



Lilly Conference

COLLEGE AND UNIVERSITY
TEACHING AND LEARNING

Bethesda, MD

June 1-4, 2017

EVIDENCE-BASED TEACHING AND LEARNING

Conference Program/Abstracts

HOSTED BY:

ITLC | INTERNATIONAL TEACHING
LEARNING COOPERATIVE, LLC

Welcome - we're glad you're here!

For nearly 40 years, the Lilly Conferences on College and University Teaching and Learning have provided opportunities for the presentation of the scholarship of teaching and learning. Individuals from a variety of disciplines have gathered at Lilly Conferences to discuss issues related to teaching and student learning. Over the years, thousands of conversations among a diverse population of teachers have focused on sharing ideas, debating issues, and forming lasting friendships. We sincerely hope this conference extends that fine tradition.

Our conference theme, “Designing Effective Teaching” reflects the importance of scholarly teaching. The conference also has subthemes, identified to reflect the newest challenges and accomplishments with respect to student learning. The subthemes focusing our discussions consist of: Academic Success; Assessment/Student Learning; Creating Communities of Learners; Course/Curriculum Design/Redesign; Engaging and Motivating Students; Innovative Pedagogical Approaches; Multiculturalism/Diversity/Inclusion; Online Learning and Teaching; Service/Experiential Learning; STEM; and Teaching Well with Classroom Technologies.

We are pleased to be in Bethesda this year. The program showcases 4 plenary speakers, 96 concurrent sessions, 14 round-table discussions, 30 poster presentations, and a closing workshop.

In the hundreds of hours of work completed to make this conference possible, right at the forefront was the concept of a close-knit “community of learners” coming together to learn from one another. We hope you notice over the next few days the small touches provided to help that feeling of community develop and grow. The conference pace is brisk, there are many choices among concurrent sessions, and the risk of information overload is always present. If you need a break, Bethesda is a wonderful place to wander around, boasting approximately 200 restaurants within walking distance of the Hyatt. Spend an evening out with a few of your new colleagues to check out what this great city has to offer.

Please note that you are part of a truly remarkable gathering of individuals. Those around you have a deep commitment to student learning and we trust the conversations over the next few days, and the new friendships formed, will influence you for years to come. Casual conversations in the lobby, during the reception, or during a walk to restaurants can be as informative and uplifting as scheduled sessions. As you attend sessions, pay attention to not only the content of the session but also the delivery of the message. Seek out those with interests similar to your own and build new professional contacts. It is our hope that as the conference unfolds, participants will develop a sense of community that will become future friendships and collaborations. This sense of connection and community is referred to as the Lilly Conference Spirit!

Best,



Todd Zakrajsek, Ph.D.
Conference Director

2017 Plenary Presenters



Chris Hakala

Chris Hakala is the Executive Director of University Teaching and Learning at Quinnipiac University. Chris has a Ph.D. in experimental psychology and has been a faculty member and administrator in various colleges and universities for almost 20 years. His research interests include memory, language and the teaching/learning process.

The Classroom as Practice

Friday, June 2 at 1:20pm



Christine Harrington

Christine Harrington is the Executive Director of Statewide Community College Student Success Center at the New Jersey Council of County Colleges. Before joining the NJCCC, she served as a professor of psychology and student success at Middlesex County College where she was the recipient of the 2016 MCC Faculty Excellence in Teaching Award and the 2016 Excellence in Teaching First-Year Seminar award. As an author of a research-based first year seminar textbook, "Student Success in College: Doing What Works! 2nd edition" she has become a national figure in the first-year experience world.

Dynamic Lecturing

Thursday, June 1 at 1:30pm



Michael Palmer

Michael Palmer is the Director of the Center for Teaching Excellence at the University of Virginia. He was the 2011 Professional and Organizational Development Network in Higher Education's (POD Network) conference co-chair and has served on the core faculty of the POD-sponsored New Faculty Developers Institute since 2009. He and his colleagues won the POD Network Innovation Award in 2014 and 2016, as well as the 2015 Robert J. Menges Award for Outstanding Research in Educational Development. Michael's pedagogical interests include course design, active learning, student motivation, creative thinking, and teaching large enrollment courses.

The Science of Transparency

Friday, June 2 at 8:30am



Beth Schwartz

Beth Schwartz is the Vice President for Academic Affairs and Provost, and a Professor of Psychology at Heidelberg University. In addition to her academic leadership, Dr. Schwartz has been active in professional service with a number of national organizations, including the Society for the Teaching of Psychology of the American Psychological Association. She also has been recognized for her excellence in teaching at Randolph College, the Stage Council for Higher Education for Virginia, and the Psychology-Law Society. She has authored numerous articles, essays, chapters and books in her field.

Improving Academic Integrity: Evidence Based Strategies

Saturday, June 3 at 1:30pm

Conference Information

Name Badges

Please wear your name badge at all times during the conference, as it will help others to learn your name and facilitate a feeling of community. Please note that it is the tradition of Lilly Conferences to *not* include titles or contributions on name badges, such as “Dr.” or “Presenter.” We certainly understand you have all worked very hard to achieve your titles and also worked diligently to prepare the materials for your presentation. That said, it is our belief that the absence of such titles for this conference helps to facilitate building community. Your name badge is necessary for entrance to sessions and access to conference meals and refreshments.

Attending Sessions

Scheduling rooms for sessions is one of the most difficult of all conference tasks. We do our best to schedule topics, rooms, and presenters in ways to maximize conference space. There may be occasions when sessions draw many more participants than expected. In those instances, please be patient about the seating and/or consider another concurrent session. For sessions in which you are particularly interested, we strongly suggest you arrive as early as possible.

Evaluation of Sessions and Conference

In keeping with our theme of Evidence-Based Teaching and Learning, assessment is important to us. We encourage you to complete session evaluations following each concurrent session; and to complete an overall conference evaluation following the conference. Session evals will be scanned and emailed to presenters. We do care about your conference experience. If you have any concerns during the conference, please come to the conference registration desk and speak to an ITLC staff member.

Meals/Guest Meals

Your conference registration includes: an afternoon snack on Thursday; breakfast, morning coffee, lunch, afternoon snack and a reception on Friday; breakfast, morning coffee, lunch, and an afternoon snack on Saturday; and breakfast on Sunday. Name Badges are required for entrance to meals. Unfortunately, due to space limitations, it is not possible to have individuals pay for meals as a guest and dine with you or to join us for the reception. However, Bethesda boasts nearly 200 restaurants, many of which are within walking distance of the conference hotel.

Book Raffle

Through kind donations from Stylus Publishing, we have approximately \$500 in value of books to give away to conference participants this year. You received book raffle tickets with your conference registration materials. The drawing will be held during lunch on Saturday. Although you do not need to be present to win, you must pick up the book by Saturday at 2:30 pm at the registration desk. Book winners will be posted at the registration desk by ticket number.

Social Media

Stay connected with us all year long through social media. Make sure to like us on Facebook, find us on LinkedIn as Lilly conference group, and tweet about your experience with #lillycon.

Networking

Networking is one of the most valued aspects of the conference. Opportunities to network can be arranged through emails or messaging within Guidebook. You may connect with colleagues during table topic discussions at lunch, round-table discussions after breakfast, the poster reception, or during breaks between sessions.

Acknowledgments

Thank you to our presenters and participants who have made the commitment to come to Bethesda for this conference. We appreciate that you have many obligations, both professional and personal, and your presence demonstrates your commitment to your work and to your commitment to the outcome of student learning. By attending this conference you also show that you value the opportunity to come together to think about, talk about, and apply new ways of approaching teaching and learning. We trust you will leave this gathering with an understanding of how many faculty like yourself, are committed to teaching and learning.

We also appreciate our Cosponsoring Institutions. Early in the planning stages, cosponsors pledge to bring a minimum of five participants to the conference as well as to assist with program development and selection of speakers.

2017 Cosponsors: Bloomsburg University, Bowling Green State University, Brigham Young University, Idaho, Cuyahoga Community College, Life University, Meredith College, Middlesex County College, New Jersey Council of Colleges, The Scholarly Teacher, Schreyer Institute for Teaching Excellence of Pennsylvania State University, Stylus Publishing, Trinity Washington University, University of Maryland-Baltimore County, University of Maryland-College Park, University of North Carolina-Greensboro, University of the Sciences, Villanova University, and Virginia Community College System.

Reviewers

We wish to take this opportunity to recognize our proposal reviewers. The following individuals took time out of their very busy schedules to help us make programming decisions.

2017 Lilly-Bethesda Reviewers:

Abalo Adewui, *Central Michigan University*
Spencer Benson, *University of Macau*
Tinukwa Boulder, *Gannon University*
Julie Breitfelder, *Gannon University*
Dana D'Angelo, *Drexel University*
Mingsheng Dai, *Central Michigan University*
Maryann DiEdwardo, *Lehigh University*
Peter Eberle, *Pennsylvania State University*
Billie Franchini, *University at Albany - SUNY*
Amanda Holton, *University of California, Irvine*
Anthony Hoos, *Howard Community College*
Stephanie Laggini Fiore, *Temple University*
Madhu Mahalingam, *University of the Sciences*
Linda Rice, *Ohio University*
Marla Thompson, *Life University*
Janina Tomic, *Münster University of Applied Sciences*
Sue Wick, *University of Minnesota*
Kimberly Van Orman, *University at Albany - SUNY*

Special Thanks

Our gratitude goes out to Milt Cox and Laurie Richlin. Laurie founded the regional Lilly Conferences on College and University Teaching, which have each grown into national conferences, and we thank her for planting those seeds from which so many have benefited. Milt Cox founded the original Lilly Conference on College Teaching nearly 40 years ago. He recognized the importance of bringing together individuals from a variety of disciplines to discuss issues that face us all, and did this before the concept of a conference centered on teaching and learning was common. He has done so much for so many, and been an exceptional friend to all who care about student learning and faculty development. Thank you.



Session Abstracts and Outcomes

In alphabetical order by the lead presenter's last name

Faculty Development Odyssey: Navigating Uncharted Waters with Minority Experience Compass

Carolien Annink - *Montgomery College*

The facilitator describes her search for meaningful instructional professional development for the diverse college classroom. Examples are provided and discussions are guided using Think-Pair-Share.

Abstract: In this presentation, the facilitator will guide the participants through 12 years of development in her work as an instructional designer, tasked with preparing and guiding instructors for teaching in the culturally diverse college classroom. Starting in preservice education and moving on to a large community college, the facilitator will describe how the workshops that she designed and delivered evolved. She will give concrete examples of topics and activities and point out developments. She will discuss her successes and her failures and guide a discussion about best practices in multicultural professional development, inviting the participants to share reactions and experiences.

Session Outcomes: (1) Describe one model for faculty professional development for the culturally diverse college classroom. (2) Compare and contrast this one model with their own professional development experiences. (3) Translate at least one described activity and/or component into an activity for their own practice

Session Type: 50-Minute Concurrent

Radically Inclusive Classrooms: Promoting and Protecting a Diverse Learning Environment

Carol Armstrong-Moore, Karl Smith, and Jennifer Hatleberg - *Montgomery College*

Commitment to inclusion in higher education is critically important. This workshop provides strategies to promote and protect critical thinking, diversity and inclusion in college classrooms.

Abstract: This presentation is centered on an in-depth discussion of the challenge of maintaining and promoting inclusivity and critical thinking in college classrooms today. A brief historical context and case studies from current events serve as a backdrop to explore compelling questions such as: How do you manage the classroom when what one group considers freedom of speech another group sees as engendering hatred? What strategies can be utilized to promote full inclusivity given the divisiveness and volatility of the current political situation? How can we help our students engage in critical reflection of the news media? Participants will be provided with hands-on resources to support them in their own teaching.

Session Outcomes: (1) Discuss strategies for creating inclusive, respectful learning environments that foster civil discourse. (2) Utilize teaching resources designed to promote critical thinking, diversity and inclusion. (3) Apply strategies for analyzing fake news and media resources.

Session Type: 50-Minute Concurrent

Why Don't You Take Students To...? Study Abroad Survival 101

Kathy Bailey - *Bridgewater State University*

Faculty experienced in international travel abroad will provide comprehensive guidance on challenges and successes prior to, during, and after travel abroad opportunities.

Abstract: This workshop will provide practical knowledge of how to plan and execute study abroad courses in a university setting. Faculty experienced in international travel abroad will provide comprehensive guidance on challenges and successes prior to, during, and after travel abroad opportunities.

Session Outcomes: (1) Provide specific knowledge of how to plan and manage a study abroad opportunity. (2) Increase understanding of the scope and resources required to manage students in international settings. (3) Develop perspectives on the efficacy of study abroad opportunities.

Session Type: Round Table Discussion

Self-Image and the Mastery of Standard American English Grammar

Lilieth L. Bailey - *Lane College*

Experimentation with ESL methodologies for teaching English grammar has shown to be less effective with low-income African-American students than with those from higher socio-economic backgrounds.

Abstract: Before teachers can determine the effects of using ESL methodologies for teaching English grammar, they must concede it is not sufficient to know that some objectives aid some students while others do not. The marginal role teaching of English grammar plays in U.S. public schools correlate directly with poor writing skills in college. One cannot write well without knowing the rules of grammar, but to learn grammar, some rote learning is required. University of Michigan professor, Holly Craig's Toggle Talk curriculum is examined to show how it can be effective for helping African-American students reach college-ready levels in English.

Session Outcomes: (1) Understand more the socio-cultural dynamics that affect Standard American English (SAE) acquisition by African-American students. (2) Learn about effective and less successful pedagogical strategies for teaching under-prepared, African-American college students. (3) Learn about recent studies and methodologies being implemented to close the achievement gap between speakers of African-American English (AAE) and high performing student populations.

Session Type: Round Table Discussion

Dogfooding a Syllabus (Times Four)

Rachael Barlow - *Wesleyan University*

Syllabi are part of a complex system of assignments and deadlines that crosscut courses and professors, and are fragmented across days, weeks, and online platforms.

Abstract: Principles of universal design and learner-centered instruction often enter into discussions of syllabus design. But these principles are usually applied to a single syllabus, not a set of syllabi. It is important to consider how syllabi coexist in such a way that, within a given semester, students face a complex system of course goals, objectives, regulations, assignments, tests, and deadlines, sometimes specified in print and other times online. This presentation will focus on considering the nature and consequence of this complex system for a range of learners.

Session Outcomes: (1) View their syllabus as part of a complex system of syllabi through which their students navigate. (2) Read this complex system through the lenses of universal design principles and learner-centered instruction, as well as through the eyes of students enrolled in courses. (3) Consider how they may alter their syllabi, collaborate with colleagues, or shape institutional policies in light of what they have learned.

Session Type: 20-Minute Concurrent

The Practicality of Practical Teaching: Using Resources to Everyone's Advantage

Andrea Barton and Jennifer Moxley - *Towson University*

This presentation will provide creative and effective examples of evaluation methods and resources used to maintain quality education in practical application courses of large size.

Abstract: Increased enrollment in undergraduate health professions programs leads to inflated class sizes in all courses, including those that involve practical application of clinical skills. Faculty instructors are challenged to develop creative approaches to manage the increased enrollment while maintaining course quality. This



presentation will elaborate on various evaluation techniques that can be used in hands-on, clinical skill-based classes amidst circumstances of heightened enrollment. It will also focus on the efficient use of various resources to include undergraduate teaching assistants to aid in the delivery of practical instruction.

Session Outcomes: (1) Understand the benefits and challenges of increased enrollment in university classes and the impacts of such on quality education in practical application courses. (2) Be familiarized with various methods of evaluation of students in practical application classes. (3) Articulate ways to incorporate innovative strategies that focus on the use of undergraduate teaching assistants to assist with practical instruction.

Session Type: Poster

The Effect of Increasing Class Size on Introductory Psychology Grades

Stacey Baugh and Debbie Van Camp - *Trinity Washington University*

The impact of increased class size on student performance Introductory Psychology was assessed by examining student performance in two sections of the course.

Abstract: The effect of class size on student performance has long been a subject of educational research. To maintain financial viability many colleges and universities are moving to offering larger classes. This increase class sized may be especially troubling at smaller colleges where the changes may be most noticeable. Performance on exams and final course grades were assessed for students in two sections of an Introductory Psychology course taught by the same instructor. Analysis suggests that the increased class size did not have a significant impact on student performance.

Session Outcomes: (1) Understand impact of increased class size on student performance. (2) Discuss ways to mitigate any negative impacts of larger classes.

Session Type: Poster

Flipped Learning: Active Learning Strategies that Promote Higher-Order Thinking

Keesha Benson - *Temple University*

This presentation will utilize the flipped classroom framework to explore Bloom's Taxonomy, allowing participants to identify active learning strategies that encourage higher-order thinking among students.

Abstract: The flipped classroom can be an effective strategy to increase active learning in the classroom. In the flipped classroom, faculty act as facilitators of the learning process while students take more responsibility for their learning through collaborative in-class activities. This session will explore the principles of the flipped classroom and discuss strategies on how to use the flipped model to improve student learning by creating environments that allow student reflection and encourage higher-order thinking skills through the use of Bloom's Taxonomy.

Session Outcomes: (1) Identify the key components of a flipped classroom. (2) Encourage students to think critically through the use of higher-order active learning activities. (3) Apply a facilitative approach to teaching, allowing students to take the lead in their own learning process.

Session Type: 50-Minute Concurrent

Using Social Media to Engage with Students in Online Learning

Rizza Bermio-Gonzalez - *Ashford University*

Online instructors can effectively use social media to engage with students. Using social media encourages digital literacy and is relevant in the digital age.



Abstract: In today's digital world, social media has a strong impact on the way that individuals communicate with one another. Digital literacy is a critical component in today's education. In an online classroom, social media can therefore be an effective way to interact with students. Using social media to interact with students can help to enhance their use of digital literacy skills for their academic life. This poster presentation will outline different research that has been done on the topic of using social media to engage with students. Examples of current use of social media to engage students will be presented.

Session Outcomes: (1) Describe the advantages of using social media to engage with students in higher education. (2) Discuss the relevance of using social media for educational purposes. (3) Identify social media strategies that can be used to communicate and engage with students.

Session Type: Poster

Do Student Opinions of Our Teaching Count Too Much?

Phyllis Blumberg - *University of the Sciences*

Learn ways to incorporate student opinions into critical evaluations of teaching by triangulating data, and change strategies to avoid current over-reliance on student evaluations.

Abstract: Faculty attend to their evaluations, which mostly come from students. Students give teachers positive evaluations if they receive the high grade they expect. Students do not consider if their teachers promoted learning. To improve teaching evaluations, participants will review many possible sources of information about teaching effectiveness and see which ones they can use to inform critical evaluations of teaching. Participants will brain storm strategies to change the current situation where student opinions, and not evidence, count too much. We will consider possible levers, i.e., unions, committees, and shared governance, faculty can use to change how teaching is evaluated.

Session Outcomes: (1) Discuss the problems resulting from the over-reliance on student evaluations of courses and faculty. Recent literature has identified validity and bias concerns of student evaluations. (2) Consider ways of using student evaluations more constructively by triangulating student opinions with data from a variety of sources to form a critical, reflective narrative about one's teaching. (3) Develop ways to advocate for changing how teachers are assessed that can be used at the participants' home institutions.

Session Type: 50-Minute Concurrent

Is Leading Faculty Development for Me?

Phyllis Blumberg and Ellen Goldman - *University of the Sciences and George Washington University*

This is an exploratory session for individuals contemplating a career shift from full-time teaching and research to full or part-time faculty development administration and SOTL.

Abstract: This session for individuals contemplating a career shift will address the possible components of and requirements for leading faculty development in a department, school or an entire university. Different paths to and disciplines involved in faculty development will be explored, as well as the range of potential faculty development activities. Participants will discuss the necessary skills for steering the faculty development of others and for developing themselves as faculty development leaders. Participants will leave with an understanding of what faculty development can entail, and what is required to lead it well, and how they can move into more leadership roles.

Session Outcomes: (1) Identify the potential components of faculty development across a department, school or an entire university. (2) Discuss the requirements for leading faculty development activities. (3) Assess their strengths in transitioning to being a faculty development leader.

Session Type: 50-Minute Concurrent



An Approach to International Faculty Support

Tinukwa Boulder - *Gannon University*

James Boulder- *Edinboro University*

Mabel C.P.O. Okojie - *Mississippi State University*

Abstract: The presenters will discuss an approach that could be helpful in assisting international faculty to acclimatize to their new work environment and host country.

Session Outcomes: (1) Learn about current support offered to international faculty to acclimatized faculty to their new working environment and acclimatize to their new country. (2) Learn about a new approach to supporting and helping international faculty to adjust to their new country. (3) Discuss different types of support offered to international faculty across different higher education institutions.

Session Type: 20-Minute Concurrent

Enhancing Critical Thinking: Research Evidence and Instructors' Experiences

Tim Brackenbury and Allison Goedde - *Bowling Green State University*

Recommended practices for enhancing students' critical thinking skills, developed from the research literature and faculty experiences, will be discussed and applied to course design.

Abstract: Critical thinking is a metacognitive act that applies analysis and reasoning to answer complex questions and guide decision-making. It is an essential component of higher-order thinking that college students are expected to develop, but an area that faculty may not teach effectively. To address this issue, a learning community of faculty and students examined and discussed the research literature and their own experiences with teaching critical thinking. Their results, a framework for enhancing students' critical thinking skills, will be presented and applied to course design.

Session Outcomes: (1) Analyze and apply definitions of critical thinking. (2) Evaluate the research literature on teaching critical thinking. (3) Create activities and courses that enhance students' critical thinking skills.

Session Type: 50-Minute Concurrent

What Students Have to Say: Improving Critical Thinking Instruction

Tim Brackenbury, Tabitha DiBacco, Rachel Crawl, Emily Ridge, and Rebecca Wait - *Bowling Green State University*

Undergraduate students were interviewed about their experiences developing critical thinking. Their perspectives will be discussed and applied to improving critical thinking instruction.

Abstract: Although critical thinking can be taught in numerous ways, little is known about college students' perspectives on these methods and their effectiveness. The results of a focus group study involving undergraduate's experiences with critical thinking within and outside of the classroom will be presented. Implications for how instructors might apply these results to improve critical thinking instruction will be addressed through case study exploration and group problem solving activities.

Session Outcomes: (1) Understand students' perceptions of how they have been taught critical thinking. (2) Recognize the importance of student feedback in the development of pedagogical practices. (3) Apply student input into their own teaching of critical thinking.

Session Type: 50-Minute Concurrent

Engaging Undergraduate Students as Future Engineers Using the 3C's Framework

Willie Brown - *University of Maryland, Eastern Shore*

The session is designed to introduce topics that support ways to foster both the mindset and skillset of students within the 3C's model.



Abstract: In the traditional engineering setting, the undergraduate students' skillset is measured based on the learning outcomes and strategies at various colleges and universities. Hence, the 3C's framework in engineering education (e.g., curiosity, connections, creating value) has expanded upon the traditional framework of skillset to support the student's mindset for potential success and beyond. The 3C's framework in engineering education was created to promote and engage engineers with regard to their understanding of an entrepreneurial mindset coupled with engineering thought and actions. This will bring collaborative approaches for communication, which is the foundation of the student's character.

Session Outcomes: (1) Gain knowledge about the 3C's framework and the KEEN initiative support by 24 institutions. (2) Gain an understanding of the 3C's framework that support ways to foster both mindset and skillset. (3) Identify ways to integrate the 3C's framework into engineering education.

Session Type: 20-Minute Concurrent

Mind the Gap: Using Assessment to Bridge the Chasm Between Theories of Teaching and Theories of Learning

Stephen Carroll - *Santa Clara University*

Abstract: Participants will be invited to demonstrate and explore the gaps between their own theories of teaching and learning. Then we'll brainstorm methods for reconciling them.

Session Outcomes: (1) Recognize and understand some of ways that their own definitions of learning and knowing inhibit their ability to teach effectively and students' ability to learn effectively. (2) Develop ways of assessing learning that will help them overcome these barriers. (3) Be motivated to change their teaching practices based on what they have discovered.

Session Type: 50-Minute Concurrent

The Challenges of Working with Students of Helicopter Parents

Brian Cesario - *Iona College*

This is a session in which helicopter parenting and its known consequences among college students will be explored.

Abstract: One of the most challenging aspects of working with modern college students is coping with over-involved parents, colloquially called "helicopter parents". Unable to grant their now-adult children autonomy, these parents maintain a strong and constant presence throughout the college years, a time that is normally reserved for independent growth and exploration. New faculty may find it confusing and challenging to work with students of such parents. Therefore, this session is designed to explore the phenomenon of helicopter parenting and to discuss ways to work effectively with students whose parents are a potent influence in their lives.

Session Outcomes: (1) Identify the signs of students whose parents are overly involved in their lives. (2) Understand the etiologies of excessive parental involvement. (3) Learn ways to effectively work and form strong alliances with students of helicopter parents.

Session Type: Poster

No Place like Your Classroom: Identifying Factors that Influence Learning

Maria Christian and Kari Henry Hulett - *Northeastern State University and Oklahoma State University Institute of Technology*

Participants will share classroom experiences and explore personal factors that can contribute to their individual teaching effectiveness as proponents of "successful" student learning.

Abstract: Mark Van Doren, American professor and poet said, "The art of teaching is the art of assisting discovery," so as teachers, it is admirable to identify personal factors that contribute to the facilitation of student learning.

Using creative models of analysis, including a Wizard of Oz metaphor (Bowles, 2005), this presentation seeks to explore how each instructor's strengths in subject matter expertise, pedagogy, and personality serve as powerful factors in the facilitation of "successful" student learning. Using small group activities and discussion, this session encourages attendees to share teaching experiences while exploring new ideas.

Session Outcomes: (1) Identify factors in expertise, pedagogy, and personality as influences to student learning. (2) Recognize the value of personal strengths in maximizing student engagement and learning. (3) Apply creative strategies for effective teaching.

Session Type: Round Table Discussion

Tending the Teacher: Self-Care for a Sustainable Faculty Life

Bevin Clare and Camille Freeman - *Maryland University of Integrative Health*

Our interactive workshop presents sustainable strategies in course design, nutrition, and focused wellness practices applying modern physiological understandings for a balanced and productive life.

Abstract: Faculty engagement is rooted in instructor excitement and vitality, and yet many faculty find themselves stretched thinly and unable to commit the energy they wish to their students. Self-care for faculty can be a critical step preserving the vitality necessary to produce results and can be accomplished in simple and intentional ways. From strategies in course design which maximize instructor engagement and minimize repetitive burnout, to tricks and tips for navigating your day, to gentle and focused wellness practices, we will explore strategies to generate a thriving and dynamic faculty.

Session Outcomes: (1) Integrate specific strategies to create a more sustainable and effective faculty work-life balance. (2) Appraise current teaching and associated lifestyle practices to identify areas for improvement. (3) Implement choices from a menu of strategies which include research on circadian rhythms, concepts of physiology, nutrition sciences, ideas for creative course design strategies, and tech tools that support self-care.

Session Type: 50-Minute Concurrent

Evaluating Two Approaches Using Standardized Patients on Student Communication Skills

Brooklyn Cobb - *University of the Sciences*

This study aims to evaluate the impact of a standardized patient experience individualized to the student's primary communication skill weakness compared to a non-specific experience.

Abstract: The use of standardized patients (SPs) in schools of pharmacy have increased tremendously and been shown to significantly impact student communication skills. This study randomized 20 second-year professional pharmacy students to either an individualized or non-specific SP encounter to evaluate improvement in communication skills amongst the two groups. The four communication areas of focus within the individualized encounters included empathy, attending behaviors, counseling structure, and verbal skills. In addition, students self-evaluated their own communication skills in a survey taken both before and after three SP encounters.

Session Outcomes: (1) Identify the role of standardized patients currently in pharmacy school curriculums. (2) Recognize the difference between an individualized versus a non-specific standardized patient experience. (3) Assess student perception of standardized patients on improving his or her communication skills.

Session Type: Poster

Applying Faculty Learning Community Structures Directly in Courses and Classrooms: Why? How? Outcomes? A SoTL Project!

Milt Cox - *Miami University*

FLCs produce faculty learning and development. How can we apply FLC structure and operations directly in courses to create course learning communities for student learning?



Abstract: Faculty Learning Communities (FLCs) have produced important faculty learning and development outcomes. How can we move the structure and operations of FLCs directly into a course and classrooms to create course learning communities (CLCs)? What FLC faculty outcomes will repeat in CLC student learning and development? We will examine the 16 recommendations for building effective FLCs to determine which may work or can be modified for use with courses, classrooms, and students. Participants will be invited to investigate such a transformation and make it a SoTL research project. We will also discuss what implementation science advises us about this project.

Session Outcomes: (1) Describe FLC items that may be applied to a course learning community (CLC) approach. (2) Compare possible CLC student outcomes with known FLC faculty outcomes. (3) Describe potential SoTL projects that could be generated from investigating CLCs.

Session Type: 50-Minute Concurrent

Sustaining or Initiating Your Faculty Learning Community Program

Milt Cox - *Miami University*

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

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

Session 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.

Session Type: Round Table Discussion

The Post-Participation Impact of Consulting-Based Action Learning Projects: A 10+ Year Program Review Across Two Universities

Dana D'Angelo - *Drexel University*

What are the long term impacts of participation in consulting-based action learning projects on students' activities and careers? Research results for programs over 10+ years.

Abstract: Since 2005, the researchers have facilitated consulting-based action learning courses. These real-world courses focus on real-world client problems, and project deliverables provide researched and tested real-world solutions. The researchers gathered data from prior participants from the past 10-11 years, with a combined participation rate over 40%, using both a survey and a follow-up focus group. The overarching research question: What are the long term impacts of participation in consulting-based action learning projects on students' activities and careers? This session will present the results of the research, and provide attendees discussion time for application of best practices for their own programs.

Session Outcomes: (1) Gain an understanding of the various methods of experiential education, and how the project model used at Drexel University and Johns Hopkins for consulting-based projects (CBPs) fits in to the spectrum. (2) Be provided summary analyses of research conducted with program graduates (over 10+ years) of the impacts and utilization of learning, experience and skills from the CBPs, with comparative observation between the two universities. (3) Consider how this information can be used and applied to expand offerings of experiential courses at their own institutions, and discuss best practices for successful programs.

Session Type: 50-Minute Concurrent



How to Help Introverts Thrive in Cooperative Learning: Reflections on Susan Cain's Book "Quiet: The Power of Introverts"

Neil Davidson - *University of Maryland, College Park*

Abstract: How to Help Introverts Thrive in Cooperative Learning In her excellent book, "Quiet...", Susan Cain argues against group work for introverts. She has a point for unstructured group work. Yet well-structured cooperative learning is good for introverts and extraverts. The procedures provide equal time for everyone. Introverts have their turn to talk without interruption, and extraverts cannot take over the conversation. Think-time gives introverts a chance to reflect before they speak. The presenter, a confirmed introvert who loves Cooperative Learning, will demonstrate its use for introverts.

Session Outcomes: (1) Clarify the distinction between cooperative learning and unstructured group work. (2) Demonstrate several cooperative learning procedures that provide equal time for everyone and prevent domination by anyone. (3) Show how to help introverts thrive in cooperative learning, although they often feel uncomfortable in unstructured group work.

Session Type: 50-Minute Concurrent

Using Self-Data for Graphing Activities Increases Student Learning and Engagement

Cynthia DeBoy - *Trinity Washington University*

Graphing activities from biology will be described and compared to demonstrate that student collection and use of data from themselves increases engagement and learning outcomes.

Abstract: Out-of-class activities will be described in which students collect and use data from themselves to graphically represent hormone regulation of the reproductive cycle and stress response. Original data will be presented, which suggests that students collecting and using their own data for these activities are more engaged and have increased learning outcomes compared to students using provided data. These activities are suited for an introductory biology course for majors or non-majors or a physiology course with or without a lab component. The concept and examples of activities in which students use self-data could be applied to any field.

Session Outcomes: (1) Learn how to implement two out-of-class activities in which students incorporate self-data into a graphing activity to help them explain, illustrate, and evaluate hormonal regulation of the stress response and female reproductive cycle. (2) Develop conclusions based on the presented original data about whether student use of self-data for graphing activities increases learning gains and student engagement compared to when students use provided data. (3) Plan strategies to engage students by incorporating use of student self-data in participants' own teaching areas.

Session Type: 20-Minute Concurrent

Me, Myself, and I: Undergraduate Perceptions of Self-Reflection in Learning

Sarah Jane DeHaas - *Juniata College*

Incorporating a self-reflection inquiry model, this study explored student perceptions of self-reflection as it related to their own development, not course performance.

Abstract: Although literature clearly supports the use of self-reflection (Kusnic & Finely, 1993; McKeachie, 2013), the purpose of this study was to explore student perceptions of self-reflection as it related to their development (not course performance). Specifically, students completed content surveys to trigger critical thinking of their own development within the areas of identity, sexuality, the impact of culture, language, and disability, and the role of peers, families, and schools during adolescence. Incorporating a self-reflection inquiry model, focus was placed on increasing student engagement in the course material, increasing critical thinking (affective and cognitive), and application of concepts to their own lives. Student perceptions of self-reflection were measured.



Session Outcomes: (1) Learn how self-reflection of development (not course performance) was used and measured as a mode of teaching and learning in an undergraduate course. (2) Learn the Attitude of Inquiry Model as it relates to self-reflection. (3) Learn student perceptions of self-reflection and its perceived impact on their learning.

Session Type: 50-Minute Concurrent

Focused Figures and Discussion to Teach Effective Communication in a Biochemistry Lab Course

Alison Dewald - *Salisbury University*

A lab assessment strategy for frequent, authentic practice communicating data, with a common rubric emphasizing critically-supported conclusions. Assessments are revised into a culminating poster presentation.

Abstract: Effective communication has been ranked a top science skill by faculty and practitioners. A quality biochemistry lab should provide students with frequent, authentic practice communicating data. Manuscript-style reports are unwieldy to write and grade, while shorter assignments may lack authenticity. Instead, we have developed a lab assessment tool wherein students create weekly professional-quality figures and legends, then write a one-page discussion of conclusions and support directly from their figures. All are graded with a common rubric emphasizing quality and critically-supported conclusions. Figures from a 6-week unit are later revised into a poster, culminating in a conference-style poster presentation session.

Session Outcomes: (1) Summarize the importance of teaching effective communication skills in a science lab. (2) Describe a non-cumbersome assessment tool that provides students with frequent, authentic practice communicating data. (3) Create a course rubric to assess student data communication.

Session Type: Poster

The Fearless Teaching Framework: A Conceptual Model of Effective Teaching

Alison Donlan, Sandra Loughlin, Virginia Byrne, and Junjie Ju - *University of Maryland, College Park*

The University of Maryland, College Park developed a research-based conceptual model of effective teaching to inform research and practice of high quality university teaching.

Abstract: To teach fearlessly means to embrace the scholarship and art of teaching through reflection, training, and professional development. The University of Maryland, College Park's new Fearless Teaching Framework is a conceptual model of an effective course based on decades of educational theory and empirical research. When instructors receive support and guidance on evidence-based approaches to teaching, their increased knowledge about teaching and learning will help them construct climates, content, practices, and assessments that motivate and engage students. Each of these four pillars of effective courses can work in tandem to promote student achievement and learning.

Session Outcomes: (1) Describe the importance of a research-based teaching model at the postsecondary level both for structuring faculty development and ensuring high quality teaching. (2) Recognize the relationship between teaching practice, assessment, climate and content as essential pillars of effective teaching. (3) Apply the design and research agenda of the Fearless Teaching Framework to their institution.

Session Type: Poster

Pause Procedure and Reflective Learning in the Online Classroom

Judith Dutill and Melissa Wehler - *Millersville University and Central Penn College*

This session overviews methods and techniques such as microlectures and pause procedure that online teaching faculty can use to engage students.

Abstract: This session overviews methods and techniques that online teaching faculty can use to engage their online students. First, we discuss the challenges faced by online teaching faculty in designing effective instruction for the online modality and promote the use of microlectures and pause procedure techniques. Next, we will define the elements of a microlecture and discuss the relevant research on the considerations faculty should make before endeavoring to develop their own microlecture. Finally, we will discuss methods for incorporating pause procedure into video lectures and introduce some technical tools to assist with this implementation.

Session Outcomes: (1) Define reflective learning and pause procedure. (2) Describe a techniques for creating effective online microlectures and building pause procedure into online microlectures. (3) Apply pause procedure methodology to online microlectures.

Session Type: 20-Minute Concurrent

Faculty Observations for Positive Success of New LMS Changes

Peter Eberle and Anthony Hoos - *Penn State Fayette and Howard Community College*

Two highly experienced online and in-class faculty will explain their observations of student's positive success in adapting to the Angel to Canvas LMS platform integration.

Abstract: Using cognitive and behavior theories of Situational Theory, Social Learning Theory, and Diffusion Theory, two highly experienced online and in-class faculty will explain their observations of a large north eastern university student's positive success in adapting to the multi-year change of university wide Angel to Canvas LMS platform integration.

Session Outcomes: (1) Hear first hand experiences of faculty who facilitated the LMS change and witnessed the obstacles and solutions to adding students in accepting the new LMS adoption process. (2) Learn about the incorporation of applications and external software supplemental to student success (or detriment).

Session Type: 20-Minute Concurrent

Online Tutoring: What's Really Happening?

Lisa Elliot - *Rochester Institute of Technology*

This poster summarizes a qualitative analysis of synchronous online tutoring sessions between students who are deaf or hard of hearing and tutors in STEM courses.

Abstract: Outcomes of research about online learning reveal that students tend to perceive it positively but faculty are often reluctant to embrace the concept, citing a variety of concerns about the format. This poster presents findings from a qualitative study of synchronous online tutoring in science, technology, engineering and mathematics courses with students who are deaf or hard of hearing. Data suggest that tutors and their students occasionally encounter technical difficulties, but that the majority of their interactions focus on comprehension of course content. Furthermore, analysis suggests that tutoring sessions differ based on the teaching styles of tutors.

Session Outcomes: (1) Learn about resources for conducting online interactions with students. (2) Have an understanding about the dynamics of online tutoring. (3) Become familiar with some of the features necessary for providing online learning to students who are deaf or hard of hearing.

Session Type: Poster

Designing Instruction to Transform Students' Fixed Mindset to Growth Mindset

Henry Findlay - *Tuskegee University*

Participants will take away from this session strategies that can transform students' fixed mindsets into growth mindsets, thus creating deep and lasting learning.

Abstract: A fixed mindset often creates a psychological block in students' minds and hinders them from performing at a high academic level. In a fixed mindset, students believe their basic qualities, like their talents are fixed traits. On the other hand, students with a growth mindset believe their basic abilities can be developed through dedication and hard work. Participants will take away from this session strategies that can transform students' fixed mindsets into growth mindsets, thus creating deep and lasting learning.

Session Outcomes: (1) Apply strategies that transform students' fixed mindsets into growth mindsets. (2) Apply transformative learning coupled with cognitive neuroscience learning theories to create deep and lasting learning. (3) Apply mental models in enhancing critical thinking and reasoning skills.

Session Type: 50-Minute Concurrent

Freakonomics 101: How Behavioral Economics Can Improve Student Thinking

Stephen Finn - *United States Military Academy*

Find out how developments in behavioral economics can not only help students improve thinking skills, but also help teachers treat students more fairly.

Abstract: In this session, the presenter will discuss recent developments in cognitive psychology and behavioral economics to reveal the ways in which these developments can not only help students improve their critical thinking skills, but also help teachers come to understand certain systematic errors that may be affecting their ability to treat their students fairly.

Session Outcomes: (1) Be familiar with systematic errors of human reasoning explained and discovered by recent cognitive psychologists and behavioral economists. (2) Possess new teaching materials to help students improve their critical thinking and reasoning skills. (3) Be aware of how their own biases might affect their treatment of students.

Session Type: 50-Minute Concurrent

Widening the Circle" in our Classrooms for a Diverse Student Body (and Society!)

Kathleen Gabriel - *California State University, Chico*

The classroom is a major educational activity for students; hence, creating positive and inclusive environment there is vital for learning and living in a diverse society.

Abstract: As the professors, no matter what subject we teach, we can broaden our approach so that all of our diverse students are included in a positive way. Students, specifically our students of color, want to be included. We can make sure that this will happen in our classrooms. While promoting a classroom climate where students from all walks of life can feel welcomed and valued, we can always look for additional ways to ensuring that we are overtly embracing the diversity of our students. Even for those who teach at predominately white institutions with few minority students in their classes, the topics of diversity and inclusion can, and should, be part of all college classes. In addition, no matter the make-up of our classrooms, we have to be conscientious of ways to ease culture tensions that might arise in a classroom and have ways to support minority students' educational process.

Session Outcomes: (1) Explore ways to increase our own culture competence. (2) Discuss ways to increase student-interaction in our diverse classrooms. (3) Examine ways to incorporate or expand Culturally Relevant Material into any course.

Session Type: 50-Minute Concurrent

Electracy in Praxis: Antidefinition "Choral" Playlist Assignment

Thomas Geary - *Tidewater Community College*

I introduce my pedagogical application of Ulmer's electracy theory in a multimodal antidefinition assignment. The antidefinition playlist promotes plurality of meaning and understanding of nuance.



Abstract: In this session, I introduce my pedagogical application of Gregory Ulmer's electracy theory, which promotes a postmodern competency with all things new media, in a multimodal antidefinition assignment. The antidefinition playlist promotes a plurality of meaning and privileges no voice more than another while guiding digital natives to an understanding of nuance and articulation in the age of computer logic. Ulmer writes, "The change in thinking from linear indexical to network associational ... is happening at the level of the technology itself." This electracy collage activity is a fun, collaborative process that re-shapes students' world views about definitions and perspective.

Session Outcomes: (1) Learn a pedagogical application of Gregory Ulmer's electracy theory, a third communicative apparatus to orality and literacy that can be described as competency with all things digital and new media. (2) Engage the creation process of an antidefinition "choral" playlist assignment unique to their own classes. (3) Leave with possible learning outcomes from an electracy antidefinition activity for digital natives.

Session Type: 20-Minute Concurrent

Self-Assessment: A Powerful Tool for Learning and Evaluation

Edward Gehringer - *North Carolina State University*

Self-assessment deepens learning by encouraging student reflection on their work. Usually used formatively, it can be valid summatively when combined with peer or instructor assessment.

Abstract: Self-assessment is a powerful mechanism for enhancing learning. It encourages students to reflect on how their own work meets the goals set for learning concepts and skills. It promotes metacognition about what is being learned, and effective practices for learning. It helps students to take responsibility for their own learning, rather than just repeat what the instructor or textbook has told them. While self-assessment cannot reliably be used as a standalone grading mechanism, it can be combined with peer or instructor assessment to provide richer feedback and promote more student "buy-in" for the grading process.

Session Outcomes: (1) Learn about uses and value of self-assessment. (2) Review the research on reliability of self-assessment. (3) Learn how self-assessment can be combined with other forms of assessment, such as instructor assessment and peer assessment.

Session Type: 50-Minute Concurrent

Introductory General Chemistry: Creating a Model for Sustainable Pedagogical Change

Judith Giering and Gail Hunger - *University of Virginia*

Faculty who are pedagogically innovative often design for one course or semester. How do we capture and retain innovative work so that it becomes sustainable?

Abstract: Faculty who are pedagogically innovative often design for one course or semester. How do we capture and retain innovative work so that it becomes a sustained pedagogical approach within a department or program? In our presentation we will discuss how design research blends investigation with systemic development and implementation of solutions to educational problems. Our approach to authentic course design includes curriculum, faculty support, change management, and advocacy on multiple levels to not only design a course, but one with sustainable impact. We will share our reflections about how this process engages faculty, departments, graduate students and other researchers.

Session Outcomes: (1) Investigate the redesign of a first-year STEM course that uses evidence-based learning. (2) Discuss how best to support faculty who are at the forefront of pedagogical change. (3) Explore how to engage with stakeholders when making major pedagogical shifts.

Session Type: 50-Minute Concurrent



Discover-Adjust-Assess: A Culturally-Responsive Approach to Student Success

Raymond Gonzales and Alla Webb - *Montgomery College*

Participants will learn how the Culturally Responsive Teaching (CRT) process can be applied efficiently and effectively in their courses to guide their students to success.

Abstract: Educating an increasingly diverse student population has become a growing challenge for college faculty nationwide. Culturally responsive teaching (CRT) sheds light on the tools and mindset shifts needed to address this challenge. The session's presenters will discuss these aspects of CRT in light of their grant-based work developing and helping faculty implement a CRT-based "Discover-Adjust-Assess" process at their institution. Attendees will also participate in awareness-raising activities, analyze several case studies, and see data in the form of student/faculty survey results and interview responses. Several CRT resources created as part of the grant will also be presented.

Session Outcomes: (1) Learn central features and principles of culturally responsive teaching (CRT). (2) Apply CRT concepts to analyze and address specific classroom challenges. (3) Learn how CRT can be practically applied throughout a course.

Session Type: 50-Minute Concurrent

Advising Online: An Orientation Module to Support Faculty Student Interactions

Kathleen Gould - *Towson University*

Faculty advisors are challenged by students unprepared for advising sessions. An online module designed to increase student preparedness for one on one advising is described.

Abstract: This session will discuss the rationale for the creation of an online advising orientation module for undergraduates. Module contents and structure will be presented. Preliminary information about the module effectiveness for students and faculty will be discussed. Effective advising has been recognized as important to overall student retention and academic success. However undergraduate students were frequently unprepared for advising sessions because of a lack of knowledge of basic major requirements. The online advising orientation module provided students with this information better preparing them for one on one advising sessions that could be tailored to individual needs.

Session Outcomes: (1) Describe challenges of effective and efficient student advising. (2) Explain the development of an online module that provides students with important introductory information about major requirements. (3) Discuss initial outcomes of the module for both students and faculty advisors.

Session Type: 20-Minute Concurrent

Understanding and Motivating Generation Z Students

Daniel Guberman and Erica Layow - *Purdue University*

Explore how characteristics of generation Z students align with cognitive theories of motivation, while (re-) designing an assignment or activity to better motivate these students.

Abstract: Students designated as generation Z (born after 1995) now make up the majority of the population at many colleges and universities. Many instructors feel that they were beginning to grasp teaching strategies appropriate for millennials, and now faculty regularly report struggles to deal with changes they perceive in this newest generation. This workshop is designed to provide participants with tools developed from psychological and cognitive theory that will enable instructors to address students' needs in meaningful and productive ways, focusing particularly on the presenters' research which reveals the benefits of autonomy supportive teaching.

Session Outcomes: (1) Assess characteristics associated with generation Z. (2) Connect concepts from Cognitive theory to characteristics associated with generation Z. (3) (Re-)Design and share a course activity, assignment, or assessment based on the above activities.

Session Type: 50-Minute Concurrent

Interprofessional Education and Collaboration in the Graduate Nursing Mental Health Courses

Judy Haefner - *University of Michigan, Flint*

The presentation presents the process for integrating interprofessional education/collaboration (IPEC) into the graduate nursing mental health curriculum. The project meets the mandates in the Core Competencies for Interprofessional Collaborative Practice (Interprofessional Education Collaborative, 2011) and the American Association of Colleges of Nursing “Essentials of Doctoral Education for Advanced Nursing Practice”(2006).

Abstract: As nurses fulfill the recommendation and challenge of the Institute of Medicine (IOM,) (2011) recommendation to be full partners with all health care professionals, it becomes a mandate for nursing to evaluate educating practices. A shift in paradigm for education of future nurses and nurse practitioners needs to be towards interprofessional and team based patient care and away from viewing clinicians as isolated practitioners. The purpose of this presentation is to present the process for integration of interprofessional education/collaboration (IPEC) into the graduate nursing curriculum. The goal of this IPEC project is to meet the mandates published in the Core Competencies for Interprofessional Collaborative Practice (Interprofessional Education Collaborative, 2011) as well as the American Association of Colleges of Nursing “Essentials of Doctoral Education for Advanced Nursing Practice”(2006).

Session Outcomes: (1) Describe the process for integration of interprofessional education/collaboration (IPEC) core competencies into a graduate nursing mental health concentration. (2) Identify faculty skills necessary in the delivery of IPEC content in the mental health concentration. (3) Recognize essential IPEC knowledge and skills for graduate nursing students for integration of IPEC throughout the mental health concentration.

Session Type: Poster

Active Learning: Yes, But How?

Shannon Hankhouse, Beth Riggs, Lea Ann Kinman, Nathalie Jones, Jim Gentry, and Kelley Shaffer - *Tarleton State University*

This session focuses on designing interdisciplinary course assignments and structuring class activities that promote active learning students can ultimately “own” the content for themselves .

Abstract: Active learning is one of the most critical components of student engagement. Furthermore, effective student engagement can be transformative in terms of increasing critical thinking and developing improved communication skills. This session will focus on designing course assignments and structuring class activities that promote active learning so that students can ultimately “own” the content for themselves. The strategies shared in the session can be applied across a wide variety of disciplines.

Session Outcomes: (1) Critically examine the topic of active learning. (2) Explore how to create and foster an active learning environment in the classroom. (3) Model active learning across a variety of disciplines.

Session Type: 50-Minute Concurrent

Bend, But Don't Break: Supporting Student Resilience in the Classroom

Corrie Harris and Abby Horton - *The University of Alabama*

Presenters will share recent research about student coping and resilience, along with strategies that faculty can use to provide effective support without compromising academic rigor.

Abstract: National data trends reflect a growing concern on many campuses about students' ability to “bounce back” when they experience difficulties and disappointments. Some faculty members and administrators cringe at the notion of altering our practices, worrying that excessive use of trigger warnings or other attempts to meet students' psychological needs may result in coddling or doing more harm than good. Presenters will

engage participants in considering a “middle way” approach that draws on the available literature describing the intersections of learning and well-being. Strategies drawn from this model can be used to support student persistence while keeping academic standards high.

Session Outcomes: (1) Discuss national trends in student resilience as a factor in their overall well-being and academic engagement. (2) Acquire tools, resources, and evidence-based strategies that support student resilience. (3) Integrate relevant strategies for fostering resilience into existing courses and curricula.

Session Type: 50-Minute Concurrent

Teaching With Open Educational Resources (OER): Innovative Uses of Public Domain and Creative Commons (CC) Licensed Content

Edwina Helton and Jeffrey Jones - *Indiana University and East Sinclair Community College*

This presentation includes discussion of innovative teaching with use of digital public domain and Creative Commons (CC) licensed open educational resources (OER) effectively within educational platforms such as Apple iBooks.

Abstract: The emergence of social media and educational platforms such as Apple iBooks and iTunesU can serve as effective tools for universal access to education. However, such tools are challenged by copyright laws and incompatible technologies. Digital public domain and Creative Commons (CC) licensed open educational resources (OER) found at websites such as archive.org, oercommons.org and dvidshub.net used in combination with these educational platforms significantly improve the quantity and quality of educational opportunities while reducing the costs associated with online and traditional education.

Session Outcomes: (1) Learn the similarities and differences between public domain and Creative Commons (CC) licensed digital multimedia. (2) Understand how and where to find key public domain and Creative Commons (CC) licensed digital open educational resources (OER). (3) Learn how these open educational resources (OER) can be used within Apple iBooks: content rich multi-touch books, textbooks and interactive course materials for Apple computers and the iPad.

Session Type: 50-Minute Concurrent

A Study of Instructional Tools for Quantitative Reasoning

Susanna Henderson - *Gallaudet University*

The study is to see if educational technology can allow students in online courses to achieve the same learning outcomes as students who take face-to-face classes.

Abstract: There are two leading research questions that need to be addressed: “Can educational technology be used in a way to allow students in online courses to achieve the same learning outcomes as students who take face-to-face classes?” and “Which tools are most appropriate in helping students achieve better results in Quantitative Reasoning (QR)?” This study was conducted using multiple facets of SPSS from five QR courses over the past two semesters. The hypothesis proposed in this study is that Deaf students excel in online mathematics courses at the same rate, if not better, than those who take traditional mathematics courses. Results gleaned thus far (n = 69) have demonstrated that online courses can be just as effective as traditional, face-to-face courses for students at the college level.

Session Outcomes: (1) Explore different approaches how to improve online teaching with students. (2) Identify some differences between online and face-to-face courses. (3) Share a few ideas of how to use instructional tools.

Session Type: Poster

Teaching Effective Visual Observation Skills in the Classroom

Catherine Herne - *State University of New York at New Paltz*

We demonstrate our method of teaching observation technique. You will try learning a bit of lab physics and apply our insights to your teaching.

Abstract: A significant skill in all disciplines is effective observation, from illustrating research findings to drawing conclusions based on visual observations. We show our technique for training students in observational skills through self-reflection and instructor feedback. In an advanced physics laboratory course, students draw diagrams and reflect on their drawings repeatedly throughout the semester. In this session, we will demonstrate the visual observation skills technique that the students used throughout the semester, show a selection of our data, and report our outcomes. Participants will try a visual observation exercise, and apply their insights to their own disciplinary teaching.

Session Outcomes: (1) Describe the process of teaching observational skills as employed in the classroom research. (2) Analyze the outcomes of a selection of the data collected in the physics classroom. (3) Consider applications of observational skill training in their own discipline and course design.

Session Type: 50-Minute Concurrent

Learn How Restorative Circle Conversations Can Enhance Your Course!

Romena Holbert - *Wright State University*

Engage in activities that build classroom community, learn the research behind the approaches and come away with discussion tools you can use!

Abstract: Interact to build classroom community into content delivery! In this session, we briefly unpack research on classroom community and student engagement. Next, we explore the content and objectives of our own courses and use our findings to build protocols for circle conversations that will engage our students and allow them to lead new learning. The circles process modeled and unpacked links readings, experiences and student stewardship of their own learning. This discussion format ensures equitable participation, empathy development, connection to theory and practice and opportunities for students to hear and express diverse perspectives. Data, assessment tools and templates are shared.

Session Outcomes: (1) Understand the basics of classroom-based restorative practices and how to implement classroom circle conversations. (2) Design restorative circle conversation questions linked to their course content. (3) Be ready to steward their students' development of circle questions which link lived experiences and course readings.

Session Type: 50-Minute Concurrent

Make a First-Day Activity for Content and Relationship Building!

Romena Holbert - *Wright State University*

Engage in activities that build classroom community, learn the research behind the approaches and tailor with ready-to-use tools to your setting!

Abstract: Interact to build classroom community into content delivery! In this session, we briefly unpack research on classroom community and student engagement. Next, we explore the content and objectives of our own courses and use our findings to build an interactive activity that we can use on the first day of class to get students reflecting, sharing, and engaged with the material to come. Throughout the term, we can refer to the data gained from the activity to prompt student sharing and deepening of content understandings. Tools and templates provided. Leave the session with a tailored activity ready for your course!



Session Outcomes: (1) Link course objectives to related experiences to prompt students to share the experiential knowledge they bring to the classroom context. (2) Design an interactive first day activity which connects course content and student's lived experiences and have a plan for when and how to build upon the knowledge shared by students across the academic term. (3) Gain access to and understand how to use and develop assessments of classroom community.

Session Type: Round Table Discussion

Applying Funds of Knowledge: How to Develop Digital Pedagogy Resources

Scott Holdren, Annie Laurie Nichols, and Melissa A. Lucas - *University of Maryland*

We share how to develop an online pedagogical toolkit that incorporates instructors' and students' knowledge to promote diversity and inclusion in the classroom.

Abstract: In this interactive session, participants will learn how to apply the concept of funds of knowledge to develop an instructional toolkit. Funds of knowledge is an approach to diversity and inclusion that utilizes instructors' and students' unique backgrounds and experiences to enrich the classroom. However, little training or resources on this exist at the collegiate level, so we created an interactive online toolkit focused on funds of knowledge. This toolkit functions both as a training space and a collaborative resource site that instructors can draw on to implement inclusive practices in their courses.

Session Outcomes: (1) Define "funds of knowledge" and apply the concept to pedagogical development. (2) Identify and discuss the steps required to create a digital pedagogy resource site. (3) Engage in thoughtful discussion regarding the creation and accessibility of teaching resources.

Session Type: 50-Minute Concurrent

Using Metacognitive Learning Strategies to Improve Chemistry Education

Kim Huynh - *University of Maryland, College Park*

Learn about the metacognitive learning strategies we taught our chemistry students that showed an increase in grades and classroom performance.

Abstract: Most students who enter college have not developed effective learning or studying techniques. They were successful in high school by memorizing information, instead of obtaining a deep understanding of the material. This becomes very evident after their first pre-assessment exam. With a class average of 11% (from students with an average 3.9 cumulative GPA), we can assume that these students did not retain what they learned in their respective high school chemistry classes. After teaching our students metacognitive learning strategies, we have noticed an increase in grades in comparison to students who were taught in a more traditional way.

Session Outcomes: (1) Learn common misconceptions from students taking a college chemistry course. (2) Learn how to teach metacognitive learning strategies. (3) Learn how to assess their students understanding and retention of information.

Session Type: 20-Minute Concurrent

CHEMCompete: A Chemistry Card Game for Substitution and Elimination Reactions

Deana Jaber - *Marymount University*

CHEMCompete is an organic chemistry card game that helps students predict the products of substitution and elimination reactions and classify the type of these reactions.

Abstract: Understanding substitution and elimination reactions is a critically important concept to comprehending chemical reactions. Memorizing differences between these reactions is among the most commonly used strategies to learn this subject. We present CHEMCompete, a new organic chemistry card game which helps students



predict the products of substitution and elimination reactions and classify the type of these reactions. This game encourages cooperative learning in an enjoyable setting. Improvements were observed in both students' self-rated survey responses and quiz scores evaluating their understanding of this topic. We therefore believe that CHEMCompete is an effective study tool for learning substitution and elimination reactions.

Session Outcomes: (1) Learn about a multimodal card game that is used as a study aid at the collegiate level of education. (2) Analyze the instructional aid that is designed to encourage group discussion and debate regarding possible chemical syntheses, while incorporating various levels of Bloom's taxonomy and multiple VARK learning styles. (3) Evaluate and Critique the effectiveness of playing the card game on student learning.

Session Type: Poster

Transferring the Learning Responsibility: Tips, Tricks & Hacks

Kia Joppy and Dowan McNair-Lee - *Trinity Washington University*

With the appropriate cooperative learning community, first-year reading and writing courses can invite all students, regardless of college preparedness, to engage with challenging texts.

Abstract: Guided by research about the efficacy of collegiate remediation, we have revised our first-year curriculum to offer foundational skills instruction through the reading and discussion of complex disciplinary texts. Based on our implementation of the revised critical reading and writing courses, we invite all students to engage with challenging texts and suggest that cooperative learning communities have contributed to our success: incorporating the use of small groups; structuring activities to facilitate student empowerment and ownership; delivering basic skill instruction while engaging with meaningful ideas.

Session Outcomes: (1) Encourage deeper learning and promote student autonomy through cooperative learning environments. (2) Facilitate improved outcomes for students with diverse learning styles. (3) Implement strategies designed to engage and motivate students.

Session Type: 50-Minute Concurrent

The Art of Storytelling and Creativity in the Classroom

Crystal Karn - *Indiana Institute of Technology*

Storytelling engages students, creates connections to materials, and introduces change. Storytelling will be examined to engage students in various levels of Blooms and create cohesiveness.

Abstract: As educators we have the task of effectively communicating to students with various backgrounds, norms, and cultural variations. According to Baker & Gowler (2010) storytelling is a cross-culturally accepted practice. Stories are memorable, easy to understand, and establish a common ground with others that create credibility and trust. Stories also create a sense of empathy from a cognitive and emotional position to help us understand the experiences and world views of others. This session will engage the audience in the art of storytelling and creativity to connect learners in the classroom in a higher level of Blooms Taxonomy.

Session Outcomes: (1) Use various levels of storytelling to move through Bloom's Taxonomy to increase motivation, learning, and innovation. (2) Create motivation to facilitate change in classroom engagement. (3) Engage in the creative side of change management and creating commitment from students.

Session Type: 50-Minute Concurrent

Integrating Mindfulness into the College Classroom: Efficacy and Practical Strategies

Julie Kingery - *Hobart and William Smith Colleges*

In this session, participants will learn about implementing mindfulness with college students, including the research support for these approaches and a range of practical strategies.

Abstract: Mindfulness practices, such as deep breathing and meditation, are a strategy that can be utilized not only to facilitate students' learning in a particular course, but also to enhance their overall academic performance and well-being. In this session, participants will learn how one instructor integrated mindfulness into an undergraduate psychology course. In addition to understanding what mindfulness is and the various types of mindfulness activities, participants will learn about the latest research on mindfulness with college students, and gain firsthand experience with activities that can be incorporated into the college classroom and are applicable to a wide range of disciplines.

Session Outcomes: (1) Understand what mindfulness is and the various types of activities through which mindfulness can be practiced. (2) Be familiar with key research findings on participation in mindfulness practices and enhanced academic performance and psychological well being among college students. (3) Appreciate how to integrate mindfulness practices into a college level course, including specific exercises that can be implemented in the classroom and how to facilitate students' engagement in these practices outside of class.

Session Type: 50-Minute Concurrent

Not Another Group Project!! Making Effective Groups and Group Assignments

Sabrina Kramer - *University of Maryland, College Park*

Running group work is a challenge--especially when students are frustrated from previous experiences. We will talk about grouping strategies, assignment structuring, equitable participation, and assessment.

Abstract: Effective group work is not easy to design or implement, but we do know strategies that are more likely to promote effective group work and effective communication within groups. Why you might put one student in a group over another, whether to make diverse or homogenous group, and how much time should you spend talking about how to be effective group members, are all questions that faculty need to balance. In addition, we will look strategies to promote diverse groups of students working together and all students having a voice. In this workshop, we will discuss each of these different factors, examples of how different faculty address group work in their classes, and participants will develop strategies to structure effective group work in their own classroom.

Session Outcomes: Describe challenges to effective group work. (2) Describe factors that reduce the incidence of social loafing, poor communication, inequitable contributions, and mismatched expectations. (3) Improve an existing group work assignment they can implement in their own course.

Session Type: 50-Minute Concurrent

Critiquing Culture, Bias and Equity in Introductory Computer Programming Courses

Bill Kules - *University of Maryland, College Park*

Presents three introductory computer programming courses that integrate diversity and equity issues, and argues for threading these issues more broader across technical curricula.

Abstract: When learning skills like computer programming, students need to develop an understanding of issues of culture, bias and equity in the programming field at the same time that they learn the technical skills. As computer and information professionals they will need to understand and navigate these issues in their jobs. This presentation describes three courses that integrate technical skills (introductory programming with Python or JavaScript) with discussions of diversity and equity. I will describe the approach, topical organization, and pedagogical techniques for these courses, and argue that these issues need to be embedded throughout our technical curricula.

Session Outcomes: (1) Learn why students need to develop an understanding of issues of culture, bias and equity at the same time that they learn technical skills, like computer programming. (2) Examine computer programming courses that integrate diversity and equity issues. (3) Discuss the value of threading diversity and equity issues throughout technical curricula, instead of addressing these issues only in specific courses.

Session Type: 50-Minute Concurrent

Enhancing Critical Thinking Across Disciplines: Building Learning Communities and Resources

Bill Kules and Annie Laurie Nichols - *University of Maryland, College Park*

Describes an interdisciplinary learning community that leverages online resources to improve instruction and assessment. With hands-on exercises as used in the learning community.

Abstract: As universities seek to improve the critical thinking (CT) skills of their graduates, major challenges include divergent disciplinary understandings of CT and the limited time faculty have to redesign courses and teaching methods. This session reports on the second year of development of interdisciplinary faculty learning communities and online resources to enhance CT in a diverse set of courses. We describe project goals, development and refinement of both the modules and the learning community structure, and outcomes to date. In addition, we share examples from the online resources and the learning community through hands-on activities and dialog with the audience.

Session Outcomes: (1) Learn about the ongoing development of faculty learning communities to improve how we teach critical thinking across diverse disciplines. (2) Learn about the design and refinement of a set of online curricular resources for supporting instructors as they seek improve improve the consistency and quality of CT as modeled in courses. (3) Gain an understanding (through hands-on activities) of steps that instructors are taking to help change instruction and assessment practices in their own courses, and to help students learn and demonstrate good critical thinking.

Session Type: 50-Minute Concurrent

Using iMovie as a Pedagogical Tool in Teacher Education

Shonda Lemons-Smith - *Georgia State University*

Session explores the use of iMovie as a pedagogical tool in teacher education. The presenter will share examples of course assignments using iMovie and highlight pros and cons of digital technology.

Abstract: This session explores the use of iMovie as a pedagogical tool in teacher education. The presenter will highlight how iMovie can be used to engage students in digital storytelling and show examples of course assignments using iMovie. The presenter will also share pros and cons of integrating digital technology and participants will consider how they might use iMovie in their current courses.

Session Outcomes: (1) Learn how iMovie can be used to engage students in digital storytelling. (2) See examples of course assignments using iMovie. (3) Consider the pros and cons of utilizing digital technology as a pedagogical tool.

Session Type: 20-Minute Concurrent

Reclaiming Students' "Figuring it Out" Gene io Promote Critical Thinking

Darby Lewes - *Lycoming College*

Students tend you prefer using the internet over their own brains. Here's how to get them to have faith in their own minds.

Abstract: Recently, teachers have begun to notice a pronounced decline in their students' critical thinking ability. Rather than figure out the solution to a problem, students sidestep the effort and potential risk of original thought in favor of obtaining the "right" answer on the web. I came up with a "BYOB" (Bring Your Own Brain) class format that removes technology from the exercise and forces students to rely on their own critical skills. Although this is at first met with high levels of resistance, once students begin to develop their skills, they begin to enjoy the puzzle-solving aspect and take pride in their own abilities.

Session Outcomes: (1) Promote critical thinking in our classrooms. (2) Engage and motivate students with active learning. (3) Improve retention of classroom material.

Session Type: 50-Minute Concurrent

Benefits, Challenges, and Practical Tips for Conducting University Book Clubs

Meghan Liebfreund and Melissa Pendleton - *Towson University and Western Kentucky University*

This interactive session explores how university book clubs are a powerful platform to establish a community of learners with students, faculty, and staff.

Abstract: Through authentic and interactive activities, this session will help participants explore the benefits and challenges of conducting university book clubs and provide practical tips for leading them. The session will begin with participants exploring the elements of book clubs and participating a mini-discussion. Then, we will share a research study we conducted in this area and help participants closely examine the differences between student-only and student/faculty/staff book clubs as communities of learners with different types of talk. Following this collaborative learning, we will end with practical tips for participants to use to begin this type of work at their university.

Session Outcomes: (1) Recognize the essential elements of university book clubs that build communities of learners. (2) Be aware of the benefits and challenges of conducting university book clubs. (3) Possess practical tips for conducting university book clubs.

Session Type: 20-Minute Concurrent

Seeking and Responding to Student Feedback: Challenges and Opportunities

Dawn Little - *Showa Women's University*

This session covers methods for obtaining student feedback and factors impacting how instructors receive and respond to this information about the quality teaching and learning.

Abstract: How am I doing? Reflective instructors want to know the answer to this question before the end of the term. Seeking and receiving student input at midterm and throughout the semester can strongly impact teaching and learning for the current class, especially for novice instructors acclimating to teaching diverse college students. This session will cover factors which enhance or hinder an instructor's ability to receive and respond to student feedback, such as time constraints, student-teacher ratio, and proximity to students. A variety of methods of seeking student input will also be presented and discussed.

Session Outcomes: (1) Analyze the individual and institutional factors which enhance or hinder an instructor's efforts to obtain and respond to student feedback. (2) Consider options for midterm student feedback forms and procedures. (3) Inspire instructors to use a full range of methods for gathering data from students about instruction and learning.

Session Type: 50-Minute Concurrent

Helping Students Work Their Working Memory

Melissa Luis and James Martiney - *Middlesex County College*

Working memory is crucial in the learning process. Come and explore specific tools and classroom strategies that can help enhance the working memory of your students.

Abstract: Information that is delivered during instruction can easily be lost if students' working memory is not activated. Conversely, students' working memory can also be overloaded without proper delivery of information and mindful planning of classroom time. In this session you will learn classroom strategies to improve the working memory of your students. Working memory is crucial in the learning process and there are specific tools that can help enhance working memory. Two simulations (with and without working memory strategies), will be used to demonstrate the role of working memory in learning and to show effective teaching tools to enhance it.

Session Outcomes: (1) Define the role of working memory in the learning process. (2) Describe effective and ineffective working memory strategies. (3) Apply specific working memory strategies to their personal lectures and teaching.

Session Type: 50-Minute Concurrent

Engaging Minority Women in STEM to Increase Persistence

Kerry Luse and Cynthia DeBoy - *Trinity Washington University*

To increase persistence of minority women in STEM, we address barriers to learning and explore innovative ways to engage and motivate our students.

Abstract: The student body in the College of Arts and Sciences at Trinity Washington University is all female from predominately minority backgrounds. Therefore, we are well placed to develop best practices for engaging and increasing persistence of women in STEM. In this session, we will discuss the barriers our students must overcome in order to succeed in STEM as well as strategies we have used and are developing to chip away at these barriers to increase persistence. Our strategies include interdisciplinary approaches and an increase in student-centered projects and original research.

Session Outcomes: (1) Recognize barriers minority women from low income backgrounds face to succeed in STEM. (2) Identify strategies used to overcome barriers. (3) Generate ideas for new approaches to overcome barriers.

Session Type: 50-Minute Concurrent

A Holistic Approach Towards the Preparation of Future Faculty

Kimberly Luse - *Strategic Ethical Solutions, International, LLC*

Faculty often overlook their personal and professional development which can lead to dissatisfaction in their work and lives. Come discuss strategies for holistic personal success.

Abstract: The role of a faculty member is very demanding. Those who achieve long term satisfaction and success are the teachers who take a purposeful route towards managing their own careers and personal wellness. This session will focus on how to identify the pathways that are available to support faculty from appointment through retirement that address both professional and personal needs.

Session Outcomes: (1) Discuss how their personal moral compass impacts all that they do. (2) Create a statement that outlines how their contributions at work impact faculty, staff, and students. (3) Identify the warning signs that they may be out of alignment between their personal and professional selves.

Session Type: 50-Minute Concurrent

Collaborating about Collaboration: Multidisciplinary Strategies for Enhancing Student Learning

Whitney Manzo, Steven Benko, Julie Schrock, Cece Toole, Alexandra Howell, and Cathie Ostrowski - *Meredith College*

This session introduces and evaluates collaborative learning techniques we have utilized in our classrooms. Participants will engage in a collaborative learning activity together.

Abstract: Collaborative learning has come to be a widely used strategy in higher education classrooms, and a variety of studies provide support for the use of collaborative learning (Gorving and Smith 2014, McDuff 2012). In this session, after a brief background on collaborative learning, participants will engage in a collaborative learning activity about collaborative learning. Then, the presenters will discuss three collaborative learning techniques that they have utilized in their courses. They will identify the benefits they observed and the drawbacks they encountered with each technique. Finally, the session will end with discussion of how to assess collaborative learning activities.

Session Outcomes: (1) Participate in collaborative learning activities. (2) Strategize how to implement and facilitate collaborative learning activities in their courses. (3) Analyze how to effectively assess collaborative learning to ensure integrity of student learning outcomes.

Session Type: 50-Minute Concurrent

Green Light Go: Teaching Strategies for Engaging International Students

Sara Mathis - *Auburn University*

Teaching international students using evidence based teaching strategies such as intercultural competencies, universal design theory and transparency practices influence their level of engagement and learning.

Abstract: Auburn Global is a program designed to address the challenges international students experience when they move from their home country to a university in the US. At Auburn University, international students have a chance to participate in a program where they take core classes with other international students. Instructors teaching Auburn Global classes need to adjust their teaching theories and instructional strategies to engage their international students. Evidence based teaching strategies are needed drastically because international students have different learning needs. This poster demonstrates strategies to build intercultural competencies, create transparent teaching practices and assignments, and utilize universal design theory.

Session Outcomes: (1) Comprehend instructional strategies to assist teaching international students. (2) Identify evidence based teaching theories influence on instructional strategies. (3) Apply these instructional strategies in their own classrooms.

Session Type: Poster

What's Cultural Dexterity and How Can it Enhance Teaching?

Smita Mathur - *James Madison University*

The presentation will assist participants in a) exploring cultural-dexterity b) developing cultural-dexterity skills c) aligning the skill to teaching to reach a diverse student body.

Abstract: This session will assist participants in a) exploring the concept of cultural-dexterity, b) developing cultural-dexterity skills, c) aligning the skill to their teaching pedagogy with the goal of reaching a diverse student body. The poster presents opportunities for self-reflection and offers six key strategies that help in developing cultural dexterity while maintaining one's authentic self. Activities associated with the presentation 1. What's your story and how is it linked to mine: This activity helps participants create a common understanding. 2. One minute essays to align cultural-dexterity to one's own context. 3. Think pair, and share 4. Discuss muddy points

Session Outcomes: (1) Exploring the complexities of cultural dexterity; what does it look like and what does it feel like? (2) Making progress in developing a personalized plan to gain dexterity in simultaneously negotiating multiple cultural lenses in a classroom. (3) Articulating and analyzing their experiences teaching students from diverse cultural orientations.

Session Type: Round Table Discussion

Engaging All Students Through the Universal Design for Learning

Katrina Maynard and Corrie Kelly - *Longwood University*

The presenters address issues within the higher education classroom by incorporating Universal Design of Learning (UDL) during the presentation and processing of new material.

Abstract: The presenters address issues within the higher education classroom by incorporating Universal Design of Learning (UDL) during the presentation and processing of new material. The incorporation of these principles and guidelines, make all learning accessible and equitable for the needs that exist in the higher education classroom. There are a wide variety of abilities and challenges that some students faced with. This presentation will show participants how to apply the research and body of knowledge that supports it uses to create courses that ensure lectures, discussions, visual aids, videos, printed materials, labs, and fieldwork are accessible to all students.

Session Outcomes: (1) Learn about the research to support the use of Universal Design in a higher Education classroom. (2) Examine the methods and instructional strategies that can be used in a higher education classroom

to make learning accessible by all students. (2) Discuss implications of the research and instructional strategies for their own higher education classrooms.

Session Type: 50-Minute Concurrent

Digging Deeper: Connecting Thinking, Learning and Practice

Grace McDaniel - *Otterbein University*

The use of student-led think tanks, tiered learning activities and self-assessment as strategies to promote deeper level thinking will be shared and discussed with participants.

Abstract: Encouraging students to think deeper about course content is a continual goal of most college professors. Engaging students in higher-order thinking activities has been a continual goal in the classroom. This presentation will share how use of various deliver models (i.e. Blackboard, in-class discussions/Think Tanks and videotaped segments) were used to construct meaningful, student-led classroom experiences. Participants will discuss how these learning experiences were integral to empowering students to move beyond retention to the transfer of information.

Session Outcomes: (1) Learn about the importance to engaging students in classroom activities that promote a community of learners. (2) Discuss the value of incorporating opportunities to process and synthesize course readings. (3) Consider student-led activities that increase critical thinking.

Session Type: 20-Minute Concurrent

Reviving and Thriving: Creating a Focus on Teaching from the Ground Up

Kimberly McGann and Rachel Bailey Jones- *Nazareth College*

Lessons learned and best practices from reviving a defunct teaching center and creating a new Teaching Integration and Innovation Lab.

Abstract: In this session, we share the lessons learned from reviving a defunct teaching center at Nazareth College, a small, private four year comprehensive school with a 4-4 teaching load. The Teaching Innovation and Integration Lab activities are coordinated and facilitated by Teaching Fellows, a rotating group of invested faculty members who apply for the role. We'll share the budgeting strategy (in terms of both money and faculty time) that convinced the administration to fund the TIIL, as well as share assessment data, lessons learned, and best practices from the first year of programming in the lab.

Session Outcomes: (1) Identify non-traditional teaching development activities that can be used at their institutions (2) Articulate arguments for greater faculty input in teaching support (3) Understand an alternative model for campus leadership in teaching support and development.

Session Type: 20-Minute Concurrent

Motivating Students to Want What You Want Them to Learn

Donald Mesibov and Jim Pelech - *St. Lawrence University and Benedictine University*

Presenter and participants will all expand our tool-kits of learner-centered practices in a session where such practices are modeled, not lectured.

Abstract: These presenters model the learner-centered teaching and assessment practices being shared. Participants leave with strategies to use in the university classroom, some of which require only a few minutes of class time. One presenter is founder and director of the Institute for Learning Centered Education which has sponsored a truly unique annual conference at St. Lawrence University since 1995. Participants will enjoy hitting the ball over the net with two presenters who bring to the table more than 60 years of experience between them with constructivist-based teaching practices.

Session Outcomes: (1) Depart with a handful of learner-centered practices, many of which require only a few minutes of class time that they can use in the university classroom the next day. (2) Advance their knowledge of how to create a classroom environment that will make a class of even three hours seem to fly by. (3) Increase their understanding of authentic task/performance assessment practices.

Session Type: 50-Minute Concurrent

Adapting the Studio Teaching Approach for Hybrid Courses

Matthew Metzgar - *University of North Carolina, Charlotte*

The author will highlight his experience with the studio teaching method in a hybrid MBA course.

Abstract: A recent analysis showed how the studio teaching approach underlies many active pedagogies. The studio approach generally consists of combining lecture, group problem-solving, and application activities all in one session. Transferring this approach to hybrid classes, where face-to-face class time is reduced, requires adaptations. The author will highlight his recent hybrid MBA class which used a studio teaching approach. The studio approach can be a highly successful approach even when in-person class time is reduced.

Session Outcomes: (1) Gain understanding of the studio teaching approach. (2) Understand how this approach can be applied to hybrid courses. (3) Understand the strengths and benefits of this approach.

Session Type: 20-Minute Concurrent

Implementing Essential Learning Outcomes in Higher Education: A Deliberative Process

Shelly Meyers, Susan Cydis, and Carra Leah Hood - *Stockton University*

Participants will explore the integration and application of ELOs into course syllabi, assignments, significant learning experiences, and varied assessments that lead to student competencies.

Abstract: Today's students enter institutions of higher education with expectations that the skills and knowledge they acquire will prepare them for the demands of the global world in which they live (Gordon, 2009). Hence, the University integrated Essential Learning Outcomes to all programs and reached all students. Faculty realized the benefits for their students when assessment data both quantitative and qualitative, showed an increase in students' acquisition and mastery of 21st century skills, taking responsibility for their own learning, willingness to engage in practical and effective goal setting and generalizing the skills and knowledge across academic and co-curricular learning, (Beachboard, Beachboard & Adkinson, 2011).

Session Outcomes: (1) Understand the principles of Essential Learning Outcomes and their value within higher education. (2) Have the tools and resources to align Essential Learning Outcomes to their syllabi and course components that include meaningful learning experiences and assessment. (3) Gain practical strategies for infusing Essential Learning Outcomes into all academic disciplines as well as student-centered clubs and organizations for a campus wide initiative.

Session Type: Round Table Discussion

Inclusive Teaching Reframed

Carl Moore - *University of the District of Columbia*

Abstract: Terms like diversity and inclusion are popular in educational spaces. Though motivations vary on the topics, a deep understanding of how to have an inclusionary teaching practice beyond strategies and toolkits is often limited. How do we as educators move beyond intellectual masks and surface level approaches to diversity and inclusion? This session will address this question and help engage participants in an experience that will have personal, professional, and pedagogical implications for college teachers.

Session Outcomes: (1) Analyze teaching and learning from a lens of diversity and inclusion. (2) Identify ways to embody inclusionary practices in their classroom. (3) Create a plan for continued professional growth and self awareness.

Session Type: 50-Minute Concurrent

Co-Curriculum Evolution to Foster Students' Personal and Professional Development

Diane Morel and Laura Mandos - *University of the Sciences*

To meet accreditation standards, near-peer mentoring of pre-professional students evolves to a comprehensive professional co-curriculum program, focused on professionalism, leadership, community service and career development.

Abstract: Pharmacy specialty accreditation standards 2016 emphasize assessment strategies not only for curriculum, but also for a deliberate and purposeful co-curriculum to foster personal and professional development in student pharmacists. Our challenge was to evolve our established co-curriculum, StEPP (Student Excellence in Professional Preparation), from near-peer mentoring of pre-professional students to a fully inclusive, professional phase co-curricular program, without losing the positive impact of near-peer mentoring. The focus of the presentation is on assessment data from the former near-peer mentoring and how it was used to evolve StEPP, and initial assessment data from a more comprehensive program

Session Outcomes: (1) Describe the impact of a deliberate, thoughtfully- and purposely-developed co-curriculum on students' personal and professional development. (2) Identify 2-3 attitudes or behaviors that characterize student success in an academic program of their choice. (3) Propose 3-5 activities distinct from classroom pedagogy to enhance student learning and success.

Session Type: 50-Minute Concurrent

Faculty Team-Based Curriculum Implementation Promotes Integration and Buy-In, Minimizes Workload

Diane Morel - *University of the Sciences*

A focused, team-based approach to curriculum implementation prepares faculty for teaching in a modular, team-based learning curriculum that shifts the instructor role from 'sage' to 'facilitator'.

Abstract: Although curriculum is a faculty purview, implementation is a more administrative task. To foster interdisciplinary faculty engagement in planning curricular delivery, while minimizing the associated increase in workload, a focused, team-based approach was employed to implement a novel competency-driven professional pharmacy curriculum. By convening small teams charged with specific deliverables for a limited period, then disbanding and regrouping new teams in an iterative manner, faculty had multiple opportunities to shape the course of implementation. Excess faculty workload was minimized by the short duration. By reshuffling teams for different tasks, silos were broken down and interdisciplinary collaboration and relationships were built.

Session Outcomes: After this presentation, participants will see the value of short duration, focused, interdisciplinary faculty teams to (1) build connection and trust between disciplines for integrated delivery of content, (2) foster faculty buy-in to a markedly different curriculum model, and (3) minimize the extra faculty workload due to ongoing teaching concomitant with new curriculum development.

Session Type: Poster

Periodic Low Stakes Extrinsic Assessment: Student Learning and Programmatic Effectiveness

Diane Morel - *University of the Sciences*

Integrated, low stakes assessment and reassessment, outside of instructional units, provides a mechanism for simultaneous indices of student learning/readiness to proceed and curriculum effectiveness.

Abstract: Our competency-driven PharmD program enables each student pharmacist to develop, demonstrate, and build knowledge, skills, attitudes and behaviors in an integrated manner, with an upwardly spiraling complexity, until practice-ready. A key feature of this model is periodic extrinsic assessments of integrated competency, interspersed with didactic and experiential modules. By design, these assessments are low stakes, intended to empower students to monitor individual progress. In addition, they provide a mechanism for real time assessment of curriculum effectiveness. This presentation elaborates a novel hybrid curriculum and its key assessment strategy that empowers self-directed student learning simultaneously with timely programmatic effectiveness measurement.

Session Outcomes: (1) Develop further insight into a hybrid competency-based education model for a professional doctorate program. (2) React to the concept of low stakes student learning assessments for building students' strategies and confidence for lifelong learning. (3) Evaluate and critique, through the feedback they provide, ideas for alternate modalities for documentation of student achievement in higher learning such as supplemental learning outcomes transcribing.

Session Type: 20-Minute Concurrent

Enrich Yourself and Your Institution: Build Social Capital!

Susanne Morgan - *Ithaca College*

Learn about social capital and evaluate your own resources. As you increase your own, you enhance the social capital in your institution.

Abstract: Social capital, a metaphor for an economy whose currency is reciprocal relationships, helps us understand institutional dynamics. We analyze locations and sources of social capital in academia, and consider your own current and potential wealth. Social capital increases as more exists, so increasing your own capital benefits both you and those around you. In this session you will learn about social capital and ways to enhance your own.

Session Outcomes: (1) Be able to describe the concept of social capital and its value in navigating our academic lives. (2) Use a chart to analyze the existing social capital in their institutions and their own resources. (3) Leave with two steps toward enhancing their personal social capital on return.

Session Type: 50-Minute Concurrent

Types of Community-Engaged Faculty

Emily Morrison - *The George Washington University*

Using Q-methodology and focus groups to understand why and how faculty engage in Community-Engaged Scholarship (CES), this study identified a typology of five faculty approaches.

Abstract: Despite increasing interest in faculty engagement, there is little understanding of how faculty approach and make meaning of Community-Engaged Scholarship (CES) for themselves. Moreover, little is known about how types of faculty appointment and discipline affect how they experience engaged scholarship. Using Q-methodology and focus groups with faculty who self-identified as being engaged in the community, this study identified five distinct approaches to CES. Each type is presented along with implications for future research, theory, and practice.



Session Outcomes: (1) Working understanding of the 5 distinct approaches. (2) Introduced to Q methodology in higher education. (3) Identify how the different approaches affect community partnerships, faculty collaboration, faculty development, and faculty evaluation.

Session Type: Poster

Undergraduate Research Experiences Equals Women of Color in Science Careers

Patrice Moss - *Trinity Washington University*

Our data suggests that undergraduate research experiences positively impact the academic and career trajectory women of color in the STEM disciplines.

Abstract: This pilot study was designed to assess the effectiveness of undergraduate research experiences of women of color in the STEM disciplines. Using a survey tool, students indicated they benefited personally and professionally from their experience. Forty-two percent of students agreed conducting research confirmed their interest in science and were therefore more likely to enroll in a doctoral program. Open-ended responses showed their professional goals changed, to pursue research-focused careers. Overall, this study indicates that undergraduate research experiences can influence our students to pursue careers in science, which are traditionally not entered into by women of color.

Session Outcomes: (1) Evaluate the importance of undergraduate research in undergraduate education. (2) Identify the correlation between undergraduate research experiences and persistence of women of color in STEM majors. (3) Develop strategies to engage students in undergraduate research in all academic disciplines, at their home institution, with limited institutional resources.

Session Type: 50-Minute Concurrent

Cultivating Gratitude: Practical Tools for Improving Teaching and Reducing Stress

Jessamyn Neuhaus - *SUNY Plattsburgh*

Easy and practical ways to cultivate gratitude—in a wide variety of teaching contexts—as a method for increasing classroom efficacy and reducing teaching-related stress

Abstract: Teaching is stressful. Even the most motivated educators face daily pressures that cumulatively can lead to joylessness in the classroom, teaching burnout, and even illness. This session demonstrates how the proven physical and mental benefits of cultivating gratitude in our daily lives (as based on mindfulness stress reduction practices) can be applied to teaching. It offers easy, practical ways to cultivate gratitude as a method for increasing classroom efficacy, facilitating productive interactions with students, and reducing teaching-related stress in a wide variety of teaching contexts, that is, our individual and unique personalities, pedagogical approaches, and student populations.

Session Outcomes: (1) Receive very short overview on the proven physical and mental benefits of cultivating gratitude in our daily lives, as based on mindfulness stress reduction practices. (2) Learn some specific, effective, and easy-to-implement ways that gratitude practices could be utilized in and outside the classroom by college teachers and tailored to our widely varying personalities, pedagogical approaches, and student populations. (3) Reflect together and share ideas about how these practices could be implemented in our teaching lives.

Session Type: 50-Minute Concurrent

Cultivating Cohesion: Priming Student Work Group for Success

David Neuman - *Rochester Institute of Technology*

Abstract: Creating successful student work groups requires careful planning, clear organization, and a little bit of luck. Understanding the major factors influencing the development of small group cohesion can help instructors to create and manage student work groups. This session will focus on a model of small group communication



examining how the factors of goals, norms, roles, leadership, decision-making, and conflict all influence small group cohesion. In this session we will review student self-evaluation instruments and in-class exercises designed to promote a deeper understanding of communication and the fostering of an environment to cultivate cohesion in student work groups.

Session Outcomes: (1) Understanding the major factors influencing small group cohesion. (2) Demonstrate using self-evaluations to create effective student work groups. (3) Foster in critical analysis of communication considerations facing student work groups Engage in activities to promote a climate of small group cohesion.

Session Type: 50-Minute Concurrent

Cultivating Cohesion: Priming Student Work Group for Success

Phygenia Nimoh - *Caldwell University*

Academic institutions must collaborate with healthcare institutions to ensure safety and quality of nursing care is maintained. Clinical instructors must form partnerships with nursing units.

Abstract: Nursing clinical teaching is a valued and essential part of nursing education, and the clinical learning environment is identified as central to nursing education. Undergraduate nursing students have identified preceptors as a vital element to their clinical learning but staff nurses who precept student nurses may not be prepared to function in this role. Nurse educators need to play a significant role in the clinical setting by collaborating with staff nurses to provide an optimal learning experience for undergraduate students and to ensure nursing care is based on best practices.

Session Outcomes: (1) Enhancing best practices on the clinical unit. (2) Expanding nurse faculty roles to improve patient care. (3) Nurse faculty function as change agents and leaders in the health care setting.

Session Type: Poster

Content Publishing Across the Curriculum

Todd O'Neill - *Middle Tennessee State University*

This session posits a way for instructors to become web content publishing mentors helping to create graduates that are media literate digital citizens.

Abstract: The web created the first universal publishing platform but schools, of all levels, are still having students submit paper or “electronic documents” for grading and review. Academic work lives in private, closed systems, never exposing students to the opportunity of external feedback. This session will propose a different approach. We require incoming college freshmen to become publishers during their first few weeks in school. They create websites and use that publishing platform to post personal reflections, current event updates ... and all of their assignments. The website becomes a repository for what will be a portfolio of assignments by the time a student graduates. Our approach could work for any discipline, but it will take a change of mindset and the acquisition of new skills and infrastructure. It's time to change the culture of education by creating college graduates that are media literate, proficient web publishers and good digital citizens.

Session Outcomes: (1) Understand the origins of web publishing. (2) Understand the potential of publishing course materials and student assignments outside the “closed garden” of the LMS systems. (3) Understand how students can leverage course assignments to develop a portfolio in the open web environment.

Session Type: 20-Minute Concurrent

The Functional Three R's: Catalyst for Closing the Achievement Gaps for African-American Students in a Cooperative Learning Structures

Comfort Okpala - *North Carolina A & T State University*

The goal of this study was to determine the impact of cooperative learning structures on the participants' engagement and learning outcomes in a classroom that utilized rigor, relevance and relationship model.

Abstract: The impact of the use of the Functional Three R (rigor, relevance & relationship) model in a cooperative learning classroom on student's achievement scores were explored. The participants were twenty-four students that enrolled in one class taught by an instructor with skills and knowledge on cooperative learning strategies. The results from the exploratory sequential mixed-method design show that the participants were actively engaged with their peers and in content learning. The results from the qualitative analysis show that the use of relevant and rigorous curriculum in a caring and nurturing environment led to positive experiences for African-American students.

Session Outcomes: (1) Share the results of the research on the use of rigor, relevance and relationship model in a cooperative structured classroom. (2) Engage the audience in a discussion on the benefit of utilizing cooperative learning strategies with undergraduate students. (3) Share the utility of using mixed-method on the use of the Functional Three R (rigor, relevance & relationship) model in a cooperative learning classroom on student's achievement scores.

Session Type: Poster

Adapting Physical and Practical-Oriented Courses to Online Learning

Paulchris Okpala - *California State University*

Practice in teaching enhances retention of learned knowledge. This presentation will discuss feasible strategies to teach physical- and practical-oriented courses online.

Abstract: Incorporation of practical learning approaches into the online teaching of physical-oriented courses are some of the challenges faced in online teaching. In this presentation, I will discuss the current impediments to the practical learning approach and online teaching of physical-oriented courses. I will also present evidence-based approaches toward solving the identified challenges and case studies where physical- and practical-oriented courses have been effectively incorporated into online teaching. The presentation is set to enable teachers across disciplines to incorporate practical teaching approaches in online learning and enhance the online teaching of physical- oriented courses.

Session Outcomes: (1) Identify the challenges of incorporating physical- and practical-oriented courses to online learning. (2) Demonstrate the efficient and practical strategies used in online teaching of physical- and practical-oriented courses. (3) Identify the approaches used in monitoring student participation in online physical- and practical-oriented course tasks.

Session Type: Poster

Pitfalls/Areas of Improvement in Technology-based Enhancement of Teaching Effectiveness

Paulchris Okpala - *California State University*

Strategic adoption of effective teaching technology improves the learning process. This presentation will evaluate the challenges associated with technology-enhanced teaching and potential areas for improvement.

Abstract: This presentation will address the current trends in the adoption of technology-enhanced teaching with a focus on the strategies used in the incorporation of novel technologies into the teaching process. Based on the current literature, I will identify the limitations associated with the identified technology-enhanced teaching strategies. I will focus on the limitations associated with the technology and the teachers' attributes and expertise. Evidence-based solutions to the identified pitfalls will then be discussed. Based on the identified solutions and

the current recommendation from the literature, I will advance best practices in the use of technology-enhanced teaching.

Session Outcomes: (1) Identify the current strategies used in technology to enhance teaching effectiveness. (2) Discuss the pitfalls associated with the identified teaching technology. (3) Assess areas of improvement that are possible by developing an efficient approach in using technology to enhance teaching effectiveness.

Session Type: Poster

Iterative Information Literacy: A Redesign for General Education Communication Courses

Marsha A. Olson, Michelle Scaman, and Shawnalee A. Whitney - *University of Alaska, Anchorage*

This session explores moving from single-encounter, one assignment instruction to intentional, iterative experiences building information literacy capacity in a required general education course.

Abstract: College students frequently search the internet for academic sources; many with limited knowledge of the higher quality sources available via Google Scholar and academic libraries. This session reports on and shares strategies from a systematic approach to redesigning curriculum in a required general education (GE) Communication course at a mid-size, public, open enrollment institution. Presenters will share strategies for analyzing your course(s) or GE program to determine where Information Literacy Competencies (ALA, 2016) might be best deployed, as well as the instructional strategies implemented in this project to ensure a deepening of information literacy competencies among students.

Session Outcomes: (1) Identify dimensions of a course(s) at their institution that would be a candidate for embedding information literacy. (2) Incorporate information literacy processes and skills across a general education course. (3) Modify assignments to include ACRL information literacy competencies while maintaining disciplinary learning outcomes.

Session Type: 50-Minute Concurrent

Use of L.M.S. to Assess Outcomes Alignment in Assignment Items

Ju Park - *Indiana University Northwest*

This presentation may demonstrate that how use of “outcomes feature” in L.M.S. may help faculty members effectively assess online students’ learning outcomes in each assignment.

Abstract: The presenter may inform participants of how to effectively use “outcomes feature” in Canvas made by Instructure, the Learning Management System, and demonstrate use of rubrics in each assignment item for online students. By implementing the outcomes feature into assignment editing page, faculty members electronically assess students’ level of mastery (for example, exceeding, meeting, or non-meeting a particular learning outcome). And, the presenter may discuss (a) what is in need to prepare for correct use of outcomes feature in Canvas and (b) what could be potential hurdles to deal with for faculty members.

Session Outcomes: (1) Know how to put the items of conceptual framework (learning outcomes) into Learning Management System. (2) Assess results of outcome alignments in assignment items, based on numerical data. (3) Understand how L.M.S. can be used for streamlined assessment process for effective teaching practice.

Session Type: Round Table Discussion

Authentic Critical Thinking Outcomes: The Fractures and a Solution

Steve Pearlman and David Carillo - *University of Saint Joseph*

Want authentic critical thinking outcomes? Learn the underlying factors that impede students’ critical thinking, and practice using a turn-key system with proven outcomes across disciplines.

Abstract: A recent Cengage Learning study that found that 83% of faculty state that they “teach students to think critically” but the study also found that none of their primary methods developed critical thinking. Other research finds that two-thirds of collegiate writing assignments do not ask for critical acts, and that employers think only about one-quarter of graduates possess thinking skills. This research-driven session will reveal the five underlying fractures in the educational system that cause the troubling statistics above, and it will introduce a holistic critical thinking model with proven increases in outcomes across many different disciplines.

Session Outcomes: (1) Understand the five fatal fractures across education as a whole that prevent institutions from fostering the critical thinking outcomes students desperately need. (2) Be introduced to a research-driven critical thinking model that has achieved measurable critical thinking gains. (3) Engage exercises they can immediately take to their classrooms.

Session Type: 50-Minute Concurrent

Truth Transforms Education: A Framework for New Leaders

Antoinette Pearson - *Eastern Michigan University*

Truth Transforms Education was designed to provide a framework of foundational principles to individuals beginning their journey as new educational organization leaders.

Abstract: The evolution of school leadership roles is redefining leaders as individuals who are facilitators, catalysts and creators of social change. These leaders must know themselves, know and understand the population they have been charged to serve and willing to meet its needs at all costs. Truth Transforms Education was created to provide a framework to individuals beginning their journey as a new educational organization leader. A new leadership position is daunting and can be overwhelming. A new leader can feel isolated and alone as they begin the assignment. This session will help the leader begin thinking about foundational principles necessary to be effective in this role.

Session Outcomes: (1) Recognize and understand the importance of personal values on leadership style. (2) Develop an understanding of foundational principles new leader will experience. (3) Gain practical strategies to support new leaders' efforts in creating a collaborative culture for their organization.

Session Type: Round Table Discussion

How To Sell Student Persistence Teaching Service-Learning

Susan L. Petrucelli and Pamela Lagergren Williams - *American International College*

The presentation will share how using curricula and instructional design with service-learning research promotes positive academic behaviors for student persistence.

Abstract: One of the challenges of retention in higher education is how to provide learning experiences to students that potentially will influence their academic success in college. The presenters will demonstrate that working with a local non-profit organization serves the college community as a persistence tool for not only freshmen but sophomores, juniors, and seniors from various majors. Utilizing a constructivist approach to teaching academic study strategies combined with civic responsibility, the presenters will identify how “selling student persistence” influences engagement, retention, and motivation in college.

Session Outcomes: (1) Explore how using constructivist theory has the ability to increase study skill habits to diverse populations on a college campus. (2) Examine the impact of combining self-efficacy theory and experiential learning helps promote student success. (3) Demonstrate how active learning by working with different learning communities enhances critical thinking and empowers students to solve their problems.

Session Type: 50-Minute Concurrent

Design Thinking in Education: New Paradigm or New Fad?

Emily Pey-Tee Oon and Spencer Benson - *University of Macau*

Abstract: Design Thinking [DT] can be defined as an integrative process for tackling complex, “wicked” problems to develop viable solutions based on end-user needs. It emerged at the intersections of engineering, art, creativity and empathy. The origin of DT is associated with IDEO and the Hasso-Plattner Institute of Design aka the d-School at Stanford. Design thinking is increasingly being piloted in K12 education and HE academics have suggested DT may be the “New Liberal Arts” 4 . The five integrative steps of DT; “empathy-define-ideate-prototype- test” provide a compelling approach for setting up solutions to problems in HE involving coherent integrations of assessment and instruction for deeper learning. In this interactive session we will; define what DT is and is not, addresses the current roles and challenges of using DT in HE, engage participants in designing a DT learning activity, and foster sharing of ideas and concerns as to the applicability of DT within various disciplines.

Session Outcomes: (1) Develop a definition for Design Thinking. (2) Develop an understanding of the history, uses, and current state of DT in education. (3) Assess whether DT is an approach applicable for their discipline and teaching style.

Session Type: 50-Minute Concurrent

Students’ Perceptions of Choice Versus Prescribed Service-Learning Projects

Jessica Phillips - *Florida Gulf Coast University*

A service learning comparison: choice vs prescribed. The advantages and challenges of each will be allied with their effect on student engagement and perceptions.

Abstract: Service-learning has become common practice in many institutions of higher education. What is not clearly understood is students’ level of engagement with mandatory course based service-learning and how this requirement affects the students’ attitude toward the specific service-learning projects. This presentation will review and compare two forms of service learning: choice vs prescribed. The advantages and challenges associated with each of these forms will be aligned with how they affect the engagement and perception of students.

Session Outcomes: (1) Introduce the pros and cons of choice versus prescribed service-learning projects to aid in planning service-learning projects by participants at their universities. (2) Identify effective strategies for developing SL projects that enhance student engagement. (3) Discuss methods for and the importance of assessment to determine the effectiveness of service-learning projects.

Session Type: 20-Minute Concurrent

Out-of-Classroom and In-Classroom Activities that Enhance the Flipped Class Approach

Roberto Ramos - *University of the Sciences*

Participants will learn the mechanics of flipping a physics class. After reviewing out-of-classroom activities that deliver content and test understanding, we discuss effective, in-classroom measures that take full advantage of face-time teaching.

Abstract: There has been much focus on what out-of-classroom, online activities such as watching videos and answering pre-class quizzes can do to deliver content, engage students, and validate student understanding of material prior to coming to class. But the other equally important piece of the problem is “What happens inside the classroom ?” Often, this can make or break flipping. I will review the key aspects of flipping and discuss measures that optimize the flipped-class approach. We then discuss how different types of in-classroom activities such as tutorials, problem-solving, and mini-lectures that complement the online activities, in an effective way.

Session Outcomes: (1) Be motivated into experimenting with flipping their classes by describing successes in using the flipped classroom approach. (2) Learn how online pre-class quizzes can be configured to promote students



watching lecture videos and how different types of in-classroom activities such as tutorials, problem-solving, and mini-lectures complement the online activities. (3) Learn how a “teaching video” project can be used as an effective, innovative teaching tool within the flipped class format.

Session Type: 20-Minute Concurrent

Full STEAM Ahead: All Aboard

Mia Ray - *Trinity Washington University*

This presentation will explore inexpensive ways to incorporate art and technology into a STEM discipline in order to increase active learning and student engagement.

Abstract: Can the integration of arts into a STEM curriculum increase student engagement, learning and information retention? The strategy of infusing art into a STEM curriculum through the use of Claymation, 3D design digital photography...etc. allows the application of creative thinking, thereby unleashing innovation. By using inexpensive materials for art projects and assignments typically found in humanities courses students create works of art to represent key objectives in anatomy and physiology in an effort to improve information comprehension and retention among pre-nursing and allied health students.

Session Outcomes: (1) Identify strategies for STEM student engagement using art and technology. (2) Identify strategies for student engagement using inexpensive materials. (3) Recognize areas where art can be incorporated in course curriculum regardless of discipline.

Session Type: 20-Minute Concurrent

AMPing Courses: Designing and Implementing a Campus-Wide Academic Mentoring Program

Scott Roberts and Alexis Williams - *University of Maryland*

Using active learning techniques isn't easy, especially when you're drastically outnumbered. Come learn how we created a campus-wide solution: our Academic Peer Mentoring Program (AMP).

Abstract: The University of Maryland's Academic Peer Mentoring Program (AMP) trains select undergraduates to advance the learning outcomes of their fellow students. Through coursework and hands-on experience, AMPs learn about the science behind effective teaching and develop the professional skills necessary to support the performance of others. Working closely with program faculty, AMPs are critical elements of courses designed to create the active learning environments proven to help students learn. We will describe the features of the program, provide examples of how AMPs have been utilized, and help you brainstorm opportunities to provide more peer support in courses across your campus.

Session Outcomes: (1) Describe how a campus-wide program can support a wide range of active learning pedagogies in a scalable way. (2) Provide concrete examples of how academic peer mentors can be utilized to increase student engagement, motivation, and sense of belonging. (3) Identify challenges in replicating and scaling similar programs within their own units or schools and strategize ways to overcome them.

Session Type: 50-Minute Concurrent

The Psychology of Evil (and the Good it Did)

Scott Roberts - *University of Maryland*

When students enrolled in a course on evil, they did not know they would have to do something good. You won't believe what they did.

Abstract: Students in the Psychology of Evil not only learn why human nature might betray good intentions, but are charged with doing something about it. First as individuals, and again in teams, they apply what they've learned to affect others in a positive way. For many, the biggest challenge is not the exams; it is overcoming their own barriers

to empathy and engagement. Building on data we presented at the 2016 conference, we will share new results of a qualitative analysis of what they did, who they did it for, and how it made them feel.

Session Outcomes: (1) Articulate strategies for integrating empathetic engagement into academic courses. (2) Summarize one methodological approach for evaluating the effect that an empathetic element has on student beliefs, attitudes, and course evaluations. (3) Describe a qualitative methodology for analyzing student reflections on their empathetic experience.

Session Type: 50-Minute Concurrent

Applying UDL and Quality Matters to Produce Engaging/Motivational Courses

David Robinson - *Towson University*

Session attendees will examine and share processes for incorporating UDL and the Quality Matters Rubric into the design/implementation of face-to-face, blended and online courses.

Abstract: Session attendees will examine and share the processes for incorporating UDL and the Quality Matters Rubric into the design and implementation of face-to-face, blended and online courses. Quantitative and case study data will be presented regarding the process of a 2016 review/redesign of an undergraduate level health studies course and the redesign of a graduate level technology integrations course from the perspectives of a Quality Matters Certified Peer Reviewer, the course instructor, and course students. Course assessment data will be shared, from “transitioned courses” demonstrating impact of student achievement and student assessment of the course delivery systems.

Session Outcomes: (1) Examine case study and student data from the design and implementation of two online courses (one undergraduate health studies course and one graduate technologies integrations course) that were designed and implemented using the Quality Matters Peer Review Process and Principles of Universal Design for Learning. (2) Develop strategies for incorporating UDL and Quality Matters Guidelines into course design and learning modules for face-to-face, blended and online courses. (3) Explore and receive resources for designing course modules and assessment tools that facilitate the incorporation of UDL into for face-to-face, blended and online courses.

Session Type: 50-Minute Concurrent

UDL: Flexing Classroom Assessment to Align with Students Strengths

David Robinson - *Towson University*

Session attendees will share processes for creating flexible classroom environments by incorporating the Universal Design for Learning Principles of Representation, Action and Expression, and Engagement.

Abstract: Universal Design for Learning provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone, not a single one size fits all solution, but rather flexible approaches that can be customized and adjusted for individual needs (The National Center on Universal Design for Learning, 2012). Session attendees will share processes for creating flexible classroom environments by incorporating the UDL Principles of Representation, Action and Expression, and Engagement. Activities will include the development of flexible grading criteria and rubrics for providing students alternatives (e.g. paper or digital media production) in achieving course objectives.

Session Outcomes: (1) Examine examples of key course assessments objectives (e.g research paper objectives) and will, in small groups, develop alternative modes of assessment. (2) Develop strategies for incorporating UDL in the design and implementation of their respective course curriculum. (3) Explore and receive UDL resources for designing course assessment tools that facilitate the incorporation of UDL into for face-to-face, blended and online courses.

Session Type: 20-Minute Concurrent



Is Student Performance Equal in Hybrid and Face-to-Face Courses?

Paula Rodgers and Frederick Terranova - *Northern Virginia Community College*

We examined student performance in three different hybrid and face-to-face biology classes at Northern Virginia Community College. There were few differences in student performance.

Abstract: Hybrid lab science enrollments have been increasing at the Loudoun Campus of Northern Virginia Community College. We investigated student performance in hybrid biology courses. Hybrid lecture sections use a combination of online and in-person activities. The lab portion of these courses is completely in-person and are standardized across all sections. We found that lab grade was a statistically significant predictor of lecture grade. Once we accounted for differences in lab grades, there was no significant effect of course delivery method on student performance. When we just analyzed lecture grades, only one course performed significantly lower than a similar in-person section.

Session Outcomes: (1) Understand the unique comparisons we are able to make at our institution between hybrid and face-to-face lecture sections. Moreover, participants will be encouraged to provide suggestions for future research, given our lecture and lab enrollment situation. (2) Appreciate the challenges in communicating to students the differences between hybrid and face-to-face courses. (3) Learn from all presentation attendees the various mechanisms that are attempted to try to maintain student performance in hybrid courses.

Session Type: Poster

#InteractiveLearning: Technology Tools to Engage and Support All Learners

Karen Rogers and Jennie Carr - *Bridgewater College*

Participants in this session will engage with several current, research-based technology tools that increase educational opportunity for all students.

Abstract: This multi-presenter session will utilize interactive multimedia software focused on specific instruction, assessment, and communication technology tools that engage and support marginalized populations of learners. The session will be organized into three strands, instruction, assessment, and communication skills, that each include relevant research, benefits and limitations of the technology tools, ideas for implementation, and specific examples and anecdotes from the classroom. Participants will be engaged through discussion and interactive technology demonstrations. Active participation in sharing other experiences using instructional technologies will be encouraged.

Session Outcomes: (1) Understand the research behind how technology tools can improve instruction, assessment, and communication skills. (2) Acquire a minimum of 10+ resources which engage, motivate, and support students to enhance their learning experience. (3) Identify ways to implement interactive instruction, assessment, and communication technology tools.

Session Type: 50-Minute Concurrent

A Comparative Study of Evaluations of Teaching Effectiveness

Jill Rulfs and Michael Buckholt - *Worcester Polytechnic Institute*

Presenters will describe a study to evaluate the use of self-assessment of teaching practices and student learning as evaluated by pre/post course concept inventory.

Abstract: Student evaluations of teaching (SETs) have been shown to have significant limitations as tools for evaluating the quality of faculty teaching and of student learning (1, 2). Despite these limitations, SETs are the most common and often the sole method, of evaluating teaching. We will present data from a study comparing SET results with two parallel measures of teaching effectiveness: direct measures of student learning gains measured by pre and post course concept inventories and instructor self-evaluation of teaching practices using Wieman and Gilbert's Teaching Practices Inventory.

Session Outcomes: (1) Articulate the shortcomings of student evaluations of teaching. (2) Describe the basis of Wieman and Gilbert's Teaching Practices Inventory. (3) Describe an approach to evaluate the relationships among assessment, teaching practice and student learning.

Session Type: 20-Minute Concurrent

Using Web Based Tools to Enhance Student Engagement and Collaboration

Joyce Salls - *Chatham University*

This presentation will demonstrate two web based tools that can be used to increase student engagement both in online and on the ground courses.

Abstract: Educators today are challenged to provide students with learning activities that promote reflective thinking via web technology. This presentation will demonstrate how two free web based tools were used to enhance student engagement, creativity, and collaboration both in online and on the ground courses. Participants will have the opportunity to explore these tools and share their own ideas of how to incorporate active learning strategies in their classroom settings.

Session Outcomes: (1) Learn about two free web based technology tools. (2) Discuss ways to utilize web based tools to enhance student engagement and foster collaborative learning. (3) Consider how these technologies may be implemented both in online and on the ground courses.

Session Type: 50-Minute Concurrent

Trigger Warnings, PTSD, Therapy Dogs...: Reducing Students' Stress in College

Karen Schramm - *Delaware Valley University*

This session addresses college students' anxiety. How can we as concerned faculty promote success? I will present effective classroom-tested solutions.

Abstract: Despite inclusion of "trigger warnings" in syllabi, ADA-supported accommodations, and even "therapy dogs" in your classroom, today's students suffer. They panic. They freeze. They experience melt-downs. They are stressed, and they are legion. According to the American College Health Association, 85.6% of students feel "overwhelmed" by requirements of college life. The effects of such stress can prove debilitating. What can we do to help troubled students? Available advice is often basic, sometimes even laughable. Yet our students clearly need our help. Here is what I do to help them thrive.

Session Outcomes: (1) Identify causes of college stress. (2) Encourage reduction of tense moments via trigger warnings on syllabi. (3) Gain proactive, high-interest classroom solutions based on solid principles and practices of cognitive science and pedagogy.

Session Type: 20-Minute Concurrent

What If I Get Stuck: Becoming Creative and Resourceful

Ester Sesmero - *University of Maryland, Baltimore County*

Key tools that will help your creativity and resourcefulness: a "plan of success", a "moment of reward and improvement" and a supportive network.

Abstract: Creativity is always valued in every field. We want creative artists but we also want creative scientists, creative engineers... but how do we become creative?. Have you ever been working on a project and there comes a moment when you feel stuck? When you feel blocked? What do you do then?. In this presentation I would like to share ways that have helped me to become more creative, strategies to implement when you feel stuck or blocked, my aim is to equip you with the tools that will help you become resourceful and help your students become so too.

Session Outcomes: (1) Explain how to make a “plan of success.” (2) Show the importance of quiet time and daily evaluation. (3) Illustrate the importance having a supportive network.

Session Type: Round Table Discussion

“Best Practices” for Overcoming Learner Differences via Universal Course Design

Thomasena Shaw - *Bridgewater State University*

Study findings outline how UDL “best practices” help faculty achieve equity and excellence in higher education via flexibility and accommodation of learner differences.

Abstract: This work was done in collaboration with Nancy Van Leuven, Fresno State University. Universal Design for Learning (UDL) is an effective, flexible blueprint based on neuroscience that focuses on differences as they relate to teaching and learning; student success depends on increasingly sophisticated teaching and learning skills and UDL creates decentralized practices, resulting in new contexts and styles of instruction that can be especially valuable in teaching a wide range of topics. Given the huge variety of interests, skills, and needs that diverse students bring into classrooms, the authors of the study explore how the UDL framework provides a vital means of identifying and removing potential curriculum barriers with a view to scaffolding and pedagogies that emphasize flexibility and accommodation of learner differences. This poster outlines key findings of a study that used qualitative and quantitative research methods, including interviews, assessment data, and discourse analysis, to analyze pedagogical frameworks and dialogues between multiple strategic communication instructors and undergraduate students teaching health communication in a regional state university. It also describes how UDL “best practices” help faculty identify and utilize tools - including syllabi, instructional strategies and assessments - focused on promoting equity and excellence in higher education.

Session Outcomes: (1) Recognize the purpose of UDL in higher education. (2) Distinguish the basic components of UDL. (3) Discover UDL resources appropriate to higher education.

Session Type: Poster

E-service Learning: Viable Pedagogical Tool or ‘Avoid At All Costs’?

Thomasena Shaw - *Bridgewater State University*

E-service learning is an innovative pedagogy that engages learners in civic engagement through technology; this session identifies best practices and associated opportunities and challenges.

Abstract: E-service learning is an innovative pedagogy that engages learners in civic and social engagement through technology, potentially transforming the service learning experience by freeing it from geographical constraints. This session showcases results from a qualitative, causal comparative study that indicates how e-service learning is a viable alternative model to the ‘conventional’ classroom experience. Participants will also identify the opportunities and challenges associated with the integrative pedagogy, and explore best practices related to creating an e-service learning course.

Session Outcomes: (1) Appraise the pedagogical opportunities and challenges of engaging students in E-service learning. (2) Identify specific activities and assignments strategies suited to engaging students in E-service learning. (3) Identify steps required to create an E-service learning course.

Session Type: 50-Minute Concurrent

Developing Preservice Teachers’ Writing Attitudes, Their Writing Skills, and Their Abilities to Teach Writing

Susan Skawinski - *Providence College*

Abstract: This session will describe a multidimensional teacher preparation course focused on the teaching of writing. The course that will be the focus of the session is designed to emphasize the relationships between

teachers' confidence and proficiency as writers and their abilities to provide high quality writing instruction. Session participants will learn about the course's multidimensional approach which guides preservice teachers in an individualized self assessment of attitudes and skills about their writing, assists them in constructing personalized action plans to improve writing proficiency, and connects their personal writing growth to theory and practice related to high quality writing instruction.

Session Outcomes: (1) Explore the relationship between preservice teachers' attitudes and writing proficiency as writers with their approaches to K-8 writing instruction. (2) Describe a writing course that parallels a focus on improving preservice teachers' writing attitudes /skills with strategies for writing instruction. (3) Participate in selected course activities and to solicit feedback about their effectiveness.

Session Type: Round Table Discussion

Killer Capstones or Culminating Experiences: A Learning-Centered Approach

Brian Smentkowski - *Queens University of Charlotte*

Dismantling the concept of a capstone as a lid on learning, this is an interactive, evidence-based session designed to re-imagine and redesign culminating experiences.

Abstract: This session will present findings from a study of two capstone/culminating experience classes taught during the fall of 2016: one from the presenter's academic field, and the other from his University's first and new general education curriculum. Contrasting old and new, disciplinary and transdisciplinary, and formulaic and inventive foundations, goals, and pedagogies, the presenter will share an inventory of strategies to (re)design courses (syllabi, content, and assessments) and to establish and enhance community and engagement in capstone classes. This is an interactive session designed to share and apply strategies to design and deliver transformational culminating experiences.

Session Outcomes: (1) Critically assess and potentially reframe the goals of capstone classes. (2) Identify and apply innovative pedagogical solutions to accomplish them. (3) Investigate an inventory of strategies designed to help students demonstrate what, how, and why they learned along the cognitive and metacognitive planes.

Session Type: 50-Minute Concurrent

Empowering Faculty to Use Learner-Centered Teaching in the Classroom

Stacey Souther and Sarah Greywitt - *Cuyahoga Community College*

Empower faculty to be bold and creative in the classroom with the implementation of a faculty learning community supporting dynamic and learner-centered teaching methods.

Abstract: This session discusses the development and implementation of a faculty learning community (LC), in which faculty learned about dynamic/learner-centered teaching methods, taught new strategies in the classroom, and shared experiences with colleagues. The presentation builds upon a foundation of published literature about the effectiveness of LCs and dynamic, learner-centered teaching methods. The session includes interviews with LC faculty members and discusses the next steps of the program. Conference participants reflect on their current faculty development programs and discuss how to implement a LC that allows their home institution to develop a culture of dynamic, learner-centered teaching.

Session Outcomes: (1) Describe Cuyahoga Community College's dynamic teaching learning community, including how it was formed, what made it work, specific outcomes, and challenges faced. (2) Discuss current available literature on learning communities and dynamic learning/ learner-centered teaching pedagogy, and consider what is currently happening at the participant's home institution. (3) Brainstorm what participants can do at their home institution to create a learning community/culture about dynamic learning and learner-centered teaching.

Session Type: 50-Minute Concurrent

Revising Teacher Evaluation: The Morgridge College of Education Model

Laura Sponsler and Norma Hafenstein - *University of Denver*

This presentation provides an example from the University of Denver's Morgridge College of Education of a holistic teaching effectiveness evaluation and model.

Abstract: This presentation shares the process undertaken by the University of Denver's Morgridge College of Education faculty to design a holistic teaching effectiveness evaluation and model. Faculty participated in a yearlong process to research and design a new teaching effectiveness model, grounded in research and practice. Participants will learn about the four components of the model (learning environment, professionalism, assessment of learning, and instruction: planning and delivery). Participants will receive a copy of the model and have the opportunity to critically reflect on how their teaching can be better evaluated and teachers can be better supported in the classroom.

Session Outcomes: (1) Evaluate the strengths and challenges of developing and designing a new teacher evaluation model. (2) Compare and contrast their current teaching evaluations with the Morgridge College of Education Teaching Effectiveness Model. (3) Gain tangible resources for future reference, including: a copy of the model and a list of exemplar artifacts of teaching.

Session Type: 50-Minute Concurrent

A Mixed-Method Study on the Predictors of Innovative Teaching Behaviors

Junjie Su and Sandra Loughlin - *University of Maryland, College Park*

A mixed-method analysis consisting of an online survey and interviews, found evidence for several organizational barriers to teaching effectiveness, which reveal opportunities for improvement / innovation.

Abstract: We report the results of mixed-method study in which we aimed to uncover what could be the obstacles to pedagogical innovation at a major research university. First, an online survey examined the correlation between factors such as (lack of) training, time, incentives, the relative importance of teaching among other professional identities (e.g., as a researcher), as well as beliefs about the accuracy of various measures of teaching effectiveness, with a recently developed measure of teaching practices. Secondly, we also interviewed instructional staff to probe for other factors that could have influenced teaching behaviors, such as concern about student responses.

Session Outcomes: (1) Be able to name common organizational barriers to teaching effectiveness in higher education. (2) Be familiarized with a research-based approach to measuring university teaching effectiveness. (3) Reflect on the degree to which our findings mirror what could be happening at their institutions.

Session Type: Poster

Improving Academic Success with Student-Written Quizzes

C. Nicole Sunnen - *University of the Sciences*

Student teams create and publicly post quiz questions prior to in-class clicker quizzes. Frequent writing and studying of these questions improves course performance.

Abstract: Freshmen and sophomore students often struggle to "keep up" with coursework, and may perform poorly on exams due to the higher level learning required in college courses. To encourage active and frequent review of the material, student teams created and publicly posted online quiz questions, accompanied by their Bloom's Taxonomy level. Questions were then selected from the submission pool for in-class clicker-quizzes. Analyses of grades, survey data, and posting habits reveal improved course performance for students that write and study these questions. Since time and effort requirements are minimal, this strategy can be adapted for any discipline or class size.

Session Outcomes: (1) Be able to adapt this student-written quiz format to any discipline or class size. (2) Recognize the value of this strategy in improving student study habits and academic success. (3) Become familiar with the CATME team-maker software and evaluation tools.

Session Type: Poster



Motivating General Education STEM Students with Guided-Inquiry Activities

Amanda Sutherland - *Shenandoah University*

Guided-inquiry activities combine IBL and constructivist methods. They are designed to assist general education students in building a stronger foundation in a STEM course.

Abstract: Combining inquiry-based methods with constructivist group work, guided-inquiry activities are designed to help students build a stronger foundation in their general education STEM courses. This session includes an example guided-inquiry activity, an overview of the benefits of the pedagogy, and guidelines for creating and implementing similar techniques in other courses. This research in guided-inquiry activities is supported by scholarly work on models such as POGIL and the Karplus Learning Cycle, constructivist teaching, inquiry-based learning, and the liberal arts environment.

Session Outcomes: (1) Experience a (brief) implementation of the activities by learning an Introduction to Statistics topic using part of a Guided-Inquiry Activity. (2) Understand the benefits of using Guided-Inquiry Activities instead of traditional lecture to introduce new topics in a general education STEM course. (3) Learn how to construct Guided-Inquiry Activities to meet the needs of their general education students.

Session Type: 20-Minute Concurrent

Linking Career Goals to Academic Success: Making it Real

Nancy Szwedek - *Kaplan University*

This presentation focuses on understanding the importance of fostering academic success in students by incorporating career goals and outcomes throughout an educational program.

Abstract: By incorporating a career focus in the classroom and in the curriculum, it could be anticipated that academic success is enhanced. The shift in higher education as described by the U.S. Department of Education, from simply obtaining a degree to mastering outcomes, would reinforce the fact that looking towards the future and focusing on career goals would be imperative throughout an educational program. This presentation serves to expand upon the traditional role of faculty and curriculum in delivering course content to include methods to maximize academic success by addressing outcomes related to career goals.

Session Outcomes: (1) Identify at least one method of fostering academic success through mentoring and/or advising. (2) Correlate at least one course outcome to a career goal. (3) Incorporate career outcomes using synchronous and asynchronous methods.

Session Type: 20-Minute Concurrent

Put the ACT into Active Learning

Theresa Thomas - *Blue Ridge Community College*

Learn to make lectures more engaging and experience activities that will motivate students to get more engaged with you the material in your course.

Abstract: Why are students so disengaged during course lectures? With all of today's distractions, teach your students how to be a part of their own learning. During this session, attendees will be immersed in ACTIVE learning. They will learn how to make lectures more engaging and how to use activities in your classroom that will motivate and encourage students to get actively involved in their courses and have a deeper learning of the material. Learn techniques such as, "Coach & Player," Appointment clock and many more. The activities are appropriate for lecture or flipped classrooms in any discipline.

Session Outcomes: (1) Understand the definition of active learning. (2) Participate in active learning. (3) Take away active learning techniques they can incorporate into their classes immediately.

Session Type: Round Table Discussion

Active Engagement: The New Currency for 21st Century Learners

Marla Thompson - *Life University*

This session presents educators with concepts aimed to enhance engagement, stimulate curiosity, fuel creativity, and improve the overall learning experience by integrating contemporary culture, with real-world, lived experiences into the core curriculum.

Abstract: These contemporary, interactive engagement activities are designed to help students apply classroom theory to real-world situations. The exercises extend beyond the classroom preparing learners for the competitive global environment. Participants will walk away with ideas to; -Energize learners -Enhance critical thinking -Leverage community partners to create collaborative, meaningful projects -Employ engagement activities to help students recognize their strengths intended to deliver successful outcomes.

Session Outcomes: (1) Contemporary engagement techniques that can help facilitators improve teaching methods. (2) Establish learning communities that encourages participation and enhances the learning experience for a lifetime. (3) Innovative approaches that integrates active learning and assessments to create a unified process with enriched outcomes.

Session Type: 50-Minute Concurrent

Addressing Microaggressions in the Classroom Through Video Vignettes

Caroline Toscano and Angie Lawver - *Montgomery College*

As college classrooms become more diverse, the potential of communicating “microaggressions,” or unintentional slights, increases. Using video vignettes, participants can identify and address these microaggressions.

Abstract: In today’s highly diverse college classrooms, faculty and students alike are increasingly encountering situations in which their words and behaviors may inadvertently insult or invalidate others’ lived experience. Based on Derald Wing Sue’s (2010) work on microaggressions, participants will learn the challenges inherent in identifying and addressing classroom microaggressions via a series of video vignettes. Each vignette consists of a critical incident based on race, gender, or other factors, followed by a debrief of each character. Reflection questions will follow. The goal of these videos is to promote a robust discussion of ways to effectively address classroom microaggressions.

Session Outcomes: (1) Identify some of the most common microaggressions in the classroom. (2) Understand the challenges inherent in addressing microaggressions in the classroom. (3) Learn effective ways to minimize microaggressions or handle them once they have occurred.

Session Type: 50-Minute Concurrent

Setting the Tone: What Your Policies Communicate to Students

Kimberly Van Orman - *University at Albany, SUNY*

Learn to communicate with your students about your expectations of their behavior in a way that increases their engagement and doesn’t increase your workload.

Abstract: The syllabus is a document that conveys the content of our courses and our expectations of student behavior. It’s also the first communication we have with students and the tenor of this document can set the tone for the entire semester when students form impressions of us and what we think about them. In this interactive session, we will focus on what grants us credibility in classroom and how to use this to create policies. We will also identify common policy choices that send students a bad message, increase our workload, and fail to improve student learning.

Session Outcomes: (1) Identify the teacher actions connected with instructor credibility. (2) Identify course policies that increase instructor workload. (3) Create policies that encourage student engagement with course material.

Session Type: Round Table Discussion

Teaching for Growth Mindset: Empower Underrepresented Students and Help Everyone!

Kimberly Van Orman - *University at Albany, SUNY*

We will engage in activities that can be used to help underrepresented (and all) students develop a growth mindset and perform better in your course.

Abstract: Many of us teach in disciplines in which there is the racial, gender or other disparities among our students. Research has suggested that in STEM fields and also in Philosophy, part of the reason for these disparities comes from stereotype threat—some students don't feel that they are the sort of person who does physics or math or philosophy. Helping students develop a growth mindset provides resistance to stereotype threat. In this interactive session, we will learn how developing a growth mindset can improve motivation and success and discuss some fairly easy interventions to help more of our students succeed.

Session Outcomes: (1) Identity growth and fixed mindsets as well as the ways in which they can be exemplified in student behavior and attitudes. (2) Identify how stereotype threat and implicit bias can affect underrepresented students. (3) Describe the roll of the instructor in contributing to either growth or fixed mindsets in their students.

Session Type: 50-Minute Concurrent

Transition to Integrated Pedagogy in a Multi-Instructor, 18-Credit Course Sequence

Laura Waite - *University of the Sciences*

Transition to pedagogical integration in a multi-instructor course sequence can be facilitated by leveraging course-specific data, student evaluations, and evidence-based teaching models.

Abstract: Previously, content in an 18-credit, four course sequence in a health professions curriculum was delivered by over 25 faculty using various pedagogical techniques. A pilot flipped classroom innovation involving one module in the sequence resulted in increased student engagement, high scores on pre-/in-class formal assessments, and improved exam performance compared to other modules. Through use of student evaluations, formal and informal presentations of assessment data, and faculty commitment to evidence-based teaching, the sequence was revised to include consistent elements of the innovation in all modules. Pedagogical integration can be facilitated by targeting key institution- and course-specific elements of success.

Session Outcomes: (1) Discuss the transition of an innovation from part of a course involving one faculty member to an entire course sequence involving multiple faculty members. (2) Identify key elements of success for implementing a major curricular process change. (3) Reflect on the process required for curricular change at each participant's home institution.

Session Type: Round Table Discussion

“Help Me Improve”: Students’ Preferences for Instructor Feedback on Writing

Jill Walls - *Ball State University*

This study examined undergraduate students’ perspectives about the type, amount, and quality of feedback they received and preferred to receive on written assignments.

Abstract: I examined undergraduate students’ perspectives about the type, amount, and quality of feedback they received and preferred to receive on written assignments. Data from 162 undergraduate students attending Family & Consumer Sciences classes suggested that students were generally satisfied with the feedback they received. However, discrepancies were found between what students preferred and what they received. Students were dissatisfied with instructor feedback when they did not receive enough or the preferred type of feedback, yet almost all students reported using feedback to improve their writing and rated themselves as “proficient” writers. Perceived quality of feedback influenced students’ end-of-semester teaching evaluations.

Session Outcomes: (1) Learn information about past studies and definitions of key concepts. (2) Describe the present study rationale, sample, analytic strategy, and key findings. (3) Gain information about key findings from the present study, with an emphasis on understanding students' preferences for instructor feedback on written assignments.

Session Type: Poster

Connecting the Dots: Establishing Relevancy in Course Content

MaryAnn Walters - *Pennsylvania State University*

Abstract: Our role as educators is to continually focus on the purpose of our teaching objectives. As we strive to formulate our teaching strategies, our endeavors will realize greater impact when we are able to transform the perspectives of our own knowledge into that which can be perceived in the minds of our students. It is not enough to simply tell students about an event, a concept, or a procedure. Instead, we must consciously engage them in learning while being cognizant of the fact that, we are teaching them how to become life-long contributors to the human knowledge exchange as well.

Session Outcomes: (1) Explore course design mechanisms that will help facilitate the teaching-learning communication paradigm. (2) Appreciate the degree to which discovery learning can provide students with the appropriate pieces to complete the course content puzzle. (3) Acquire example exercise scenarios that can be used directly or modified slightly for implementation in most curricular environments.

Session Type: Poster

Tutor Training for Service Learning: Impact on Self-Efficacy Beliefs

Scott B. Waltz - *California State University, Monterey Bay*

This session outlines the tutor training curriculum and subsequent research demonstrating an increase in self-efficacy and skills for a more rewarding, effective service learning experience.

Abstract: The study measured the effectiveness of an embedded tutor-training curriculum for undergraduate service learners, and the impact of training and application on teaching self-efficacy beliefs. Sixty students from two Social Foundations courses participated, including 20 service hours in elementary school classrooms. Data reflected responses from a 31-question surveys which included the Schwarzer, et. al. (1999) 10-question Teacher Self-Efficacy instrument. Analysis of variance (ANOVA) tests demonstrated a statistically significant difference with higher mean scores on both the content knowledge and self-efficacy portions. Results suggest that a tailored tutor-training curriculum leads to both a more rewarding and effective service learning experience.

Session Outcomes: (1) Be in a better position to evaluate whether a tutor-training will improve their own service learning courses. (2) Have a curricular outline for undergraduate tutor-training workshops that can inform their own efforts at the same. (3) Have a more informed sense of how elements of public school classroom tutoring might play a role in bolstering the confidence and effectiveness of future educators.

Session Type: Poster

Riddle Me This! What Riddles Say About Thinking and Expertise

Pete Watkins - *Temple University*

Participants will tackle puzzles/riddles that illustrate how background knowledge helps us solve novel problems. Cognitive processes involved and implications for teaching will be discussed.

Abstract: Expertise is generally thought of as specific to a particular domain such as science, art, or chess. In contrast, critical thinking is usually described as a set of general skills, such as evaluating an argument. But cognitive scientists have debated for decades whether such general skills can actually be taught and then deployed across different contexts. For example, research shows that when solving puzzles or riddles, the mind often draws on background knowledge and analogous situations without conscious realization. The research on this long-running debate has significant implications for teaching and learning.

Session Outcomes: (1) Explain the role that background knowledge plays in problem solving. (2) Show how expertise and critical thinking are similar and different. (3) Apply this knowledge to teaching and lesson planning.

Session Type: 50-Minute Concurrent

Instructor Presence in Online Courses: Substance Over Style

Sharon Watson - *University of Delaware*

Data indicate that students see higher value, in term of access and usage, in elements of instructor presence that emphasize objective substance over stylistic personalization.

Abstract: Research indicates that student satisfaction in online courses is positively related to the degree of instructor presence in the course. This empirical study investigates students' judgment and performance implications of stylistic versus substantive methods of enhancing instructor presence. Stylistic elements of instructor presence include professional videos of the instructor overviewing topics, instructor photos, and biographical information. Alternatively, substantive elements of instructor presence include direct feedback, responses to questions, and instructor-provided content. Data from course analytics and student surveys support the hypothesis that students see greater value in substantive instructor presence relative to stylistic personalization.

Session Outcomes: (1) Understand the various ways instructors can build a presence in their online courses. (2) Learn the difference between substantive and stylistic presence. (3) Discover whether students value substantive versus stylistic instructor presence.

Session Type: Poster

Engagement ≠ Student Success?: A Look at Improving Transparency of Expectations

Linda White - *LeMoyne-Owen College*

Learn how techniques to improve transparency of expectations may combat the challenge of student's naïveté concerning the writing process and enhance students' engagement over time.

Abstract: After implementing a flipped classroom model for literature courses, an English professor assessed students' retention of materials presented in the classroom. Though there were marked improvements in test scores, students continued to struggle with writing assignments. After analysis of students' performances on a variety of writing assignments and conversations with them regarding their performances, the professor realized that a set of actions needed to be taken. It was necessary to design steps that would improve transparency of expectations between teacher and student. This presentation will illustrate how redesigning key teaching strategies produced the marked improvement in students' writing assignments.

Session Outcomes: (1) Understand the connection between transparency of expectations and student engagement. (2) Build stronger collaboration between instructor and student. (3) Provide steps for modifying key areas of instructional delivery to enhance students' ability to master course content.

Session Type: 50-Minute Concurrent

Using Digital Tools and Sherlock Holmes to Improve Student Writing

Rachel Willis - *Lynchburg College*

We want students to be better writers. Learn how to engage them and combine digital tools with the always-fascinating character of Sherlock Holmes to improve student writing.

Abstract: Classes in composition, psychology, gender studies, criminology, history, social studies and more can use this interdisciplinary combination of Sherlock Holmes with the online tools/communities related to him to improve student writing. Strong writers tend to be critical readers invested in reaching audience with a reasoned argument. Yet students often struggle with understanding their audience and purpose or with presenting evidence

well. As Sherlock Holmes engages student interest and improves motivation, combining Holmes with digital tools can help students connect with their audiences, follow Holmes' model of analysis to become better readers, and provide easy-to-understand examples of evidence that supports argument.

Session Outcomes: (1) Identify digital tools to use in teaching writing and textual analysis. (2) Consider how various iterations of Sherlock Holmes stories can be used to teach critical reading skills. (3) Take away ways to use digital tools and Sherlock Holmes-themed methods to improve student connections with the audience, purpose, and evidence used in their writing.

Session Type: 20-Minute Concurrent

Assessing Critical Thinking Course Design Through Reflective Writing

Kerrin Wolf - *Stockton University*

This session investigates the value of using reflective writing to assess whether a chosen course design effectively contributes to students' development of critical thinking skills.

Abstract: This session will use a case study of an undergraduate legal studies course to explore the value of using reflective writing to assess whether a chosen course design effectively contributes to students' development of critical thinking skills. First, we will discuss the importance of defining critical thinking within the context of a given course. Second, we will address the difficulties of assessing critical thinking and explore how deliberate course design, including multimodal assessment, can be useful in this task. The session will then demonstrate how reflective writing can be used to assess the efficacy of a critical-thinking-focused course design.

Session Outcomes: (1) Explore the challenges of assessing the development of students' critical thinking skills. (2) Experience how explicit course design is central in helping students develop critical thinking and assessing its impact. (3) Discuss the benefits and challenges of using student reflective writing exercises as a tool to assess whether a chosen course design effectively contributed to students' development of critical thinking skills.

Session Type: 50-Minute Concurrent

Collaborative Learning and the Role of Group Processing: Reflections from Two Political Science Courses

Angela Wolfe - *University of Delaware*

This session highlights how essential "group-processing" is in implementing and improving upon collaborative learning.

Abstract: Collaborative learning has proven to be an effective teaching method in the college classroom. However, implementing collaborative learning methods are often time consuming and challenging and more empirical studies are needed to demonstrate what actually works and how instructors can improve. In this article, I aim to show the importance of "group processing," considered one of the key elements of collaborative learning, in making collaborative learning a successful experience for undergraduates.

Session Outcomes: (1) Improve upon collaborative learning methods. (2) Utilize "group processing" proactively. (3) Understand the importance of student feedback.

Session Type: 20-Minute Concurrent

Exploring Applied Learning's Impact on Students' Affective Development

Michele Wolff, Stephen Freeland, Ciara Christian, Hannah Schmitz, and Simon Stacey - *University of Maryland, Baltimore County*

Participants will explore creative strategies to assess applied learning's impact on students' affective development and to integrate affect into student learning outcomes on their campuses.

Abstract: Applied Learning Experiences offer opportunities that foster students' affective development. However, there is a dearth of evidence indicating whether and how it actually occurs in higher education beyond the anecdotal. At UMBC, a project is underway to encourage a campus culture that better understands and values applied learning for its positive impact on student learning and development. In our presentation, we will share the early findings from our research and engage participants in interactive activities with outcomes that can be adapted for use on their campuses.

Session Outcomes: (1) Explain student affective development as an important element of post-secondary level learning. (2) Explore how faculty and practitioners can foster affective development more intentionally within applied learning experiences. (3) Develop strategies to assess the impact of applied learning experiences on students' affective development that align with their campus culture.

Session Type: 50-Minute Concurrent

Flippin' Renaissance: Teaching Literature Through Theatre Practice

Katrine K. Wong - *University of Macau*

How flipping the course 'The English Renaissance' encourages and motivates students' critical thinking and creativity, as well as increases (and maybe maximise) student engagement.

Abstract: Performance is always a pedagogical component of my teaching repertoire, from first-year introductory literature modules to postgraduate-level courses. This proposed session will share how a flipped literature classroom - 'who says what', improv and variation, individual papers, graded student productions - helps address challenges instructors face in a learning environment with a mixture of native English-speaking and ESL students. Participants will experience, through working with two 10-line excerpts from Macbeth, the difference of 'traditional' and selected 'flipped' strategies in a mock Shakespearean classroom.

Session Outcomes: (1) Compare 'traditional' and 'flipped' strategies in a literature classroom. (2) Experience (rather briefly) the difference of 'traditional' and selected 'flipped' strategies in a Shakespearean classroom. (3) Evaluate correlation of student learning and learning outcomes in a literature classroom.

Session Type: 50-Minute Concurrent

Redesigning High Fidelity Simulation Experiences for Improved Student Learning Outcomes

Renee Wright and Lilly Mathew - *York College, City University of New York*

Learn about the effectiveness of redesigned High Fidelity Simulation Experiences (HFSE) on Student Learning Outcomes (SLO's) through incorporation of formative assessment findings.

Abstract: High Fidelity Simulation Experiences (HFSE) were redesigned based upon formative assessment findings conducted with three cohort of students in a medical-surgical nursing course. The student feedback indicated two specific areas for improvement. These areas were "student preparedness" and "prioritization". Based upon these findings, the faculty redesigned simulation learning experiences by incorporating pre-simulation orientation, virtual simulations and placed emphasis on prioritization during didactic teaching, clinical rotations, and course examinations. The evaluation findings post-implementation with the fourth cohort of students indicated improvement in the two previously identified areas of weakness "preparedness and prioritization".

Session Outcomes: (1) Gain knowledge regarding the process of conducting formative assessment of High Fidelity Simulation Experiences. (2) Learn about the importance of redesigning High Fidelity Simulation Experiences by incorporating assessment findings. (3) Learn about the effectiveness of a Redesigning High Fidelity Simulation Experience on Student Learning.

Session Type: 20-Minute Concurrent



Effectively Developing Fluency Strategies of Teaching Shakespeare to ESL Students

Yan Yan - *University of Houston*

To alleviate the fear of Shakespeare, this work examines how to use effective listen-and-act activities to develop English fluency and identity shaping to ESL students.

Abstract: Shakespeare's words make native English speakers head pin, even worse to ESL (English as Second Language) students. This research provides the reasons and pedagogy of teaching complex Shakespeare to the ESL students, and demonstrates scholarly teaching of Shakespeare's famous drama, Romeo and Juliet. For improving listening and speaking skills, it shows how to use effective listen-and-act activities, and whole-body learning activities with the low-anxiety setting. For increasing the vocabulary, self-assessment vocabulary, dictionary practices and words competition could be used. All the above strategies can help ESLs to improve modern English efficiency and shape identity by literacy criticism in 21st century.

Session Outcomes: (1) Develop ESL students' listening and speaking skills. (2) Increase the vocabulary and enhance ability to express. (3) Explore language and cultural identity.

Session Type: Poster

Has Your Campus "Opened" Yet? Supporting OER Initiatives at MC

Qing Yu, Angela Lanier, and Laurent Ndeze - *Montgomery College*

Abstract: Montgomery College provides multi-layered support for adopting Open Education Resources (OER) for student success. Instructional Designers with the E-Learning Innovation and Teaching Excellence, Montgomery College's professional development department, collaborate with other departments and programs to support faculty at different stages in the OER process. This poster will highlight one college-wide strategy, the OER Learning Lab, which provides individualized consultation for faculty at different strategies in OER adoption. Participants will also learn about other layers of support offered for OER adoption and will be encouraged to examine their college's efforts to identify ways to further engage in OER efforts at their campuses.

Session Outcomes: (1) Evaluate their college's current OER status. (2) Identify strategies to support OER efforts on their campuses. (3) Contribute ideas to OER discussions and initiatives on their campuses.

Session Type: Poster

Stories for STEM Classes: Experimental Interactive Metaphors for Bioprocess Classes

Xinyu Zhang - *North Carolina State University*

Stories that humanize the teaching materials can inspire students' learning and better consolidate their memory. We developed interactive games to teach bioprocess concepts.

Abstract: The use of storytelling and narrative STEM education makes science meaningful, relevant, and accessible to the public and create stronger memory traces. Many videos teaching STEM concepts focus on the accurate reflections of the concepts. However, accuracy may not help to build long-term memory. Instead, making study materials relevant to students' lives and engaging through emotions with the materials will trigger a more efficient learning and longer retention of their memory. Therefore, we developed several interactive metaphors in the format of games that humanize the technical concepts using narrative storylines relevant to their lives for a bioprocess-engineering class.

Session Outcomes: (1) Illustrate the philosophy of using Interactive Metaphors in STEM education. (2) Inspire multidisciplinary collaboration on this scholarly teaching. (3) Demonstrate the potential application of this pedagogical approach.

Session Type: 20-Minute Concurrent

Building a Community of Reflective Learners with Online Discussion Forums

John Zubizarreta - *Columbia College*

This interactive session explores how to embrace online writing as a means of developing students' critical reflection skills and building a strong learning community

Abstract: Seeking significant learning, we are challenged to design strategies for enhancing students' critical writing and reflection skills as a way of achieving higher-level learning and building a community of learners. Students should have opportunities to practice such skills, and using regular posts on a collaborative online threaded discussion forum can be a powerful means of creating a safe, challenging environment for establishing a community of reflective learners. This interactive session explores various ideas for how to embrace online writing as a means of developing students' critical reflection skills and building a strong community of learners.

Session Outcomes: (1) Explore a variety of ideas for how to embrace online writing as a means of developing students' critical reflection skills and building a strong community of learners. (2) Engage in collaborative group work designed to foster conversation and open sharing of different methods used by practitioners in diverse disciplines. (3) Simulate some of the writing exercises and will reflect themselves to help generate a list of additional tips.

Session Type: 50-Minute Concurrent

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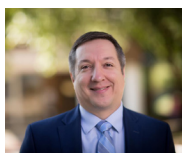
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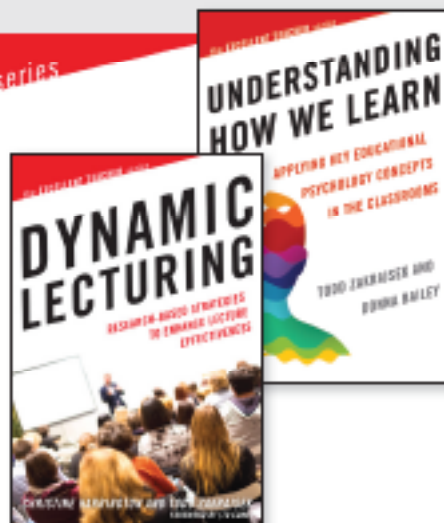
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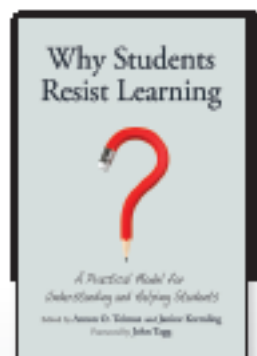
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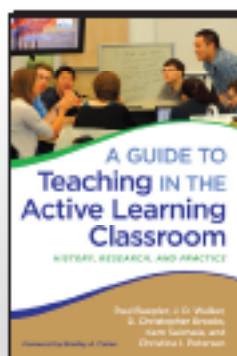
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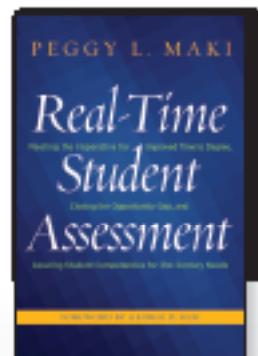
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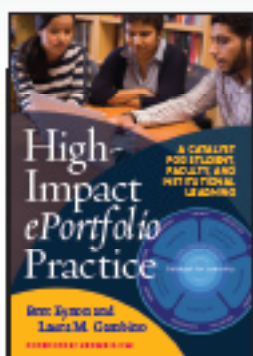
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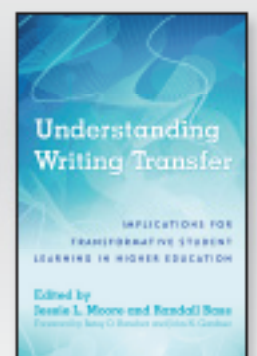
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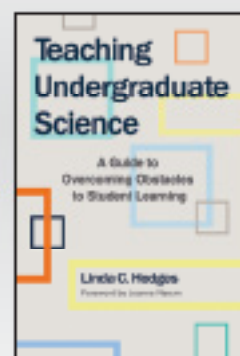
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