool to help create these links.
Keywords: Skills-Based, Competencies, Professional Preparation
Subthemes: Instructional Skills + Methods; Other

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

innovative teaching strategies and curriculum design to ensure that students are equipped with the knowledge, skills, and abilities necessary for success.

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

16b

From Perfectionism to Play: Using Improv to Enhance Learning Environments
Divya Chaudhry, Vanderbilt University
Key Statement: This session demonstrates the role of applied improvisation in boosting learner engagement, encouraging intellectual risk-taking, and promoting intellectual humility
Keywords: Learner Engagement, Intellectual Risk-Taking, Improvisation
Subthemes: Active and Engaged Learning; Compassionate Classroom/Community

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

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

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

What is SoTL? Seven Steps to Achieve Your SoTL Publication
Milt Cox, Miami University Emeritus

Key Statement: We will define SoTL and discuss seven production steps that can help you find and design teaching and learning projects for SoTL presentations and publications.
Keywords: SoTL , Publication of SoTL, SoTL at Lilly
Subtheme: Other; Other

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

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

Designing Science Courses for Blind and Visually Impaired Students
Emilie Tekely, Harrisburg Area Community College

Key Statement: Science should be accessible for all students. Learn about ways to modify course activities for students who are blind or visually impaired.
Keywords: Blind, Accessibility, Tactile Models
Subthemes: Instructional Skills + Methods; Other

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

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

16e

Judging Books by Their Covers: A Hands-On Chemistry Capstone Experience
   Stefka Eddins, Gardener-Webb University
   Benjamin Brooks, Gardener-Webb University
   Venita Totten, Gardener-Webb University

Key Statement: A pioneering collaboration with our university library inspired us to innovate our Chemistry capstone experience while seeking to participate in the Poison Book Project.
Keywords: Capstone experience in Chemistry, Experiential Learning, Academic Department-Library Collaboration
Subthemes: Active and Engaged Learning; Other

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

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

Concurrent Session 17
4:20 PM - 4:40 PM

17a

Assessing Peer Mentoring Skills Perceptions for Science Undergraduates
Temperance Rowell, Virginia Tech

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

Keywords: Peer Mentoring, STEM, Living-Learning Community
Subthemes: Assessment/Feedback/(Un)Grading; STEM

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

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

Participatory Action Research (PAR) in Undergraduate and Graduate Classes
Melissa L. Whitson, University of New Haven

Key Statement: Participatory action research (PAR) empowers individuals to be active contributors to research and action. Come hear some examples of PAR as a teaching methodology.
Keywords: Participatory Action Research, Action Teaching, Needs Assessment
Subthemes: Active and Engaged Learning; Compassionate Classroom/Community

In community psychology, we focus on action research and are dedicated to transforming our pedagogy to emphasize empowerment and nonhierarchical relationships. Yet, truly grasping a community psychology perspective is difficult in traditional classroom settings. Rooted in social justice and community involvement, participatory action research (PAR) empowers individuals in the community to be active contributors to the research and formulations of actions to be taken. This presentation will share examples of PAR as a teaching approach using Photovoice methodology in an undergraduate class and a linked undergraduate-graduate design, as well as a Needs Assessment methodology in a graduate class.

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

Weekly Quizzing Does Not Impact Recall but Does Lower Stress
Emily Jobe, University of Cincinnati

Key Statement: Weekly quizzes in lieu of exams did not impact content recall but did lower reported stress and improve study habits.
Keywords: Assessment, Stress, STEM
Subthemes: Assessment/Feedback/(Un)Grading; STEM

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

was beneficial to their learning and reported lower stress and more consistent study habits.

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

17d

Enhancing Students' Confidence and Learning Using Service-Learning
Krystal Flores, Texas A&M University

Key Statement: Service-learning pedagogy plays a significant role in actively engaging students inside and outside of the classroom, fostering transformation for students and communities alike.
Keywords: Service-Learning, Community-Based Learning, High-Impact Teaching
Subthemes: Active and Engaged Learning; Instructional Skills + Methods

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

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

Outcomes:
1. Define service-learning pedagogy by exploring the concepts of service-learning.

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

Beyond What Meets the Eye: Involving Students in Their Assessment
   Martha Baiyee, Eastern Michigan University
   Guanhua Yao, Eastern Michigan University

Key Statement: Empowering students through assessment collaboration improves engagement, deepens learning, and enhances transparency in assignment expectations and rubric interpretation.
Keywords: Participatory Assessment, Student Engagement, Collaboration
Subthemes: Active and Engaged Learning; Assessment/Feedback/(Un)Grading

This presentation highlights a SoTL study involving 25 students as active participants in their own assessment. It is part of a broader Student-Faculty Partnership Learning Community project. Conducted over a semester, students collaborated on four major assignments at two key points: after reviewing assignment instructions and before final submission. This process promoted shared responsibility, critical reflection, and deeper engagement in assessment design. Data collected from these collaborative sessions will be analyzed to identify effective practices. The presentation will explore implications for enhancing assessment through student involvement, contributing to ongoing conversations about best practices in educational assessment.

   Outcomes:
1. Compare and contrast traditional assessment approaches with collaborative, student-centered assessment strategies.
2. Apply principles of student-faculty partnership to adapt assessment practices in participants' own educational contexts.
3. Discuss implications of the study, including challenges and next steps.

18a

Experiential Learning as a Catalyst for Academic Success
Michelle Corvette, William Peace University

Key Statement: Simulations build bridges between content and practice, often revealing students' internal decision-making processes. Come see how to use simulation for your discipline and context.
Keywords: Simulations, Experiential Learning, Pedagogy
Subthemes: Active and Engaged Learning; Instructional Skills + Methods

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

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

18b

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

Amie Muldong, West Coast University

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

Keywords: Course Redesign, Pilot Implementation, Outcomes

Subthemes: Other; Classroom Technology

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

Outcomes:

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

18c

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

Oren Hertz, Florida International University

Key Statement: Create a learning environment in your classroom that is unsurpassed! Bridge the gap between students and professor by understanding the value of classroom connections.
Keywords: Learning Communities, Classroom Teaching, Teaching & Learning
Subthemes: Compassionate Classroom/Community; Instructional Skills + Methods

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

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

Promoting Leadership and Civic Skill Development Through Experiential Learning

Julie Lester, Valdosta State University

Key Statement: Providing students opportunities to develop leadership and civic skills through experiential learning is vital for the future of communities and organizations.
Keywords: Deliberation, Civic Engagement, Experiential Learning

Subthemes: Instructional Skills + Methods; Other

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

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

18e

Harnessing GenAI to Create Sustainable Program Assessment Plans in Higher Ed

Lisa Bergson, Bridgewater State University
Thomasena Shaw, Bridgewater State University

Key Statement: Learn how to harness Generative AI to design sustainable program assessment plans that effectively measure student learning outcomes in a higher educational institution.
Keywords: AI in Higher Education, Program Assessment, Assessment Tools
Subthemes: AI in Higher Education; Assessment/Feedback/(Un)Grading

This session explores the transformative potential of using Generative AI to create sustainable assessment plans for programs/majors in higher education.

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

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

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Poster Reception
Concurrent Session 19
5:15 PM - 6:15PM

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Supporting Undergraduate Learning through an Authentic Practicum Experience
Chrystal Dean, Appalachian State University
Ashley Whitehead, Appalachian State University
Wendy Lewis, Appalachian State University

Key Statement: This session will describe the inception, evolution, realization, and future directions of an authentic practicum experience for undergraduate preservice teachers in an innovative mathematics clinic.
Keywords: Authentic Practicum, STEM Education, Undergraduate Education
Subthemes: Other; STE(A)M

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

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

Design and Implementation of a Higher Education Course Focused on Divorce
Julie Campbell, Illinois State University

Key Statement: Would college students benefit from a course with a focus on divorce? Empirical evidence gathered by teaching such a course addresses this question.
Keywords: Course Design, Relationships, Learning Outcomes
Subthemes: Course/Curriculum (Re)Design; Instructional Skills + Methods

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

Outcomes:

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

Comparison Between the Performance of Students Enrolled in Online Versus Traditional Courses

Hsin-Yi Liu, North Carolina Central University

Key Statement: Strategies to help students engage earlier to an online comparing to the traditional course are needed to improve students' performance in summative and formative assessments.

Keywords: Online Learning, Student Performance, Summative and Formative Assessments

Subthemes: Classroom Technology; Assessment/Feedback/(Un)Grading

This study was designed to assess students' performances in various tasks, including both formative assessments, and summative assessments adopted in the same undergraduate Kinesiology course. The same textbook and content were taught by the same instructor over 16 weeks. Students' performances were assessed with the same sets of tools. Data of 3 different classes (2 traditional and 1 online) offered were compared with independent-samples t-test. Our preliminary results showed that the only significant difference was found on the first homework assignment. However, no significant differences were found in students' performance on the other formative assessments.

Outcomes:

1. Understand the influences on students' learning and performance in online versus traditional courses.

2. Describe the difference in students retention in online vs traditional courses.
3. Design strategies to improve the engagement early in online courses.

Enhancing Graduate Student Confidence Levels Through a Pro Bono Clinic
Glynnis Jones, Moravian University

Key Statement: A Pediatric Pro Bono Clinic in graduate occupational therapy student coursework is beneficial to building confidence levels in clinical skills and working with families.
Keywords: Pro Bono Clinic, Experiential Learning, Confidence Levels
Subthemes: Instructional Skills + Methods; Other

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

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

Beyond the Digital Clock: Reimagining Faculty Time to Enhance Online Learning

Laura McNeill, University of Alabama

Shelby Morris, University of Alabama

Kimberly Tomeny, University of Alabama

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

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

Subthemes: Classroom Technology; Mindfulness/Resiliency

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

Outcomes:

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

Older Gen Z Working With Younger Gen Z In STE(A)M

Molly Marnella, Commonwealth University, Bloomsburg Campus

Key Statement: College-age Gen Z students are teaching STEM lessons to younger Gen Z and elementary students. See the connections and differences between the two levels of Gen Z.
Keywords: STE(A)M, Gen Z, Teaching
Subthemes: STE(A)M; Classroom Technology

During a practicum (stage 3 – teaching experience) course in May at Commonwealth University- Bloomsburg campus, the college-age Gen Z students wrote and taught lessons about STE(A)M to multiple school districts of 4th-grade to 6th-grade younger Gen Z students. During these lessons, both Gen Z levels worked together to understand STE(A)M, with a focus on technology use. Learn about the connections and differences that occurred during these experiences between the two levels of Gen Z age groups based on formal and informal data collection: observations, qualitative and quantitative surveys.

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

Embedding Specialized Curriculum Throughout a Program's Plan of Study

Laura H. King, East Carolina University

Key Statement: Teaching specialized content embedded throughout a plan of study allows students to learn how to integrate the content more strategically when aligned with specific courses.
Keywords: UDL, Accessibility, Online Learning
Subthemes: Universal Design for Learning; Instructional Skills + Methods

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

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

A Specifications Grading Assignment for Critical Reading and Scientific Literacy
Emily Jobe, University of Cincinnati

Key Statement: This assignment, geared for nonmajors in the natural sciences, combines critical reading with scientific literacy and gives students multiple chances to meet the minimum expectations.
Keywords: Specifications Grading, Critical Reading, STEM
Subthemes: Assessment/Feedback/(Un)Grading; STEM

Applying the ideals of specifications grading or mastery grading to content-focused STEM courses can be challenging. This series of assignments, for nonmajors or majors, combines critical reading with scientific literacy and gives students multiple chances to improve. The assignments "Analyze a Secondary Source", "Analyze a Primary Source" and "Analyze an Experiment" can be adapted to any scientific discipline. The questions are mostly non-subjective and can be graded very quickly, while teaching students how to navigate sources. Students are

required to submit two of each assignment type and are given 3 additional attempts to answer 80% of the questions correctly.

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

Fostering Critical Thinking and Ethical Use of Gen AI Across Disciplines
    Thomasena Shaw, Bridgewater State University
    Kierstyn Lamour, Pellissippi State University

Key Statement: Explore best practices and practical applications to enhance critical thinking and foster the ethical use of generative AI across disciplines
Keywords: AI in Higher Education; Active and Engaged Learning
Subthemes: AI in Higher Education; Instructional Skills + Methods

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

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

Camp CryptoBot - An Approach for Teaching Cybersecurity
    Pauline Mosley, Pace University

Lisa Elldrodt, Pace University
Matt Ganis, Pace University

Key Statement: Camp CryptoBot will utilize SeaPerch, (underwater robot) spheros, and drones as a platform for teaching the 10 cybersecurity first principles, concepts and ethics.
Keywords: Cybersecurity, Cryptography, Confidence
Subthemes: STEM; Active and Engaged Learning

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

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

Building AI Literacy Foundations in First-Year Seminars
Emily Bailey, Towson University

Key Statement: This pilot study examines how AI ethics modules and a common technology-focused assignment are being developed to support first-year seminar students for foundational AI literacy.
Keywords: AI, First-Year Seminars, Digital Literacy
Subthemes: AI in Higher Education; Other

As AI technologies become increasingly prevalent in academic settings, first-year seminars are prime spaces to introduce students to AI ethics and AI

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

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

Issues Facing Faculty With Mental Health Concerns
Jay Gabbard, Western Kentucky University

Key Statement: Faculty with mental health issues often face distinct challenges in academia. This poster reports the results of a national study on this important issue.
Keywords: Faculty, Mental Health, Academia
Subthemes: Mindfulness/Resiliency; Other

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

Outcomes:

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

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

Meredith R Gringle, North Carolina Wesleyan University

Key Statement: Collaborative partnership between the North Carolina Wesleyan University Writing Center and a course for first-year students explores holistic approaches blending academic skill-building and community support.
Keywords: Writing Center, First-Year University Students, Interdisciplinary Partnership
Subthemes: Compassionate Classroom/Community; Active and Engaged Learning

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

Outcomes:

1. Reflect upon the specific needs and potential of first-year college/university students.

2. Connect college/university course assignments with strengthening students' sense of community.
3. Relate the collaborations described in the poster to possibilities at home-institutions.

Pre and Post Covid Online Learning Utilizing Grit to Measure Success
Tammie Kaufman, University of Central Florida
*Jessica Hoeschen, Valencia Colleg*e

Key Statement: A study on the role of grit in student's success in an online learning environment. Comparison of pre-covid and post-covid responses will be analyzed.
Keywords: Online Learning, Success, Grit Principle
Subtheme: Mindfulness/Resiliency; Other

This study uses the Grit Principle Scale to measure success in an online classroom. It is based on data collected from students enrolled in online classes in 2019 and 2025. The students were surveyed using Angela Duckworths' (2007) Grit Principle Scale. The purpose of this research is to determine whether having grit affects a student's success in an online environment. The comparison will see if there were changes based on the Covid pandemic.

Outcomes:
1. Familiarized with Duckworth's Grit Principle Theory and the theory's relationship with online learning.
2. Determine what type of student is more likely to be successful in an online classroom.
3. Connect with online learning and the effects of the Covid pandemic.

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Wednesday
August 13th, 2025

Daily Schedule

DRAFT CONFERENCE PROGRAM

Daily Overview
Wednesday, August 13, 2025

Conference Check In and Help Desk

7:00 AM- 9:45 AM

Buffet Breakfast

6:45 AM- 8:00 AM

Roundtable Sessions

8:00 AM - 8:30 AM

Keynote III

Todd Zakrajsek

8:45 AM - 10:00 AM

Thank you for a great event!

Roundtable Discussions
Concurrent Session 20
8:00 AM - 8:30 AM

Are Our Graduates Fully Ready? Let's Talk Professional Dispositions
Nikki Logan, University of Wisconsin – Stevens Point
Sarah Beaulieu, University of Wisconsin – Stevens Point
Ariel Smits, University of Wisconsin – Stevens Point
Benjamin Balge, University of Wisconsin – Stevens Point

Key Statement: Do your students struggle with professionalism, self-awareness, critical thinking, or other dispositions? Come share experiences and discuss how to support and develop students' professional dispositions.
Keywords: Professional Dispositions, Teacher Preparation, Student Support
Subthemes: Assessment/Feedback/(Un)grading; Compassionate Classroom/Community

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

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

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

Hui Du, University of New Haven

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

Keywords: Student-Athletes, Academic Engagement, Career Readiness

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

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

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

Doing the Normal Things To Be Exceptional

Jeff Thomas, University of Southern Indiana
Paul Parkison, University of North Florida

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

Keywords: Teaching, Students, Professionalism

Subtheme: Compassionate Classroom/Community; Mindfulness/Resiliency

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

Outcomes:

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

WISE Interventions Engage the Whole Student by Small Design Changes

Nancy Winfrey, Wake Forest University

Key Statement: Teach the whole student by including the affective learning domain! Learn a framework to integrate non-prescriptive character traits or values into your existing course design.
Keywords: Learning Domains, Engaged Learning, Small Changes
Subthemes: Active and Engaged Learning; Mindfulness/Resiliency

Explore a framework for integrating non-prescriptive character traits into existing course design. Targeting students when the affective learning domain is best addressed and that interior work is relevant to success with personal integrity, students see the rationale for, and practice using tools toward, aligning who they are with the work they will ultimately do. Redesigning your course is not needed; rather, we focus on small interventions that create space for students to do their own meaning-making. Participants in the workshop will try their hand at applying the framework in their own context, with a sharing of ideas between colleagues.

Outcomes:
1. View a framework for integrating character or values into their existing course design.
2. Apply the framework in their own contexts.
3. Summarize their primary learning and share that insight with another colleague.

Exploring Project-Based Learning: A Hands-On Collaboration
Devdutta Deb, Mercy University
Tharushi Perera, Mercy University

Key Statement: This session will introduce participants to the principles of project-based learning (PBL) through a hands-on activity, allowing them to work in teams to create something collaboratively.
Keywords: Active Learning, STEM/STEAM, Project/Problem-Based
Subthemes: Active and Engaged Learning; STEM

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

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

A Collaborative, Student-Centered Alternative to Midterms
Aaron Cole, University of North Carolina at Pembroke

Key Statement: The presentation will introduce a student-driven alternative to traditional midterm exams/projects that collaboratively uses technology to build and study for the midterm.
Keywords: Collaborative, Student-Centered, Assessment
Subthemes: Active and Engaged Learning; Assessment/Feedback/(Un)Grading

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

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

Move Forward Into Service
Donell C. Murray, Morehead State University

Key Statement: Moving a student forward into community service makes for a strong partnership between students and the community. Selecting a unique service project can affect all!
Keywords: Community, Service-Learning, Personal Growth
Subthemes: Active and Engaged Learning; Universal Design for Learning

The goal at our institution is to impact as many students as possible with the opportunity for service-learning in our community. These service projects, in partnership with the community, ensure that our students are prepared for a career with communication skills, cultural competency skills, and civic engagement skills. The task is to recruit as many college students as possible with the selection of

community partnerships. In this presentation, I will highlight different ideas to get started!

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

Sustaining and Initiating Faculty Learning Communities
Milt Cox, Miami University

Key Statement: Many colleges and universities have faculty learning communities (FLCs) as part of their educational development programs. We will discuss questions about building and sustaining FLCs.
Keywords: Faculty Learning Communities, Faculty Development, Sustaining FLCs
Subthemes: Instructional Skills + Methods; Other

Many colleges and universities have faculty learning communities (FLCs) as part of their faculty/educational development programs. Research results about the effectiveness of FLC impact on faculty and staff participants, student learning, and implementation strategies are helpful in designing, implementing, and sustaining FLCs. At our table, we will discuss 16 recommendations for building and sustaining FLCs and FLC programs. We will provide opportunities for participants to ask questions about FLCs and meet others who are working with initiating or facilitating FLC Programs on their campuses.

Outcomes:
1. Describe 16 recommendations for building and sustaining FLC programs.
2. Provide some solutions for questions you have about FLCs.
3. Take home some resources about working with FLCs.

Empowering Faculty to Enhance Student Career Readiness Awareness and Success
Amanda DuBois, Louisiana State University at Alexandria
Sara Blazek, Louisiana State University at Alexandria

Key Statement: Students need durable skills to succeed in obtaining and retaining a job after graduating. Come listen to ideas for training faculty to incorporate these skills into their classes and how to encourage student engagement through these assignments!
Keywords: Career Readiness, Student Engagement, Faculty Development
Subthemes: Other; Active and Engaged Learning

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

Outcomes:
1. Describe current strategies being used to implement career readiness assignments/assessments in the classroom.
2. Develop their own unique strategies for implementing career readiness material in their own classes at their own institutions.
3. Compare and contrast strategies and their usefulness to their own environment.

Understanding the Construct of Self-Censorship of Women in Computing Education
   Pauline Mosley, Pace University

Key Statement: Innovative pedagogical strategies for class participation can aid women to speak-up in male-dominated spaces and increase their confidence while addressing feelings of isolation.
Keywords: Class Participation, Learning Environments, Feminist Pedagogy
Subthemes: Compassionate Classroom/Community; Active and Engaged Learning

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

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

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

Outcomes:

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

Keynote III
8:45 AM - 10:00 AM

Quiet Students, Loud Ideas: Classroom Communities Where Everyone Has A Voice
Todd Zakrajsek

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- Double-blind peer review
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- Using criterion-based evaluation
- Limit 2 proposal submissions per lead presenter
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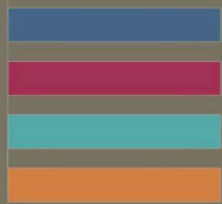## ITLC | International Teaching Learning Cooperative, LLC

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I have always wanted to teach.

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

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Upcoming Events

CONFERENCE PROGRAM

Upcoming Events

Conference on Advancing Teaching & Student Learning
October 8 - 10, 2025
Park Place Hotel & Conference Center
ITLC Lilly Traverse City, Michigan

Conference on College Teaching
Hosted by Miami University
November 20 - 22, 2025
On the campus of Miami University
Lilly Original- Oxford, Ohio

Conference on Teaching for Active & Engaged Learning
January 8 - 10, 2026
DoubleTree by Hilton Mission Valley
ITLC Lilly San Diego, California

Conference on Evidence-Based Teaching & Learning
2026
ITLC Lilly Austin, Texas
DoubleTree by Hilton Hwy 35 North