



# Lilly Conference

COLLEGE AND UNIVERSITY  
TEACHING AND LEARNING

Traverse City, MI

October 19-21, 2017

## EVIDENCE-BASED TEACHING AND LEARNING

Conference Program/Abstracts

HOSTED BY:

**ITLC** | INTERNATIONAL TEACHING  
LEARNING COOPERATIVE, LLC

## Welcome to Lilly-Traverse City!

This is our 15th Lilly Conference at the Park Place. Over the years, this conference has grown from a regional conference to a national conference with a reputation for quality programming and a network of supportive colleagues. Our overarching conference theme, “Evidence-Based Teaching and Learning”, emphasizes the importance of scholarly teaching to improve student learning.

Consider the “downstream” potential realized from this conference. Across time, 5,000 faculty have participated. If each taught an average six courses per year and continued to date that would be 30,000 courses. Assume each course had an average of 35 students; that means just over 1 million students have been impacted by what faculty have learned at this conference. Of course, there are faculty who have attended multiple conferences, not everyone from past conferences are still teaching full time, and students take multiple courses from the same faculty members. That said, even with these caveats, the potential to improve student-learning outcomes related to knowledge gained by attending this interdisciplinary teaching conference is staggering. Aside from potential student gains, over the years, this conference resulted in many other positive outcomes: grants ideas were initiated, satisfaction with teaching increased, new colleague friendships formed, promotion and tenure decisions were impacted, and many meaningful connections with other faculty members throughout the country were established. This year, the Lilly Conference in Traverse City continues this reach of improving student learning and provides faculty additional connections.

At Lilly Conferences, we value community. We purposefully create a conference experience aimed to create a “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. We also value our long-standing partnership with the Park Place Hotel. They have been very accommodating as we have grown; and now it is our turn to reciprocate. We are aware of the challenges renovations bring, but we are excited to reap the rewards of the completed construction. We have worked closely with the Park Place to provide modifications to the program that minimize inconveniences during the conference and construction.

For those of you who have returned, I am happy to report the West Bay Ballroom has been razed to construct a state of the art conference auditorium and ballroom which we will use in 2018. For those of you who have never been to this venue, it is difficult to describe the sound challenges of an old dome! Let’s just say the acoustics are better in a barn than in the old dome.

Our primary challenge with the renovation is having enough seating for lunch and for plenary presentations. To meet those challenges, this year you will see two primary adjustments. First, our opening plenary session and programming for Thursday takes place in the beautiful Historic Barns Park. All programming Friday and Saturday will again be in the Park Place Hotel. We will have two lunch seatings on Friday. When it is not your lunch time, you will have 45 minutes to walk along Grand Traverse Bay, walk a few blocks to downtown Traverse City for some quick shopping, or just take some time to relax from all the learning.



With the changes that we have in place this year, one thing has not changed: 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, Top of the Park, during the reception, or during a walk to restaurants can be as informative and uplifting as scheduled sessions. It is our hope that as the conference unfolds, participants will develop a sense of community that will enable future friendships and collaborations. This sense of connection and community is referred to as the Lilly Conference Spirit!

Thank you very much for attending the conference this year. It is because of you that the community spirit of this event is possible. I point all of this out as I truly believe that this conference is a special event and I am so glad you joined us. I do hope you have a rewarding experience and I look forward to seeing you in Traverse City in the Fall.

Best,

A handwritten signature in black ink that reads "Todd". The signature is fluid and cursive, with a large initial 'T'.

Todd Zakrajsek, Ph.D.  
Conference Director

# 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.

## 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

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: a reception on Thursday; breakfast, lunch, and a reception on Friday; and breakfast and lunch on Saturday. Name badges are required for entrance to meals. Due to construction in the ballroom this year, meals will be served in Minerva’s Restaurant. Friday’s lunch will be separated into two groups to best accommodate the amount of people in the seating available. 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, Traverse City offers several restaurants and cafes within easy walking distance.

## 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 will receive 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.

## 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. You can also use the Guidebook App, you can message participants, make a personalized schedule, and share photos of the conference.

## Networking

Networking is one of the most valued aspects of the conference. Opportunities to network can be arranged through emails or messaging within the Guidebook app. 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 Traverse City 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.

## 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-Traverse City Reviewers:

Lynne Anderson, *National University*

Erik Benson, *Cornerstone University*

Stephen Bergstrom, *Southern Alberta Institute of Technology (SAIT)*

Rebecca Chakraborty, *Northwood University*

Mick Charney, *Kansas State University*

Terry Doyle, *Ferris State University*

Kari Henry Hulett, *OSU Institute of Technology*

Elene Kent, *Capital University*

Sal Meyers, *Simpson College*

Richard Minoff, *University of the Sciences*

Christopher Penna, *University of Delaware*

Aricka Schweitzer, *Saginaw Valley State University*

Brian Smith, *Graceland University*

Stacy Souther, *Cuyahoga Community College*

Sue Wick, *University of Minnesota*

Christopher Ziemnowicz, *The University of North Carolina at Pembroke*

## 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.

## Plenary Presenters



### Kimberly Van Orman

Kimberly Van Orman, PhD, is an Instructional Consultant for the Institute for Teaching, Learning and Academic Leadership at the State University of New York at Albany. Her work at ITLAL focuses on the professional development of graduate students and supporting faculty in increasing student engagement. She has taught at UAlbany, The College of Saint Rose, Siena College and most recently in RPI's First Year Studies program. She has also worked with younger students, teaching a course on the Philosophy of Mind and serving as an Academic Dean for John's Hopkins University's Center for Talented

Youth. She was a recipient of the 2008 K. Patricia Cross Future Leaders Award granted by the American Association of Colleges and Universities.

Avoid Undermining the Learning in Your Classroom: Strategies to Encourage Student Perseverance Toward Deep Learning

*Saturday, Oct. 21 at 1:15pm*



### Todd Zakrajsek

Todd Zakrajsek, PhD, is an Associate Professor in the Department of Family Medicine and former Executive Director of the Academy of Educators at the University of North Carolina, Chapel Hill. Todd served as a tenured associate professor of psychology at Southern Oregon University before directing three teaching centers (Southern Oregon University, Central Michigan University, and University of North Carolina) over the past 15 years. Todd currently serves in leadership roles for several educational efforts, and sits on editorial boards for journals in the area of teaching and learning. He also directs five Lilly Conferences on College and University Teaching and Learning. Todd is an international

speaker who is requested regularly for keynotes and campus workshops, having published and presented widely on the topic of effective teaching and student learning. Todd recently co-authored two books, *The New Science of Learning* (2013) and *Teaching for Learning* (2015).

Rethinking the Lecture as a Cornerstone to Student Learning

*Thursday, Oct. 19 at 2:00pm*



## Session Abstracts and Outcomes

*In alphabetical order by the lead presenter's last name*

### **Faculty Developers Unite: Can We Be Change Agents on Campus?**

Judy Ableser - *Oakland University*

This open discussion for Faculty/Educational Developers focuses on the opportunities and challenges of Teaching and Learning Centers (TLCs) and our role as institutional change agents.

*Abstract:* This open discussion for Faculty/Educational Developers in Teaching and Learning Centers (TLCs) focuses on our opportunities and challenges as institutional change agents. What is our role as change agents? How do we bring about a culture of change to value and recognize excellence in teaching and student learning? Can we, or should we try to engage resistant faculty in improving their teaching? How can we impact institutional change? The goal of this presentation is to continue a conversation among faculty developers that encourages us to network, share stories from the field, learn from and support each other.

*Learning Outcomes:* (1) Identify the role of the TLC in being a change agent in creating a culture that values teaching excellence and student learning. (2) Identify the opportunity and challenges for TLCs/Faculty Developers in promoting and implementing institutional change and addressing faculty who are resistant to change. (3) Create a network of faculty/educational developer colleagues.

**Session Type:** 50-Minute Concurrent

### **Scaffolding Research Skills in a Two-Semester Interdisciplinary Science Capstone Experience**

Jeanne Andreoli and Li-hsuan Yang- *Marygrove College*

This presentation will detail the implementation and assessment of student learning outcomes in an interdisciplinary science research course sequence at a small liberal arts college.

*Abstract:* This session will detail the design, implementation and assessment of student learning outcomes in an interdisciplinary two semester senior capstone course sequence which has enabled both faculty and students to engage in authentic research experiences at a PUI (primarily undergraduate institution). Research teams draw students and faculty from a variety of scientific majors (biology, chemistry, integrated science, forensic science, health science) which enriches the research experience. Course activities are scaffolded as students progress from the research proposal to the research execution. This allows for formative and summative assessment of student learning.

*Learning Outcomes:* (1) Understand how scaffolding the scientific research process can improve student learning outcomes. (2) Appreciate how team-based teaching and learning can augment the learning process. (3) Evaluate the efficacy of rubrics and peer review in capstone courses.

**Session Type:** 20-Minute Concurrent

### **Developing Professional Identities Through E-Portfolios**

Michele Bartosek - *Central Michigan University*

This study explores how electronic portfolios can be used as a tool to shape and emphasize the importance of professional identities for first-year college students

*Abstract:* With the rapid growth of the Internet and social media, the idea of developing and maintaining a professional identity is more relevant and important than ever before. What makes creating a professional identity even more difficult today, is that the today's younger generation already all have an online identity. This generation of students needs to be able to transition from having a personal and informal online identity to having a formal, professional one. It is possible for college students today to have both an informal and a formal online identity, but the road there is long and bumpy.

*Learning Outcomes:* (1) Identify the tools that help shape professional identity. (2) Encourage first-year students in higher education to embrace their professional identities. (3) Gain an understanding of how professional identities vary depending on profession and field of work.

**Session Type:** 20-Minute Concurrent

## **Efficacy of Flipped Classroom in Undergraduate Epidemiology Course**

Monideepa Becerra - *California State University, San Bernardino*

An undergraduate course in epidemiology was flipped and pre-post test was analyzed. Student content retention and understanding of epidemiology significantly increased.

*Abstract:* Epidemiology, especially at the undergraduate level can be a daunting course as most students lack prior knowledge and the course is often heavy on statistical concepts and calculations, in addition to including content from basic biology. One of the major barriers to ensure that students actively learn and thus gain skills critical for the job market is ensuring they learn theories as well as have time to practice. Traditional “sage-on-stage” approach limits that. As such, by using tools such as a light board, the instructor recorded lectures and posted on blackboard and supplemented with softchalk lectures and quizzes. This allowed for formative evaluation and in class a case study was built. Students used the learned materials from online lectures to solve an outbreak throughout the entire 10 weeks of the course; thus applying skills they would need for the job market. Not only did pre-post survey results demonstrate increase in student learning, but over all course grade also significantly increased compared to historical data, even when instructor did not change.

*Learning Outcomes:* (1) Discuss evidence-based measures on student learning. (2) Identify advantages and disadvantages of flipped class. (3) Identify key active learning components of flipped class.

**Session Type:** Poster

## **Beyond Success: Helping Students Thrive Though Information Literacy**

Erik Benson and Laura Walton - *Cornerstone University*

This session will explore how faculty and alternative academics can collaborate in fostering student success in academic endeavors using information literacy as a case study.

*Abstract:* “Student success” is an oft-heard term in higher education. It is a field of study with many potential synergies for teaching and learning. This session will build on a previous Lilly conference presentation on information literacy, which focused on improving student work. This session will explore how to go beyond improving student work to helping facilitate student success, as conceptualized in the “thriving” model. Using an information literacy project as a case study, it will present the thriving concept and its application, offering principles and practical insights. Moreover, it will provide a fresh perspective on how to facilitate student success.

*Learning Outcomes:* (1) Be able to comprehend the concept of student success as expressed in the “thriving” model. (2) Be able to comprehend the practice of information literacy in higher education. (3) Identify potential synergies between information literacy and student success as expressed in the thriving model, and consider future applications in this and other fields.

**Session Type:** 50-Minute Concurrent



## **Multidisciplinary Approaches to Add Vigor and Vitality: Research Supported and Practical Solutions to Student Engagement**

Justin Boyce, Sherrill Hamman, Lisa Brown, Jack Phlipot, and Jerome Heaven - *Indiana Institute of Technology*

The 21st Century Student requires more than just a classroom lecture to understand what she or he needs to know to be successful in their chosen career path. Six academicians will share multidisciplinary approaches to engaging your students and encouraging active learning in the 21st century classroom.

*Abstract:* This high energy experiential workshop provides research supported and practical classroom solutions to creating a learning environment that leads to student engagement and active learning. Conference participants will not only be exposed to the research literature on student engagement and active learning but will also receive and have an opportunity to practice tools and techniques that can be implemented by a variety of disciplines in the classroom. This workshop is presented by a multidisciplinary team of academicians who will share their experiences teaching 21st century learners who require 'more than just a lecture' to get the relevancy of what is being taught in the classroom and how it impacts their professional careers and personal futures.

*Learning Outcomes:* (1) Recognize tools & techniques useful for increasing vigor & vitality in the classroom through use of student engagement and active learning techniques. (2) Distinguish the value student engagement and active learning procedures provide the student learner over the use of lectures alone. (3) Demonstrate at least one student engagement or active learning protocol that instructors can implement in their academic courses.

**Session Type:** 50-Minute Concurrent

## **Student Self-Regulation and College Teaching**

Dennis Bozyk and Stewart Wood - *Madonna University*

Research has demonstrated a strong correlation between cognitive and emotional self-regulation and student achievement. How might college teaching maximize self-regulation and academic achievement?

*Abstract:* Research demonstrates a strong correlation between cognitive and emotional self-regulation and academic achievement. Most of this research is directly related to K-12 education. Scholars have provided definitions of self-regulation and identified the behaviors that provide evidence of cognitive and emotional self-regulation in students. Some argue that self-regulation can be taught and that the obstacles to self-regulation can be overcome by teaching behaviors and strategies. This session will consider the efficacy of these teaching behaviors and strategies at the college level and explore the challenges and opportunities presented by theories of self-regulation to promote academic success in college education.

*Learning Outcomes:* (1) Define self-regulation and identify the behaviors which provide evidence of student cognitive and emotional self-regulation. (2) Evaluate whether or not university students can be taught to self-regulate. (3) Describe teaching behaviors and strategies which promote student self-regulation and make effective use of the resulting student behaviors to maximize academic achievement in college education.

**Session Type:** Round Table

## **Online for All: A Case Study**

Sandra Brigance - *Ferris State University*

My story of addressing accessibility, financial aid regulations, equity, and academic integrity in an online course and how you can too!

*Abstract:* Is your online course accessible and equitable for all students? Does it meet federal financial aid regulations of attendance and interaction? Are you proactively preventing cheating and plagiarism in your online course? Join me as I share my story of how I addressed these questions in a fully online undergraduate course. I'll

share the tools and techniques I tried and how well they worked. (Note that many of the tools I used are Blackboard LMS specific.) Bring your own device to participate in an online brainstorming discussion during session!

*Learning Outcomes:* (1) Explain how to address at least three common accessibility issues in online courses. (2) Describe at least one example of how to address Title IV requirements for federal financial aid in online courses. (3) Explain how to address common academic integrity issues in online courses.

**Session Type:** 50-Minute Concurrent

## **How Does the Preservice Coteaching Model Influence Teaching and Learning?**

Douglas Busman - *Grand Valley State University*

This poster session is an overview of 2016-2017 research on implementation of a preservice co-teaching model and the resulting effect on student achievement.

*Abstract:* Literature suggests that there is a link between teacher preparation and increased student academic achievement in the classroom (Bacharach, Heck, & Dahlberg, 2010). However, this link is not well established (Goldhaber et al., 2012). This poster session will present an overview of 2016-2017 research on the implementation of a preservice co-teaching model in an elementary school. The research was designed to answer the question; does the co-teaching model increase students' achievement in math and reading tests? Analysis revealed that the students who received services through co-teaching classroom may show higher performance compared with students in traditional classrooms.

*Learning Outcomes:* (1) Gain an awareness of evidenced based "best practice" characteristics of preservice coteaching environments. (2) Gain an awareness of characteristics of practices that foster effective lesson planning and implementation in the preservice coteaching classroom. (3) Gain an awareness of the role that preservice coteaching may play in increasing student achievement in the classroom .

**Session Type:** Poster

## **Ethics: More than a Game**

Linda M. Campbell - *Siena Heights University*

The Virtual Values Game allows students to use their computer gaming skills while experiencing a number of ethical situations where they must make decisions.

*Abstract:* Presenting challenging and engaging exercises in ethics gives students the opportunity to immerse themselves in various moral situations. As an example, I will illustrate how a developing business ethics computer game works and the issues that it examines. The computer game is an individual activity and, in order to bring the students together and generate meaningful discussion, I follow up with a reworked old-fashioned school yard game (Origami Fortune Teller) into an Origami Ethics Facilitator. Participants will be able to use the Facilitator and to make suggestions how this could be adapted to individual purposes.

*Learning Outcomes:* (1) Analyze the benefits of ethics exercises and activities that engage and motivate students to help them develop better skills in ethical decision-making. (2) Develop an ethical foundation which can be used to be applied to various ethical situations. (3) Determine how a more holistic approach to covering ethics makes teaching ethics more meaningful by requiring students to exhibit both competencies and attitudes.

**Session Type:** 50-Minute Concurrent

## **Electronic Resource Platforms for Millennial Student Success**

Kristen Conte and Annette Ternullo - *Baker College of Clinton Township*

Electronic resource platforms will be discussed, with focus on millennial students' need for quality tools for organization, pre-writing and citations in writing assignments.



*Abstract:* Utilizing online tools empowers students to gather research efficiently, archive and organize it, reference it accurately, create notecards for jotting down key points and ideas and provides them with a total package that enables a successful learning environment. Additionally, the use of online tools allows instructors to appeal to millennials quest for quick feedback and approval by giving immediate access to students' progress, and therefore allowing real-time, contextual feedback. Introducing students to the content, hardware, software and learning support platforms available to them is a great way to provide students greater agency in their learning.

*Learning Outcomes:* (1) Identify the need for electronic resource platforms in the courses they teach. (2) Consider assignments that use electronic resource platforms as tools which support learning and strong writing. (3) Search for electronic resource platforms that meet the needs of their individual classes and brainstorm ways to present the tool to their students or share their best practices.

**Session Type:** 50-Minute Concurrent

### **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.

*Learning 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.

*Learning 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 Birth of an Online Faculty Learning Community**

Jeanna Cronk - *Northwood University*

Poster session detailing common concerns that launched an online FLC including the shared goals, and methods used to reach them and obtain learner perspectives.

*Abstract:* The 2016-2017 academic year saw a number of common concerns experienced by traditional, residential faculty with their online students. As such, all of the traditional faculty that teach online courses were invited to join a “Faculty Learning Community” focused specifically on online courses. This community was established to actively engage cross-disciplinary faculty and encourage support and reflection among the members. This poster session will detail the common concerns that launched the online FLC, the shared goals that were established, methods used to reach those goals and obtain learner perspectives, and the current status of the group.

*Learning Outcomes:* (1) Discuss creative strategies to engage learners in online courses. (2) Engage with online faculty learning community member(s) to assess the current status of the group’s goals. (3) Examine the use of an FLC approach in the context of the common concerns raised among online faculty.

**Session Type:** Poster

## **Development of Community-Engaged Research Training Course: Connecting Students, Faculty, and Community**

Rosemarie D’Angelo and Jennifer Lucarelli - *Oakland University*

This service learning course combines theory and application of quantitative and qualitative research methodologies and collaboration with community partners to engage students in community-based research.

*Abstract:* In this service-learning class, students learn evidence-based research methods (e.g., surveys, interviews, focus groups, observations) and apply them to community-based inquiries. Students lead a project while collaborating with others to gain experience across methodologies. This format provides an ideal opportunity to connect students with community-engaged faculty research in a facilitated way. This class was piloted in Summer 2017 where 5 students worked with the <BLINDED> to facilitate development of a Parks and Recreation Master Plan. This format allows faculty to layer various ongoing community-based participatory research projects with highly trained students to conduct important research with local communities.

*Learning Outcomes:* (1) Design a service learning course and model project that includes training and participation in community-engaged research methods. (2) Convey to students the importance of service learning at increasing cultural competency and understanding of diversity, health equity, and inclusion. (3) Compare and contrast the benefits and challenges to teaching a course in community based participatory research.

**Session Type:** 50-Minute Concurrent

## **Ensuring a Good Internship Learning Experience: Best Practices for Traditional, Hybrid and Online Formats**

Emma Daugherty - *California State University, Long Beach*

This session focuses on proven techniques for ensuring a good internship experience. The session explores how to structure the course for different delivery formats.

*Abstract:* This session will focus on proven techniques for ensuring a good internship learning experience for students. Securing the right internship can be a daunting task for students, and managing the learning experience for students who are working in uncontrolled environments can be challenging for even the most seasoned faculty coordinator. The basics of internship management, including training of site supervisors, assessment of learning outcomes, and current legal issues, will be addressed. The session will explore how to structure the course for traditional, hybrid, or online delivery formats with consideration of the type of experience required by a specific academic discipline.



*Learning Outcomes:* (1) Discover ways to help students get the most from their internship experience. (2) Learn how to ensure that learning outcomes are being met. (3) Explore methods to create the course in different delivery formats (traditional, hybrid, online).

**Session Type:** 20-Minute Concurrent

### **Developing Global Citizenship in an Ethnocentric World**

Jerry DiMaria and Jennifer Olsen - *Central Michigan University*

Participants will explore various approaches for building cultural competence and global awareness in students across disciplines including: study abroad, experiential activities, and student led discussion.

*Abstract:* Participants will explore various approaches for building cultural competence and global awareness in students across disciplines including: study abroad, experiential activities, and student led discussion. Presenters will discuss successful learning strategies that have been utilized in their individual pedagogy both in and out of the classroom. Building on the work of Geert Hofstede's Culture Dimensions, the presenters will model the ways in which student engagement with a culture not their own can reenergize a student's excitement for learning. Participants will then have an opportunity to engage with these practices and discover ways to incorporate into their own curricula.

*Learning Outcomes:* (1) become more aware of the roll internationalization plays across academic disciplines. (2) gain tools to help students engage with new concepts. (3) develop techniques to better mentor students through an increasingly interconnected world.

**Session Type:** 50-Minute Concurrent

### **Teamwork...Yeah Right**

Keri Dutkiewicz and Jennifer Byron - *Davenport University*

This session explores the differences between teams and groups to align assessment and instructional methods that maximize student learning of both content and soft skills.

*Abstract:* We say teamwork is an important skill, yet our students may fall into a "divide and conquer" group process instead. What is our role, as faculty, in building "group" and "team" skills? When and how are teams best utilized? When can groups be more effective? This session will help faculty clarify unspoken expectations for teams and groups to: 1) Choose the appropriate type of project (group or team); 2) Align assessment strategies to group or team dynamics; 3) Support student development. If we get clear about team vs group we can uncover assumptions that may be interfering in "groupwork".

*Learning Outcomes:* (1) Differentiate between groups and teams. (2) Identify key strategies for evaluating whether groups or teams work best for your learning objectives. (3) Align assessment with structure, dynamics, and outcomes for groups and teams.

**Session Type:** 50-Minute Concurrent

### **Integrating Experiential Learning into Undergraduate Academic Programs**

Kyle Edwards and Brendan Kredell - *Oakland University*

This presentation examines the function of experiential learning within undergraduate academic programs through case studies of key initiatives within the Oakland University Cinema Studies program.

*Abstract:* This presentation explores several initiatives underway to integrate experiential learning programs into the curriculum of a Cinema Studies program at a public university. Using Kolb's experiential learning model as a point of departure, the authors focus on two case studies; in the first, the university has partnered with a local

public elementary school to offer university student-led workshops on the fundamentals of video production for elementary students. In the second case study, we examine a study abroad program designed around a major international film festival, and explore the opportunities and challenges inherent in such a program.

*Learning Outcomes:* (1) Identify extracurricular experiential learning opportunities for integration into regular academic curriculum. (2) Develop strategies for building and maintaining community partnerships around experiential learning opportunities. (3) Understand the challenges of applying the experiential learning model in the context of extracurricular university programs.

**Session Type:** 20-Minute Concurrent

## **A Slam Dunk in the Hybrid Classroom: Collaboration, Competition, and Appeal**

Genevieve Elrod - *Grand Valley State University*

This session will explore faculty and student experiences through the use of a “March Madness” themed research critique assignment to motivate, engage, and scaffold learning.

*Abstract:* In a required introductory research class, students have historically struggled to appreciate and understand content. This session will detail an innovative “March Madness” assignment that, using a relevant topic and an appealing theme, assists students in applying their learning. Through the use of in-seat and online strategies such as structured debate, discussion boards, and journaling, students engage in collaboration and friendly competition to implement principles of critical research appraisal. The presenter will share the faculty process of structuring the assignment, prominent themes from student evaluations of the assignment, and suggestions for modifying this assignment for other audiences.

*Learning Outcomes:* (1) Explain the structure of and rationale for the “March Madness” assignment. (2) Identify beneficial and practical feedback from the student perspective. (3) Consider modifications for classrooms of varied sized and subjects.

**Session Type:** 20-Minute Concurrent

## **Education As a Human Right: Opening Access for All Minds**

Kelley Eltzroth, Maria Gross, Marisa Enos, and Diane Miller - *Mid Michigan Community College*

Participants will discuss education as a human right, exploring how using Open Educational Resources may reduce cost, model collaboration, synthesize ideas, and boost enthusiasm.

*Abstract:* In light of recent educational politics, educational human rights is an urgent conversation. In this Roundtable discussion, collaborators in Psychology, Speech, and Instructional Design first introduce the story of creating an OER that shares resources across disciplines in response to needs at their own institution while contributing to the OER Commons for universal access. Participants then discuss OER as a lever which not only contains possibilities for reducing student cost, but also helps create classrooms in which we model collaboration, synthesize ideas across disciplines, and demonstrate concern for students lived realities.

*Learning Outcomes:* (1) Explain why advancing the use of Open Educational Resources increases equity in higher education, thus improving the lives of more people. (2) Describe how OER shared between scholars outside and within an institution increases student’s learning and engagement and models how knowledge should be shared. (3) Convey to students a value and acceptance of their own scholarship by making knowledge more accessible for each student in a classroom and institution.

**Session Type:** 50-Minute Concurrent



## Engaging with Difficult or Controversial Topics in the Classroom

Billie Franchini - *University at Albany-SUNY*

This session is designed to offer practice with strategies that will help instructors prepare for and manage discussions about controversial or challenging topics.

*Abstract:* Introducing and discussing “hot button” topics can be intimidating, but we can’t always avoid them, especially in certain courses. Even more challenging are the occasions when a discussion becomes heated because it takes an unanticipated direction. If we aren’t prepared for these conversations, we can quickly feel like we’re losing control. In this workshop, participants will work with strategies for navigating difficult or “hot” topics as well as helping ensure that an unexpected turn doesn’t derail a discussion. You will leave with ideas for how you can prepare for and facilitate a productive conversation about controversial topics.

*Learning Outcomes:* (1) Explain why students have strong reactions to controversial topics,. (2) Articulate and use strategies to respond to and manage discussions that have become heated. (3) Articulate and use strategies to prepare for a productive class discussion focused on controversial topics.

**Session Type:** 50-Minute Concurrent

## Student Diversity and Its Complexity: Perspectives from American and Chinese ESL/EFL Teachers

Jing Fu - *University of Michigan, Flint*

We see this study as an inquiry into the issue of student diversity through the lens of English language teachers from China and America.

*Abstract:* Given the increasing migration and immigration within and across nations, it is important that teachers’ perspectives of teaching students with diverse backgrounds should be more deeply understood. This study will provide for a richer, more complex portrait of ESL/EFL instruction, and contribute to a more fine-grained description and in-depth understanding of how diversity figures in teachers’ ESL/EFL instruction, as well as how those components interactively contribute in ways beyond their influence studied in isolation. On the one hand, the often (wrongly) assumed homogeneity of Chinese students can be challenged, and on the other, the American version of diversity can also be broadened and enriched.

*Learning Outcomes:* (1) Both pre-service and in-service teachers who require better preparation for teaching language learners with diverse backgrounds and expect to develop their teaching repertoire in multicultural settings. (2) Teacher educators who intend to develop more effective professional programs to help teachers improve ESL/EFL programs. (3) Policy makers who commit themselves to developing a democratic and equal learning environment for all students.

**Session Type:** Poster

## Millennials and Motivation: Making the Most of First-year Students’ Motivational Orientation

Laura Gabrion - *Oakland University*

Participants will consider the causes of first-year students’ motivational orientation and explore motivational techniques that positively impact student achievement.

*Abstract:* In an era of “grade grubbers” and “trophy kids,” how can we motivate our students to learn? How can we encourage the mastery of learning objectives over the goal of simply attaining an above average grade? While Bandura and Schunk’s (1981) early work asserted that intrinsic motivation is necessary to human behavior, thirty years later millennial students express feeling “pressured [...] to perform” (Montag et al., 2012). Following the presentation of data from a Fall 2016 study, participants in this session will consider the causes of first-year students’ motivational orientation and explore motivational techniques that positively impact student achievement.

*Learning Outcomes:* (1) Consider first-year students' self-reported data regarding motivational orientation. (2) Discuss the complex causes of motivational orientation in millennials. (3) Engage in small and large group discussions to generate classroom strategies aimed at bridging the gap between extrinsic and intrinsic motivation.

**Session Type:** 20-Minute Concurrent

## **A Multi-Disciplinary Approach to Experiential Learning Through Storytelling**

Debra Gibes - *Mott Community College*

This presentation will share a multi-disciplinary approach to Experiential Learning through a storytelling initiative that strengthens campuses and their communities.

*Abstract:* This presentation will share a multi-disciplinary approach to Experiential Learning through a storytelling initiative that strengthens campuses and their communities. The project involves sharing the stories of students whose life experiences bring new insights and understandings to faculty, staff, and students for understanding diversity and cultural awareness. The presentation will include an example project in which the experiences of international/immigrant students on the topic of "Facing College" were told to honors English students who then captured those stories into first person narratives. The stories were also shared with art and media arts students to produce videos and artwork representing the experiences. The project culminated into a Celebration and Book Launch event which included Live presentations of the stories through theater performance, video interpretations and artwork interpretations in a visual art exhibition.

*Learning Outcomes:* (1) Utilize storytelling as a means of communicating and appreciating diversity. (2) Incorporate a multi-disciplinary approach to service learning. (3) Explore ways to use storytelling for cross-discipline interaction.

**Session Type:** 50-Minute Concurrent

## **What's in a Question? A Comparison of Student Questions in Two Learning Spaces**

Julie Griffith and Mary Lou Vercellotti - *Ball State University*

We investigated the frequency, distribution, and type of questions asked by undergraduate students during classes in a traditional and an interactive learning space classroom.

*Abstract:* Questions reveal the state of students' conceptual knowledge (Woodward, 1992) and the act of formulating a question can facilitate understanding and remembering (Bean, 1985). Active learning pedagogy may allow students more opportunities for interactions with each other and the instructor. We investigated the frequency, distribution, and type of questions asked by undergraduate students during class meetings in two instructional contexts: a traditional lecture classroom and in an interactive learning space classroom. Given the importance of student questions and the influence of space on student-teacher interaction, we will discuss how instructors and spaces can promote the construction of application questions.

*Learning Outcomes:* (1) Evaluate coding scheme by classify student questions by difficulty level. (2) Examine how teacher immediacy and student location in the classroom influences student engagement and participation. (3) Develop a plan to encourage deeper student questions.

**Session Type:** 50-Minute Concurrent

## **Lessons Learned After More than a Decade of Engaging Undergraduate Students in STEM Research**

Laila Guessous - *Oakland University*

In this poster, we discuss successful longer term outcomes of a Research Experience for Undergraduates program and successful strategies for collecting long term assessment data.



*Abstract:* Research experiences are viewed as an effective tool at increasing student motivation, retention and confidence in STEM fields. However, assessing the longer-term impact of such experiences is always a challenge as students graduate and their contact information changes. In this poster we report on how a Research Experience for Undergraduates (REU) program has been able to continue to gather longer term assessment data on the student outcomes 11 years since its inception. Assessment strategies and assessment results of the program, particularly as they pertain to the graduate school and career choices of the student participants will be presented.

*Learning Outcomes:* (1) Learn about the undergraduate research program organization and its participant demographics. (2) Learn about the methods used to keep track of past program participants over the past 11+ years. (3) Review assessment results that show the impact of the undergraduate research program on the graduate school and career choices of the student participants.

**Session Type:** Poster

### **Use and Abuse of Rubrics: Who Benefits? Students or Faculty?**

Michael Heberling - *Baker College*

Well-designed rubrics provide a valuable tool for learning and assessment. Creating rubrics by “cutting and pasting” makes the faculty’s job easier, but undermines student learning.

*Abstract:* The use of Rubrics is becoming very popular. Rubrics provide a valuable tool for both student leaning and assessment. Unfortunately, the abuse or misapplication of Rubrics frequently occurs. Many faculty simply use Rubrics as a way to make their job easier. Feedback becomes very easy: Read the Rubric! When designed and used correctly, Rubrics benefit both the faculty and the students. The Rubric forces the faculty to evaluate what is being taught. It will demonstrate how well the material relates to both the course and program objectives. The weighting assigned to the various elements needs to be appropriate as well.

*Learning Outcomes:* (1) Learn the basics of rubrics and the relationship to course outcomes, assignments and assessment. (2) Create (and correct) rubrics that are tailored to their courses with elements that are both appropriate and correctly weighted. (3) Convey the purpose, importance, and learning value of rubrics to students (who rarely understand what a rubric is).

**Session Type:** 50-Minute Concurrent

### **Department Leadership: Cultures that Support Teaching and Learning**

Jennifer Heisler - *Oakland University*

This roundtable explores the role of departmental Chairpersons and Program Directors in the facilitation of teaching and learning within their programs.

*Abstract:* As the appointed, peer-sanctioned authority within the department, Chairpersons (and Program Directors) stand in a unique location from which understand faculty attitudes and practices for teaching and learning in their classrooms. Chairs are at the intersection of faculty promotion and tenure decisions, student needs, administrative policies, and department/university resources. Chairs have a unique role from which they may impact teaching and learning practices within the department – even with the larger institution is problematic. This round table discussion centers on the role and agency of the department Chairperson (Program Director) in the facilitation of a climate and practices encouraging strong teaching and learning. Participants will explore, from the perspective of department leadership (e.g., Chair or Director), institutional/department barriers to facilitating a climate favorable to teaching and learning among faculty.

*Learning Outcomes:* (1) Compare and contrast the findings of recent scholarship on the Chair’s (Program Director’s) agency in departmental teaching and learning policies, attitudes, and practices. (2) Articulate the department Chairperson’s role in departmental climates toward teaching and learning. (3) Articulate how their own philosophies toward teaching and learning impact their department’s climate and policies.

**Session Type:** Round Table

## Best Practices In Teaching and Learning with Open Educational Resources (OER)

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.

*Learning Outcomes:* (1) Learn the similarities and differences between public domain and Creative Commons (CC) licensed digital multimedia. (2) Learn 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

## Small Teaching for Underprepared Students

Kyle Heys - *Calvin College*

Underprepared students face decreased odds of retention and graduation. This presentation identifies and models eight easy-to-implement classroom practices to help underprepared students succeed.

*Abstract:* Helping underprepared students succeed in higher education offers a significant opportunity to shrink the achievement gap. Complete curriculum redesign is hard to undertake but small pedagogical changes are easy to implement. This presentation identifies eight research-based and easily implemented classroom practices designed help underprepared students learn and succeed. Models and/or examples are provided for each practice.

*Learning Outcomes:* (1) Articulate the idea of small teaching for underprepared students. (2) Identify practices that support underprepared student success. (3) Apply two practices that best fit with their discipline or pedagogy to an upcoming teaching engagement.

**Session Type:** 50-Minute Concurrent

## Central Line Dressing Change: Assessment of Cognitive-Affective-Behavioral Changes for Accelerated BSN Nursing Students

Dale Hilty - *Mt. Carmel College of Nursing*

ANOVA Repeated Measures analyzed student responses to five cognitive and ten affective questions. Statistical significant main effects were found for 14 of 15 questions ( $p=.001-.027$ ).

*Abstract:* In a preliminary educational investigation, 70 accelerated nursing students engaged in the central line dressing change curriculum were monitored for cognitive-affective-behavioral changes. Multiple assessments (prior and after lecture, following faculty laboratory presentation, upon complete of student skill demonstration) provided quantitative and qualitative data related to changes in student levels of semantic and procedural memories. ANOVA Repeated Measures analyzed student responses to five cognitive and ten affective questions. Statistical significant main effects were found for 14 of the 15 questions ( $p=.001-.027$ ), and approximately 30 post hoc effects ( $p=.001-.029$ ). Student changes were consistent with their laboratory and skill demonstration performance (behavioral measures).



*Learning Outcomes:* (1) Synthesis of student self-reported cognitive and affective changes with behavioral, performance levels. (2) Integration of cognitive, affective, and behavioral levels of assessment. (3) Integration of student learning changes with statistical data plots.

**Session Type:** Poster

### **Preliminary Investigation Evaluating Relationship Among Big Five Personality Factors, Team Spirit, and Wooden's Competitive Greatness Construct**

Dale Hilty - *Mt. Carmel College of Nursing*

Correlations between CG and Big Five Personality Factors were significant (.43 to .22,  $p=.001-.044$ ). Comparison of high versus moderate-low CG scores were significant ( $p<.01$ ).

*Abstract:* A preliminary investigation with a sample of nursing students ( $n=62$ ) explored the Big Five Personality Factors, affective measures, and Competitive Greatness (CG). Wooden's UCLA basketball teams won 10 National Championships in 12 years. One attribution for successful teamwork was CG and its elite status in Wooden's Pyramid of Success. Correlations between CG, Extraversion, Emotional Stability, Agreeableness, Conscientiousness, and Openness were significant (.43 to .22,  $p=.001-.044$ ). Comparison of high versus moderate-low CG scores were significant ( $p<.01$ ) indicating high CG scores were positively associated with four Big Five Factors (Extraversion, Emotional Stability, Agreeableness, Openness), and affective measures.

*Learning Outcomes:* (1) Synthesize Preliminary Findings with Achievement of Team Goals (e.g., Interdisciplinary Healthcare Teams). (2) Integration of Positive Correlation Coefficients between Wooden's Competitive Greatness Construct & Big Five Personality Factors. (3) Understand it is possible to measure Wooden's Competitive Greatness Construct.

**Session Type:** Poster

### **The Bag of Questions and Comments**

David Howell - *Milwaukee School of Engineering*

"The Bag of Questions and Comments" is a shockingly successful pedagogical tool designed to build discourse communities and engender authentic conversations.

*Abstract:* Last winter, when I was struggling to get the students in my Ethics class to engage in class discussion, I decided that we would play a game called "Questions and Comments." I pulled out a plastic bag and told them that they could put any written question or comment into it, and I would read them to the class. We established 2 rules: 1) I would answer any question asked and 2) I would read any comment submitted. What happened next was shockingly effective in its ability to get the class to engage in the course material.

*Learning Outcomes:* (1) Identify an in-class activity that engenders discourse. (2) Better understand how to develop a discourse community. (3) Receive a tool that appraises student mastery of course material.

**Session Type:** 20-Minute Concurrent

### **Exploring Contemplative Pedagogy in a Multidisciplinary Faculty Learning Community**

Cheryl Hoy and Jessica Zinz-Cheresnick - *Bowling Green State University*

This session examines the impact of a mindfulness and contemplative pedagogy faculty learning community on educator effectiveness and student engagement in courses across disciplines.

*Abstract:* In this session, a facilitator and faculty member will discuss the process of proposing, organizing, facilitating, and participating in a multidisciplinary faculty learning community on mindfulness and contemplative

pedagogy. We will examine some of our learning community's debates surrounding the benefits, challenges, ethical implications, and practical uses of mindfulness and contemplative practices for students in our courses and in other academic areas, and we will share some surprising outcomes of our faculty learning community. As a take-away, we will provide a list of resources for those interested in organizing and facilitating a faculty learning community on mindfulness and contemplative pedagogy.

*Learning Outcomes:* (1) Describe best practices for facilitating and participating in a faculty learning community. (2) Analyze the strengths and limitations of a contemplative pedagogy and mindfulness topic for a faculty learning community. (3) Engage in a contemplative activity and assess its use for different learning environments.

**Session Type:** 50-Minute Concurrent

## **Examining Student Perceptions of College Readiness in an Early College Program**

Lina H. Jawad - *University of Michigan, Dearborn*

This study examines perceptions of students graduating from an early college program regarding their experiences within the program and their college readiness skills.

*Abstract:* The early college is an accelerated learning program that promotes college readiness and is built on the three R's framework of rigor, relevance and relationships. The purpose of this qualitative phenomenological study is to analyze the perceptions of students graduating from an early college program regarding their experiences within the program and how these experiences have impacted their college readiness skills. The study uses Conley's college readiness facets as its theoretical framework. Perception data were collected through interviews with fifteen graduating early college students and four teachers. Results showed the impact of the three R's framework on student college readiness.

*Learning Outcomes:* (1) Understand Conley's four facets of college readiness. (2) Understand the framework of rigor, relevance and relationships. (3) Examine how the early college experience has impacted student college readiness skills.

**Session Type:** 50-Minute Concurrent

## **The Communication of Service: Taking an Outcome-Driven Learning Approach**

Diane Kimoto Bonetti - *Grand Valley State University*

Outcome-Driven Learning is presented as a model, grounded in the literatures of communication, action learning, and personal development, for the teaching of administrative services

*Abstract:* Effective communication is essential in providing public, nonprofit, and health services. The purpose of this round table is to develop a communication curriculum which will help students explore and develop their untapped potential as administrators. I am continuing to research the usage of Outcome Driven Learning (ODL) as a teaching pedagogy specific to administrative services (e.g., public, nonprofit, and health). The model promotes a fusion between teaching, research, and service, because it is theory-driven and outcome-based. It is my intention to utilize ODL as the basis when crafting an interactive, user-friendly text for our field.

*Learning Outcomes:* (1) Understand how the tenets of Outcome-Driven Learning provide one means for students to gain the information, perspectives, and experiences necessary to foster critical thinking. (2) Identify which aspects of communication (e.g., interpersonal, intrapersonal, storytelling, etc.) help define the field of administrative services (e.g., public, nonprofit, and health). (3) Share and discuss how communication concepts can be incorporated into a course of study by examining a sample communication module.

**Session Type:** Round Table



## **Learning Strength Testing via Classroom Lecture-Lab Versus Online Demonstration Plus Electromyography Biofeedback**

Cathy Larson - *University of Michigan, Flint*

Manual muscle testing (MMT) (strength) outcomes are variable. This study reports students' MMT knowledge, confidence, and muscle activity comparing lecture/lab versus online demonstrations plus electromyography biofeedback.

*Abstract:* This study's purpose was to examine knowledge of and confidence in manual muscle testing (MMT) performance and peak muscle activity (strength) outcomes through the use classroom lecture/lab versus online video demonstrations plus real-time, electromyography (EMG) biofeedback when physical therapy students are learning MMT. Online is effective as and more time-efficient than face-to-face, classroom learning. Changes in MMT knowledge, confidence, and peak muscle activity (EMG) comparisons are reported. EMG biofeedback appears to augment learning. Identification of efficient & optimal strategies when learning foundational psychomotor skills will potentially free up time to practice higher-level, critical thinking skills needed for clinical practice.

*Learning Outcomes:* (1) Recognize that building an online library of video-demonstrations of psychomotor skills such as strength or manual muscle testing may be effective as and more time-efficient than spending approximately 800% more time in a traditional lecture/lab classroom. (2) Identification of efficient & optimal learning strategies to deliver foundational psychomotor skills will potentially free up time in the classroom to practice higher-level critical thinking skills needed for clinical practice. (3) The utilization of electromyography (EMG) biofeedback to visualize muscle activity in real-time while performing strength testing may allow physical therapy students to more accurately and consistently obtain maximum strength scores.

**Session Type:** Poster

## **Improving the Vocal and Personal Power of the Instructor**

Lynnae Leheld - *Oakland University*

Vocal and Physical Presence can be taught. Instructors can access their personal power through physical and vocal techniques and exercises achieving greater results in the classroom.

*Abstract:* For maximum learning in the classroom students need to trust and respect the instructor. Trust is interpreted as warmth and respect is interpreted as competence. Teachers spend countless years attaining the knowledge to be fully competent in their field. However, the fact is people prioritize warmth over competence. If a student doesn't feel trust they will not fully engage in the learning environment. Confidence is not a substitute for competence but competent people can achieve a level of warmth and physical presence which will allow for greater teaching results in their classrooms. Vocal and physical presence increase the instructor's warmth, confidence, comfort level and this, in turn, allows them to connect passionately with their teaching and students.

*Learning Outcomes:* (1) Develop a deeper connection to their body and voice. (2) Develop palpable presence. (3) Develop warmth and immediate intimacy.

**Session Type:** 50-Minute Concurrent

## **A Multi-Disciplinary Research-Agenda Addressing Persistent Inadequate Response**

Adam LeRoy - *Oakland University*

This research agenda applies a multi-disciplinary conceptualization of poverty to establish more effective intervention.

*Abstract:* The effect of socioeconomic status (SES) within neurological and education research produces varying rationales for the disproportionate performance of a child with low-SES. This research agenda uses a conceptualizations of SES within neurological research to rationalize inconsistencies Response to Intervention (RTI)

research. This agenda may offer new conceptualizations of SES in education research, explain inconsistencies in RTI research, and address concerns on the application of neurological findings in education research. To best assess the validity of this theory, a pilot study focused on executive function in persistent inadequate responders controlled for SES is presented.

*Learning Outcomes:* (1) Gain an understanding of gaps within RTI research aligned to historical phenomena in education. (2) Identify distinctions between conceptualizations on the impact of poverty within neurological and education research. (3) Apply theories of biogenesis to guide intervention for children identified as persistent inadequate responders.

**Session Type:** Poster

## **Thinking Like a Scientist and Thinking Like a Doctor**

Stephen Loftus - *Oakland University*

Medical students are first trained to think like scientists but must then transition to think like doctors. How can we help them do this?

*Abstract:* Medical education traditionally prepares students in the biomedical sciences before allowing them clinical contact where they are expected to apply their scientific knowledge in the assessment and treatment of patients. Many students struggle with the transition between the scientific thinking of the classroom and the clinical reasoning of the hospital setting. There is a need to support students in reconciling the similarities and differences between scientific thinking and clinical reasoning. We explore different ways of helping students make this transition with one detailed example.

*Learning Outcomes:* (1) Identify the similarities and differences between scientific and clinical thinking. (2) Recognize ways of helping students to think like doctors. (3) Critique current approaches to clinical reasoning in the medical curriculum.

**Session Type:** 20-Minute Concurrent

## **Transformational Leadership: Transforming the Classroom**

James Loughran - *Siena Heights University*

The presentation will focus on incorporating the components of transformational leadership theory into effective college teaching practices through student learning, student engagement, and instructor credibility.

*Abstract:* The presentation discusses the components of transformational leadership. Empirical evidence is presented that supports that transformational leadership practices play an important role in fostering positive student performance and attitudes. An emphasis is placed on applying the four transformational leadership teaching practices: idealized influence (student learning), inspirational motivation (student engagement), intellectual stimulation (instructor credibility) and individualized consideration (instructor credibility). The presenter utilizes a case study to highlight the difference between transactional and transformational teaching practices. Through brainstorming, the presenter helps participants formulate teaching methods that further engage students by applying this leadership theory to specific teaching practices.

*Learning Outcomes:* (1) Apply the concepts of transformation leadership to enhance teaching through student learning, student participation, and instructor credibility. (2) Analyze current teaching practices and evaluate whether they are more transactional or transformational. (3) Create new teaching strategies by formulating transformational teaching practices.

**Session Type:** 50-Minute Concurrent



## **Cardinal Solutions: Powerful Learning, Community Engagement, and Economic Development**

John Lowry, J. Blake Johnson, Bradley Herzog, and Izabela Szymanska - *Saginaw Valley State University*

Cardinal Solutions provides a powerful workplace learning environment for students from different disciplines, who provide real solutions for businesses and organizations.

*Abstract:* This session will introduce participants to Cardinal Solutions, a program that provides a workplace learning environment for students from different disciplines who provide real solutions for businesses and organizations. Workplace learning provides a uniquely challenging opportunity for students. Working with real businesses and organizations also provides community engagement- and economic development opportunities for the university. Participants in this session will identify opportunities for workplace learning and community engagement.

*Learning Outcomes:* (1) Understand the benefits of workplace learning in higher education. (2) Identify ways to engage students working with businesses and organizations as a part of their education programs. (3) Develop strategies to evaluate the effectiveness of workplace learning programs.

**Session Type:** 50-Minute Concurrent

## **Improv(ing) the Classroom One Game at a Time: Improv as a Tool for Transformative Learning**

Joshua May and Stephanie Dean - *University of Michigan-Flint*

Improvisation encourages critical thinking, risk-taking and helps assess student learning. We will look at how improvisation can be used across disciplines in the college classroom.

*Abstract:* Improvisation encourages critical thinking, risk-taking and helps assess student learning. This session looks at how improvisation can be used in the college classroom across multiple disciplines. Presenters will provide an overview of on-going research that shows how improvisation can provide students with transformative learning skills and teachers with interactive assessment tools. Participants will then have the opportunity to sample game play and improvisation techniques. We will demonstrate the effectiveness of these games, and discuss how to use them in a variety of ways in the classroom.

*Learning Outcomes:* (1) Learn how to introduce improvisation techniques into their lesson plan regardless of topic. (2) Participate and sample improvisation games for application in the classroom. (3) Understand how improvisation provides a way to assess student learning.

**Session Type:** 50-Minute Concurrent

## **Neurodiversity is Normative: Strategies for Engaging Diverse Learners from the Very First Day of Class**

Nicole McDonald and Shannon Pothoven - *Cornerstone University*

Drawing from a neurodiversity framework, this session equips participants with practical strategies for meeting needs of a neurodiverse group of learners in a college classroom.

*Abstract:* Designing learning experiences that engage diverse learners is a primary challenge facing every faculty member in today's educational realm. The concept of "neurodiversity" recognizes that any group of learners will encompass a broad range of learning styles, social and behavioral styles, and brain-based differences that influence how a student experiences and benefits from a learning context. Using a neurodiversity framework, this session equips participants with practical strategies for engaging and meeting the needs of a broad spectrum of learners. Specifically, this session explores strategies for promoting student success from the first day of class and beyond.

*Learning Outcomes:* (1) Gain familiarity with a neurodiversity framework as contrasted with traditional disability models. (2) Develop knowledge of specific teaching techniques and approaches for engaging a neurodiverse group of learners. (3) Discuss strategies for structuring the first day of class intentionally to create a positive, engaging learning experience for neurodiverse learners.

**Session Type:** 50-Minute Concurrent

## **Contemplative Pedagogy in the Classroom: Engaging Students' Self-Awareness to Enhance Learning**

Michele McGrady - *Western Michigan University*

Contemplative pedagogy deepens students' learning by teaching them to slow down, reflect, listen. This presentation provides an overview of contemplative pedagogy and utility for teaching.

*Abstract:* Contemplative pedagogy offers unique opportunities for students to deepen their understanding and focus through introspection, reflection, and stillness. Contemplative practices, such as meditative exercises, movement, and writing allow students to understand the nature of their minds and the learning process. Through the use of contemplative practices, students experience increased attention, connection, creativity, as well as a deeper understanding of course material. Although critics may question the appropriateness of these practices in the classroom, contemplative pedagogy has the ability to positively impact students' learning. This presentation invites participants to explore contemplative pedagogy and discuss ways to integrate practices into learning activities.

*Learning Outcomes:* (1) Understand contemplative pedagogy and practices. (2) Identify three ways to integrate contemplative practices into teaching. (3) Identify a critique of the contemplative pedagogical perspective.

**Session Type:** 20-Minute Concurrent

## **A Systematic Review of Methodological Approaches in Some of the Major Peer-Reviewed Public Administration Literature**

Michael Mendenhall - *Ferris State University*

Our analysis of research methods and content structure within the Public Administration literature will explore what elements are necessary in a research article.

*Abstract:* The poster will provide a textual and visual display of the author's work which was used to conduct a mixed methods systematic review of methods and approaches used in some of the major peer-reviewed public administration literature. We will show our process of coding and working to ensure inter-rater reliability amongst the researchers. The poster will present some of the findings of the research, including both similarities and differences in some of the major PADM journals reviewed. The information presented will allow the reader a chance to look at trends in research methods in public administration journal articles. It will also provide a discussion about what areas professors teaching research methods courses should focus on, as well different standards for articles across journals. We will also discuss some of the findings involving funding for articles and research questions.

*Learning Outcomes:* (1) Assess the methods and approaches being used in some of the major peer-reviewed public administration literature. (2) Understand the trends in methodological approaches in the public administration field. (3) Identify the quality of articles being published by some of the major peer-reviewed journals in public administration.

**Session Type:** Poster



## **Gender Biases in the Classroom: Teacher Perceptions of Gender and Handwriting**

Katelyn Mesbergen, Paul Sanford, and Sérgio da Silva - *Cornerstone University*

This study investigated the effect of stereotypically gendered handwriting on teachers' grading of students' essays, and found evidence for a bias against male students.

*Abstract:* In this study 96 undergraduate teacher education students rated four stereotypical handwritten essays (two stereotypically male and two female). Participants were randomly assigned to three conditions: a Control condition with essays attributed to students with non-gendered names, a Gender-Confirmed condition with essays attributed to students with gender-characteristic names, and a Gender-Unconfirmed condition with no names associated to the essays. Results showed a significant main effect of type of handwriting, with female-stereotypical handwriting receiving significantly higher ratings than male. This effect was explained by a significant difference in the Gender-Unconfirmed condition, but not in the others.

*Learning Outcomes:* (1) Discuss the implications of the halo effect of gendering in assessment (2) Discuss possible solutions for the effect found in the study. (3) Articulate limitations of the present experiment.

**Session Type:** Poster

## **Strategies for Increasing Teacher Empathy to Improve Student Performance**

Sal Meyers - *Simpson College*

Teacher empathy improves student performance. Learn how to increase your empathy for your students and behave with more empathy.

*Abstract:* Empathizing with students builds strong, positive instructor-student relationships and rapport. These in turn contribute to greater student motivation and learning. Teacher empathy does not occur automatically. Instructors need to put forth effort to empathize with their students. In this session, we will begin the process of increasing teacher empathy by considering non-pejorative reasons for student incivility, generating additional strategies for increasing teacher empathy, and discussing how to change teacher behaviors to be more empathetic.

*Learning Outcomes:* (1) Describe teacher empathy and its consequences. (2) Implement strategies to increase empathy by seeking non-pejorative explanations for student behavior. (3) Implement strategies for increasing their own empathic behaviors using class policies.

**Session Type:** 50-Minute Concurrent

## **Evolving Academic Advising Models**

Paulchris Okpala - *California State University, San Bernadino*

I will discuss the use of technology in navigating challenges in the implementation of theory-based practice in developmental academic advising.

*Abstract:* This presentation will address how time constraint, lack of sufficient tools to scale up proactive approach to advising and the challenge(s) associated with the management of good relationship between students and advisors affect the implementation of a theory-based approach to developmental academic advising. I will discuss how technology can be used in solving the identified structural and process constraints with the main focus on how to enhance theory-based practice in developing academic advising models. I will then identify some practical strategies used in the implementation of theory-based practice in developmental academic advising.

*Learning Outcomes:* (1) Identify the challenges associated with the connection of theory to practice in conventional academic advising models. (2) Explore solutions to the identified challenges associated with the use of technology in developmental academic advising and effective implementation strategies. (3) Discuss the challenges associated with the technology-based implementation of theory-based developmental academic advising.

**Session Type:** Poster

## Final Exams: Options, Options, Options

Elizabeth Peckham - *Concordia University, Ann Arbor*

The goal of this presentation is to explore alternative methods of assessing student learning at the culmination of a class.

*Abstract:* Often times, the final exam for a class is a comprehensive exam consisting of multiple choice, true and false, fill in the blank and/or short answer questions. Is this the best way to assess student understanding of the material? The goal of this presentation is to explore alternatives to a test based final exam. Alternatives to a final exam may allow for better retention of material and more student engagement with the material. Some of the alternatives that will be discussed include case studies, presentations, and brochures.

*Learning Outcomes:* (1) Determine the pros and cons of alternative final exams. (2) Discuss options for alternative final exams. (3) Begin to design an alternative final exam for their classes.

**Session Type:** 20-Minute Concurrent

## Experiencing Cultural Humility

Patricia Petroulias - *Oakland University*

Faculty will develop strategies to introduce the concept of cultural humility to students and one cultural immersion experience in Kenya will be discussed.

*Abstract:* This interactive session will assist faculty in application of cultural humility in the classroom. A film will be used for concept definition as well as an interactive game. A cultural immersion experience in Kenya will be discussed to provide examples of the concept of cultural humility. The session will be beneficial for emerging faculty as they build the skills of self-awareness openness, self-reflection and critique in a multicultural classroom.

*Learning Outcomes:* (1) Define cultural humility and the three principles that guide belief, behavior and actions of individuals as well as institutions. (2) Identify context-dependent belief statements from an experience in Kenya. (3) Describe the insights and perspective changes from a student experience in Kenya.

**Session Type:** 50-Minute Concurrent

## Rethinking Extra Credit: Supplemental Instruction in the Time Pressured Classroom

Maria Ploof - *Oakland University*

“Extra credit” can be used to supplement classroom learning while motivating and engaging students via meaningful investigative assignments.

*Abstract:* “Extra” credit is a dirty word to many instructors. But what if we could think of it as supplemental instruction instead? There never seems to be enough time in the classroom to cover ALL that teachers want to convey about their specialty. Not only that, but sometimes what the instructor teaches, and what a student actually wants to learn, about a given topic may never cross paths. This session will demonstrate that by offering optional, independently done research assignments, students are encouraged and motivated to be responsible for their own learning.

*Learning Outcomes:* (1) find value in using “extra credit” as supplemental instruction. (2) supplement classroom instruction with meaningful, investigative work. (3) identify 3 independent research topics for their specialty to foster student engagement and motivation.

**Session Type:** 50-Minute Concurrent



## **Hospitality Management, Social Work, and Computer Information Systems: A Unique Collaboration**

Elizabeth Post, Joanie Hazelton, Karyn Kiio, and Hira Herrington - *Ferris State University*

This session will explain effective interdisciplinary and interprofessional collaboration, exhibit a successful collaborative project and allow participants to brainstorm application at one's own institution.

*Abstract:* The pressures of teaching in higher education can create a silo effect as each instructor works to meet course objectives and cover all the required content. Yet this myopic viewpoint can prevent rewarding partnerships for both faculty and students across disciplines. Thinking outside the box about potential collaboration enriches the student experience by learning to address real world issues through a variety of perspectives. This session highlights the effective pedagogy of interdisciplinary teaching and the interprofessional application through a successful partnership between Hospitality Management, Social Work and Computer Information Systems.

*Learning Outcomes:* (1) Understand the concepts of interdisciplinary and interprofessional collaboration. (2) Learn about a unique collaborative approach to teaching across disciplines. (3) Identify potential collaboration that could be applied at one's own institution.

**Session Type:** 50-Minute Concurrent

## **Supporting Better Teaching Through Multiple Models of Mentoring**

Jo Reger and Karen Markel - *Oakland University*

This session addresses the importance of mentoring for those teaching in academia. We outline the benefits and methods to have multiple forms of mentoring.

*Abstract:* In this presentation, we address the importance of mentoring for those teaching in academia. Drawing on statistics, research and experiences, we outline the benefits of having multiple forms of mentoring and then describe different ways that mentoring can be arranged from peer mentoring, cohort mentoring and the more traditional forms of hierarchical mentoring. We provide examples of support for instructors for each form of mentoring, and discuss ways these can be institutionalized within the university.

*Learning Outcomes:* (1) Learn the importance of mentoring to support teaching success. (2) Describe the various types of mentoring models. (3) Understand how each form of mentoring could be institutionalized at a department or university level.

**Session Type:** 20-Minute Concurrent

## **Study Abroad and Service-Learning: Make It Happen!**

Veronica Riha, Neal Haldane, and Nicole Nagy - *Madonna University*

Come learn about how to civically and globally engage your students by integrating a service-learning and/or short study abroad experience into your course(s).

*Abstract:* Have you ever considered integrating a service-learning and/or study abroad experience into one of your courses? Did you participate in these activities during your college experience or wish you had? Come to this session to learn more about how to rethink your current courses. Strategies will be provided to encourage working with colleagues in other disciplines to develop new partnerships and/or courses to enhance your students' global literacy and civic experiences. Presenters will also share experiences from trips they have directed in order to prepare faculty for such experiences.

*Learning Outcomes:* (1) Identify possible ways to integrate interdisciplinary experiences with service-learning and/or study abroad into their courses. (2) Learn how to improve students' global literacy and how to apply it to their field of study by encouraging study abroad experiences. (3) Discuss strategies to address expected and unexpected issues that may arise during a study abroad trip and/or service-learning project.

**Session Type:** 50-Minute Concurrent

## **Instructional Methods for Students with ASD: The Writing Process and Beyond**

Justin Rinke and Lauren Rinke - *Oakland University*

Presenters will discuss effective instructional practices for engaging students who identify on the Autism Spectrum, and the specific challenges students with ASD face when tackling the nonlinear assignments, such as the writing process.

*Abstract:* Based in theories from Smith-Myles, et al. (2003) and Colle, et al. (2008), students with ASD struggle with producing complex written texts, understanding certain genres, as well as rhetorical conventions such as audience analysis and context. Presenters will address specific learning characteristics of students with ASD and challenges they may face in the classroom, and how the use of specific instructional strategies can help these students feel more confident with recursive and nonlinear tasks, like the writing process. Session participants will have the opportunity to engage in instructional brainstorming and role-play exercises.

*Learning Outcomes:* (1) Learn how students with ASD may experience learning challenges, and effective instructional strategies to assist them in completing nonlinear, complex assignments. (2) Consider how the use of these strategies might influence the classroom community, as well as student academic success and confidence. (3) Have an opportunity to brainstorm ideas for their own disciplines, as well as role-play situations one may encounter in the classroom.

**Session Type:** 50-Minute Concurrent

## **College Success for Individuals with Intellectual Disabilities**

Kelly Roberts - *University of Hawaii*

The DEIS project has developed successful transition practices and promotes quality, inclusive postsecondary education, services, and supports on college campuses for individuals with intellectual disabilities.

*Abstract:* Individuals with Intellectual Disabilities (ID) have long been isolated from experiences had by their typically developing peers, including access to postsecondary education. The Dual Enrollment with Individualized Supports Model for Students with Intellectual Disabilities (DEIS) project has developed successful transition practices and promotes quality, inclusive postsecondary education.

*Learning Outcomes:* (1) Describe the rationale behind the DEIS project. (2) Describe the successful components of the DEIS project. (3) Understand the positive outcomes of the DEIS project.

**Session Type:** 50-Minute Concurrent

## **Expertise as Teaching Presence: Online Tools for Interactive Learning Experiences**

Matthew Roberts - *Grand Valley State University*

Participants will be introduced to online tools for developing interactive learning experiences that help faculty model expert thinking for novice learners.

*Abstract:* The Community of Inquiry model has become one of the most common frameworks for designing online and hybrid courses. Substantial literatures have developed around its three elements: cognitive, social, and teaching presence—though the third has proven the most nebulous and hard to define. Much of the discussion about teaching presence focuses on its connection with social presence, emphasizing strategies like video as a way to improve instructor immediacy. This session reclaims a neglected aspect of teaching presence by demonstrating how free online tools can be used to create interactive learning experiences that leverage the instructor's expert-level content knowledge.



*Learning Outcomes:* (1) Outline the three components of the Community of Inquiry model. (2) Describe how online tools like Oppia and Twine can be used to embody the instructor's expert-level knowledge in the form of interactive online learning experiences. (3) Analyze their own courses for opportunities to implement interactive online learning experiences.

**Session Type:** 50-Minute Concurrent

### **Creating a Culture of Engagement: The INFUSE Model**

Kristina Rouech, Elizabeth VanDeusen, Jeffrey Angera, and Allison Arnekrans - *Central Michigan University*

We are a group of CEHS faculty studying student engagement. Our presentation will focus on the faculty role in student success across the student lifespan.

*Abstract:* We are a group of CEHS faculty studying student engagement inside and outside of the classroom. Our focus is on the faculty role in student success across the student lifespan. Our overall goal is to create, maintain, and sustain a college-wide culture of engagement. This presentation will chronicle our activities to date, describe our research plan, provide student engagement strategies and methods for practical resource dissemination. Participant involvement will be encouraged to react to and modify our ongoing efforts.

*Learning Outcomes:* (1) Detail methods for student engagement. (2) Compare and contrast micro and macrolevel methods for student engagement. (3) Provide practical student engagement strategies for participants as well as adding to the existing strategies through focused discussions.

**Session Type:** 50-Minute Concurrent

### **Dreaded Group Projects: Using Technology to Facilitate Effective Team Projects**

Amy Rutledge and Laura Dinsmoor - *Oakland University*

Students and faculty alike loathe group projects. We will discuss easy-to-implement techniques using technology to facilitate the group project process.

*Abstract:* Students and faculty alike loathe group projects. We tell students that the process is much like what they will find in the workplace, yet the stakes are not the same, often with students earning the same grade as their peers for inferior work. Based on best practices found in the literature, we will discuss easy-to-implement techniques to facilitate the group project process. The process, which uses basic technology such as Google Drive, brings accountability and transparency to the project while making goals and steps inherently clear for all.

*Learning Outcomes:* (1) Learn and understand team management best practices. (2) Apply a basic framework to build stronger project teams. (3) Learn to organize their project to build in accountability and transparency as well as facilitate fair grading practices.

**Session Type:** 20-Minute Concurrent

### **Active Student Engagement Group Presentations**

Aricka Schweitzer - *Saginaw Valley State University*

Students question the value of presentations, and this session will discuss an active engagement approach incorporating physical, emotional, and cognitive elements for student success.

*Abstract:* Active engagement is a long-standing approach used to influence learners. The elements of connecting the body with a physical piece, and the mind with a cognitive element have shown to increase a student's retention of the material by engaging them actively. This approach was used in a neurological and psychosocial conditions

course for students to replicate several elements that introduced the condition but also allowed the learners in small groups to connect the material by pairing emotional games, physical abilities and cognitive pieces. Use of this method in a small group approach lead students to retain the condition information but also become an active learner.

*Learning Outcomes:* (1) Explain rationale for the use of active engagement in an undergraduate healthcare curriculum. (2) Acknowledge the value of student perceptions on the benefits of active engagement presentations. (3) Describe the value in physical, emotional, and cognitive engagement.

**Session Type:** 50-Minute Concurrent

## **Shifting Faculty Perspectives of Student-Centered Pedagogy and Classroom Space**

Mary Theresa Seig, Phil Botlz, Jennifer Christman, and Kathleen Jacobi - *Ball State University*

Faculty perspectives of student-centered pedagogical practice shifts in different learning spaces. We explore possibilities and challenges of student-centered pedagogy irrespective of classroom context.

*Abstract:* Given the advantages of active and interactive pedagogy (Chi, 2009), many college faculty members are moving away from traditional lectures, but less focus has been on the impact of the physical space. Our university has developed interactive classrooms which promote collaborative, student-centered pedagogy. This research discusses the shifts in faculty perspectives of student-centered pedagogical practice as it relates to classroom space. After a review of the findings, we will explore the possibilities and challenges of enacting student-centered pedagogy irrespective of classroom context. We will also outline our future research plans, including instructor interviews and observations.

*Learning Outcomes:* (1) Examine the influence of space on pedagogical practice. (2) Evaluate how much professional development success is limited to instructors who already believe in active learning pedagogy. (3) Deconstruct attitudes, expectations, and emotional responses to physical spaces used for instruction.

**Session Type:** 50-Minute Concurrent

## **The Process of Becoming Teachers: Professional Identity Formation Among Student Teachers**

Michelle Simmons and Virginia Tucker - *Monmouth College and San Jose State University*

An introduction to the theory of threshold concepts in the context of a research study exploring learner discourse about identity formation among student teachers.

*Abstract:* Threshold concepts are generally thought of as intellectual or cognitive transition markers. In this presentation, the researchers will report on the pilot study in which they are examining identity shifts as manifested in discourse. The researchers will provide an introduction to the theory of threshold concepts, and then explain their research study about identity formation among student teachers in a teacher preparation program. As an interactive session, the audience members will have the opportunity to reflect on and discuss how threshold concepts might be useful as a framework for examining their own curricular questions.

*Learning Outcomes:* (1) Gain an understanding of threshold concept theory for studying learning experiences and identity development. (2) Understand how threshold concepts can be used to analyze the experiences of students who are enrolled in professional preparation programs such as teacher education programs. (3) Consider how threshold concept theory can influence curricular design decisions such as course sequence in professional preparation programs.

**Session Type:** 50-Minute Concurrent



## **TED and PechaKucha: Innovative Techniques for Student Presentations**

Kathleen Sindorf and Rachel Hammond - *Cornerstone University*

This session explores the innovative models of TED talks and PechaKucha for improving student presentations across the disciplines, including giving presentation feedback and assessment.

*Abstract:* Individual and group presentations appear across the disciplines. Professors know that setting expectations, giving feedback, grading fairly, and using rubrics and peer evaluations are important, but how can you encourage students to present substantive content in a more compelling way? What new presentation models can keep them fresh and engaging, while improving retention and incorporating higher thinking skills? Presenters will include professors from two different disciplines who have coached presenters professionally, as well as in the classroom. Participants in this session will learn practical strategies to help students improve their presentations and benefit from their professors' assessment.

*Learning Outcomes:* (1) Learn about innovative presentation models such as TED talks and PechaKucha and take a fresh look at student presentation design and delivery standards. (2) Build confidence in the ability to strategically incorporate student presentations into courses across the curriculum through exposure to innovative approaches and group discussions. (3) Improve ability to give effective and objective feedback on student presentations related to both design and delivery through session discussions and provision of sample outlines, visual aids, and rubrics.

**Session Type:** 50-Minute Concurrent

## **WAG Shares the DOPE: Tools for Effective Writing of Course Assignments**

Lisa Singleterry, Susan Caulfield, and Paula Andrasi - *Western Michigan University*

Frustrated by student writing? Wondering why no one seems to get the assignment? WAG demonstrates a standardized process for the construction of course assignments.

*Abstract:* The Writing Assessment Group (WAG) facilitates a process wherein instructors can improve course assignments. The workshop is fashioned after a faculty learning community and provides a safe and welcoming environment where participants can explore what does and does not work well in development of student writing assignments. Using a standard set of components for assignment development: directions, objectives, purpose and evaluation (DOPE), participants will experience the utility of WAG's quality improvement process to increase the clarity of course assignments. Participants will leave the workshop having practiced using the tool and will be able to apply it to their own work.

*Learning Outcomes:* (1) Recognize the links between what instructors ask and what students provide. (2) Learn the key components of DOPE. (3) Apply the components of DOPE in creating and evaluating a writing assignment.

**Session Type:** 50-Minute Concurrent

## **#BreaktheBias: Countering Violent Extremism (CVE) in Student Social Media Campaigns**

William Sonnega - *St. Olaf College*

How students can develop and execute social media campaigns against extremism that are credible, authentic and believable to their peers and resonate within their communities.

*Abstract:* The U.S. Government defines violent extremists as "individuals who support or commit ideologically-motivated violence to further political objectives." In the age of social media, violent extremist narratives are no longer confined by borders and can have international appeal. Further, there is no single profile of a violent extremist and the ideology and goals of violent extremists vary tremendously based on local contexts and personal drivers. From evidence-based and pedagogical perspective, how can teachers and students push back against violent extremist narratives to provide a positive, alternative, or counter narrative to all forms of violent extremism?

*Learning Outcomes:* (1) Identify the key aspects of violent extremism as it relates to social media today. (2) Learn how to use social media campaigns to extend student learning to real-world problems, clients and audiences. (3) Encounter tools for using social media to counter extremism while promoting multicultural inclusion.

**Session Type:** 50-Minute Concurrent

## **Using Choice to Foster Student Engagement: Undergraduate Perceptions of Assessment Empowerment**

Jamie Spinney - *South Dakota State University*

This research investigates undergraduate students' perceptions of assessment empowerment as a means of enhancing students' engagement and satisfaction with their learning experience.

*Abstract:* Traditionally, decisions regarding how student learning is assessed, what is assessed, and when it is assessed have been the sole domain of the educator. This research captures quantitative and qualitative information from undergraduate students to gauge their receptivity to assessment empowerment, which allows students to choose how, what, and when their learning is assessed. Results suggest assessment empowerment has the potential to transform the theory and practice of undergraduate assessment, because it accommodates different learning styles, allows student to capitalise on their individual strengths, fosters independence, increases student engagement, and empowers students to take control of their learning.

*Learning Outcomes:* (1) Differentiate assessment empowerment from traditional approaches. (2) Acquire insights into the potential benefits of assessment empowerment. (3) Consider personal adoption of, at least aspects of, assessment empowerment.

**Session Type:** 20-Minute Concurrent

## **15 Steps to Group Project Success**

Robin Spring - *Grand Valley State University*

Collaboration is an essential skill yet we often aren't effective at teaching teamwork. Learn 15 easy steps to strengthen student group projects.

*Abstract:* Collaboration is an essential skill, yet group projects often induce anxiety. Learn several steps to: a) ease group project tension; b) provide platforms for self-reflection and consensus building; c) supply evaluation transparency, and d) arm students with portfolio pieces. This multi-step system has assisted students in: a) honing teamwork skills; b) elevating work quality; c) improving responsibility, and d) increasing relationship building. Learning objectives for this session include: 1) Reflect on the importance of teamwork and factors of group project success. 2) Apply tools and techniques to build consensus, cooperation and transparency. 3) Assess and evaluate the group project process.

*Learning Outcomes:* (1) Reflect on the importance of teamwork and factors of group project success. (2) Apply tools and techniques to build consensus, cooperation and transparency. (3) Assess and evaluate the group project process.

**Session Type:** 50-Minute Concurrent

## **The "R" Word: Strategies to Engender Reflection & Dialogue About Racism and Other ISMS**

Thandi Sulé - *Oakland University*

This presentation will describe and enact three strategies to help students recognize, live with and transform their discomfort about racial discourse

*Abstract:* Increasingly, higher education institutions are requiring undergraduate diversity courses focusing on race and ethnicity. However, students may be resistant to such courses (or even class topics) because they challenge their

beliefs about meritocracy. Research indicates that diversity courses facilitate both cognitive and social development, as well as civic engagement among college students. Yet, given the volatility of racial discourse, instructors must be strategic about encouraging students to embrace discomfort as a crucial state of learning. Thus, this presentation will describe and enact three strategies to help students recognize, live with and transform their discomfort about racial realities

*Learning Outcomes:* (1) Describe the goal of social justice education. (2) Review current issues pertaining to social justice in higher education settings. (3) Participate in activities designed to foster reflection and dialogue.

**Session Type:** 50-Minute Concurrent

## **What Team Learning Participants Expect of Instructor/Facilitators and Peers**

David Tataw - *Northern Kentucky University*

We will discuss student reflections on their experience during team learning activities and the implications for team-based learning in particular and social learning in general.

*Abstract:* We discuss what public and health administration student participants in a Team-lecture Hybrid instructional design expect from instructor- facilitators and their peers. The session covers the following: strategies for evaluating student experiences in team learning activities, student peer expectations; student instructor-facilitator expectations; and implications for social and team-based learning. The analysis covers student reflections on in-class team learning and team project activities in public administration and health administration from 2011 to 2016, covering 15 courses in two institutions located in the Mid-West and North East United States.

*Learning Outcomes:* (1) Discuss how to develop and implement strategies for evaluating student experiences in Team Learning activities. (2) Discuss an analysis of the expectations of students in a permanent team learning environment. (3) Learn how to integrate student expectations into social learning activities in their own classrooms.

**Session Type:** 50-Minute Concurrent

## **Effectiveness of Undergraduate Medical Student Peer Feedback in Research Presentations**

Tracey A.H. Taylor and Stephanie M. Swanberg - *Oakland University*

Student peer feedback was collected from research oral presentations by undergraduate medical students and analyzed for themes using grounded theory methods to reveal the effectiveness.

*Abstract:* The ability to effectively communicate research goals and findings is critical in medical school and medical practice today. Medical schools often utilize peer feedback as a formative exercise for students to practice providing meaningful feedback to their peers; a skill they will need for productive inter-professional teamwork in their future careers. The purpose of this study was to explore how second-year medical students used peer feedback to revise their oral research presentations across two consecutive research courses at a U.S. Midwest medical school. Constant comparative analysis and grounded theory methods were used to analyze the data.

*Learning Outcomes:* (1) Summarize previously reported use of peer feedback in higher education and the importance of such feedback in health science professions education. (2) Describe themes in faculty and student peer feedback during student research oral presentations at a U.S. Midwest medical school. (3) Explain why the ability to effectively communicate research goals and findings is a critical skill for students in any professional training program.

**Session Type:** Poster

## Creating Community in the College Classroom

Jeff Thomas and Joyce Gulley - *University of Southern Indiana*

We will share examples of our attempts to build a sense of community at the beginning of, and throughout, the term in our students' courses.

*Abstract:* Establishing community is vital for student and instructor success. Increased sense of community results in more social and content engagement, motivation, and identity with the university and students' professions. In this session we (two professors in teacher education) will share how we start the first day of our courses, including student work samples, to create sense of community and connect the exercises to the courses' content. Ongoing exercises throughout the term will also be shared for face-to-face and online courses.

*Learning Outcomes:* (1) Model two beginning of the term exercise(s) used to create community in a face-to-face course and learn how it connects to the course's content. (2) See work samples from our exercises meant to build community. (3) Walk through a progression of questions to develop ideas about building community exercises in the courses they teach and share among each other.

**Session Type:** 50-Minute Concurrent

## Bringing Awareness to Inclusive Aquatic Play Through Experiential Learning

Kayle Timura, Olivia Chudanov, Hollis Coldwater, and Alexa Moore - *Ashland University*

Service learning experiences for education majors provide the opportunity to transfer knowledge of inclusion outside of the field of education.

*Abstract:* Through problem-based learning, the project group engaged with a local aquatic play company. The group was asked by the company to create a spreadsheet evaluating their products' ability to be inclusive and suggestions on how to make their products more inclusive for individuals with a variety of disabilities. Universal design was used as a basis to adapt the aquatic play company's products to meet the sensory needs of individuals. The project group educated the company's staff members about how inclusion, universal design, and sensory processing apply to their products and make their splash parks accessible to all of their users.

*Learning Outcomes:* (1) Employ strategies to engage students in problem-based learning with local businesses and community stakeholders. (2) Adapt current play products to be inclusive for a larger audience through the ideas of universal design. (3) Understand educational and sensory processing terminology.

**Session Type:** 20-Minute Concurrent

## Engaging Nursing Alumni to Enhance Student Outcomes in International Academic Service Learning Courses

Maureen Tippen - *University of Michigan, Flint*

This presentation will share a teaching/learning model discussing the use of alumni in an immersion international academic service learning course.

*Abstract:* Developing and conducting an immersion international service learning course is challenging and requires long-term planning and preparation of students by experienced faculty. Alumni who have participated as a student in an international academic service learning course return as volunteer licensed nurses. This presentation will share a teaching/learning model discussing the use of alumni as mentors and clinical resources for BSN students in an international academic service learning course. Emphasis in student learning and evaluation methods will be examined. Data from pre/post travel surveys, reflective journals, and media completed by students to reflect positive student outcomes will be discussed.



*Learning Outcomes:* (1) Examine a teaching/learning model utilizing alumni to enhance student learning outcomes in International service learning courses. (2) Identify skills, roles, and responsibilities of alumni to support students for positive student learning outcomes. (3) Discuss strategies to promote faculty development to engage in and sustain international educational experiences for students.

**Session Type:** Poster

### **Mobilizing Nursing Students to Educate Children in Response to a Public Health Water Crisis via an Academic Service-Learning Pedagogy**

Maureen Tippen - *University of Michigan, Flint*

Mobilizing nursing students via a service learning pedagogy in response to a federal emergency lead water crisis provided a solution to an identified need for education.

*Abstract:* A federal emergency was declared as a result of lead seepage into the drinking water in a Midwest City causing a massive public health crisis. The need for education of children in living with the water recovery is currently an interprofessional community effort. The process of integrating undergraduate students to contribute to the education needs began by implementing an academic service learning pedagogy into an existing nursing course. The need for education of children and the relationship to learning objectives of the course was an opportunity for student growth, social responsiveness, and contribution to the needs of a community.

*Learning Outcomes:* (1) Discuss strategies to facilitate developing and sustaining academic service learning curriculum in response to a community health crisis. (2) Discuss strategies to promote faculty development to engage in and sustain academic service learning experiences for undergraduate students. (3) Discuss strategies to promote faculty development to engage in and sustain academic service learning experiences for undergraduate students.

**Session Type:** Poster

### **A Variation on Active Learning that Promotes Student Learning and Critical Thinking**

Ronald Tracy - *Oakland University*

Active learning is synonymous with experiential learning to many instructors. My variation promotes active in-class student participation. Additionally, it promotes in-class discussion of weekly homework.

*Abstract:* This is a variation of a flipped classroom. I have 20-60 students in my economics classes (principles, intermediate, advanced, MBA). Before class students take an online quiz over the assigned material. Based on the quiz or their reading they bring typed questions to class that they ask (every other week). Students “volunteer” to answer an asked question. I correct or elaborate on their answer. Weekly, students are assigned 4-5 justifications (statements that they correct and justify). Every student must “volunteer” to read at least one justification. Students comment on the answer. Class performance compared to other sections is outstanding.

*Learning Outcomes:* (1) Increase student learning. (2) Increase critical thinking skills.

**Session Type:** 20-Minute Concurrent

### **Avoid Undermining the Learning in Your Classroom: Strategies to Encourage Student Perseverance Toward Deep Learning**

Kimberly Van Orman - *State University of New York at Albany*

*Abstract:* Our teaching choices, from the policies we choose to how we provide feedback, not only affect what and how our students learn, but whether they believe they are welcome in our discipline. While it may sound like the realm of fantasy, research suggests that small shifts in the language we use (even one sentence!) about our assessments and our courses, can work to undermine or to profoundly support our students. Participants will

consider various strategies and decide which ones they could use to foster a growth mindset in their own students, help to diminish stereotype threat in underrepresented students, and create a culture of learning.

*Learning Outcomes:* (1) Describe how instructor feedback can affect not only whether student work improves but whether we inadvertently drive them from our discipline. (2) Identify how faculty practices affect student mindsets, which play a role in reducing or exacerbating stereotype threat in underrepresented students and affect the learning of all students. (3) Identify policy choices that negatively affect student learning and increase faculty workload.

**Session Type:** Plenary Presentation

## **Institutional Support for Course Redesign: Professional Development for Student-Centered Pedagogy and SoTL**

Mary Lou Vercellotti, Jennifer Christman, Kathleen L. Jacobi, and Mary Theresa Seig - *Ball State University*

We investigated faculty's motivations behind joining a professional development initiative and to identify which features were most influential on their pedagogy and SoTL efforts.

*Abstract:* The faculty development component of our university's Innovative Learning Space (ILS) Initiative to facilitate active learning pedagogy, learning space design, and technology. To investigate motivations and implications of this professional development (PD) component, we surveyed faculty to investigate why they joined the initiative and what features were most influential on their perspectives of teaching and SoTL. Among the findings, faculty reported collegiality and learning from others and faculty learning community meetings as greatly influential on their perspective on teaching. After a review of findings, we will appraise possibilities and challenges of such professional development initiatives and outline future research plans.

*Learning Outcomes:* (1) Distinguish professional development activities that support faculty course redesign efforts and faculty SoTL efforts. (2) Appraise whether the professional development success is limited to instructors who already believe in active learning pedagogy. (3) Develop workable strategies to make professional development more attractive and efficacious by exploring relevancies in their contexts and considering our own motivations and purposes for engaging in professional development and SoTL.

**Session Type:** 50-Minute Concurrent

## **Beyond Wednesday is Prince Spaghetti Day: Fostering Cultural and Academic Integration and Expansion Through Food**

Stephanie Vidaillet Gelderloos and Tracy Wacker - *University of Michigan, Flint*

An FYE course, Food and Culture, promotes cultural expansion for domestic students and cultural integration for international students through intentional group assignment and active learning.

*Abstract:* We ask a lot of our first year experience courses. Most have long lists of objectives and desired outcomes, and extensive criteria and parameters. Now, add to that long list, objectives and outcomes specific to the needs of international students. The FYE class, Food and Culture, was reconfigured in response to a need for quicker, more thorough academic and cultural integration of our international students. Originally conceived as a course for international students only, through thoughtful course enrollment and rotating group projects, the course met the objectives and broadened the cultural and academic experience for both international and domestic students.

*Learning Outcomes:* (1) Participate in and evaluate one of the activities from the course. (2) Explore the potential for team-based learning models for international/domestic student interaction. (3) Consider ways this type of course can be employed on other campuses, with other topics.

**Session Type:** 20-Minute Concurrent



## **Best Practices: Teaching Sensitive Course Content**

Deb Wingert and Colleen Meyers - *University of Minnesota*

What is sensitive course content? How can we best prepare for teaching potentially sensitive material? How can we successfully manage distress in classrooms?

*Abstract:* Whether you knowingly teach a course that includes sensitive course content (racism, sexism, etc.) or not, certain material may cause your students to feel distress. For instance, a discussion about a seemingly “safe” topic, such as Memorial Day celebrations, may be difficult for veterans to talk about and may cause them high levels of distress. In this highly interactive, evidence-based workshop, participants will address 1) What is sensitive course content? 2) How can we best prepare for teaching potentially sensitive material? and 3) How can we successfully manage distress in our classrooms?

*Learning Outcomes:* (1) Identify sensitive course content. (2) Prepare for teaching potentially sensitive material in their educational setting. (3) Successfully manage distress in our classrooms.

**Session Type:** 50-Minute Concurrent

## **Teaching Online: A Survivor’s Guide**

Maureen Wolverton and Diane Maodush-Pitzer - *Grand Valley State University*

Teaching online involves a steep learning curve---Everest steep! This session provides online instructors with time saving survival tips supported by Universal Design best practices.

*Abstract:* Teaching online involves a steep learning curve---Everest steep! This session provides online instructors with time-saving survival tips for teaching with technology. From course management to cultivating social presence, the conversation will revolve around the online teaching experiences of workshop leaders and participants. Presenters will share the “Top 10” Tips for surviving online teaching drawing from evidence-based best practices.

*Learning Outcomes:* (1) Describe how time-saving tips also intersect with Universal Design best practices. (2) Identify areas to make an initial “plus one” investment that will reap future rewards. (3) Identify areas to add enhanced instructor presence partnered with student presence to build stronger online communities.

**Session Type:** 50-Minute Concurrent

## **Parallels and Intersections in the Teaching of Literacy and Mathematics**

Matt Wyneken and Mary Jo Finney - *University of Michigan, Flint*

This session details the design and results of an interdisciplinary project assigned to teacher candidates requiring innovative literacy and mathematics instruction for urban secondary students.

*Abstract:* Our Master of Arts in Secondary Education with Certification Specializing in the Small Urban High School includes two courses taught in parallel: Reading and Writing Across Content Areas and Teaching Numeracy Across the Curriculum. This session will present our model for teaching key parallel and intersecting elements of reading, writing, and numeracy while engaging teacher candidates in the interdisciplinary teaching of these subjects. In particular, we will detail our Interdisciplinary Project where teacher candidates design and teach a lesson that must integrate literacy and numeracy with the content of their field placement. Participants will engage in analysis of case studies.

*Learning Outcomes:* (1) Analyze the merits of a literacy and numeracy interdisciplinary project. (2) Identify some parallels and intersections between the teaching of mathematics and literacy. (3) Have an appreciation for interdisciplinary teaching.

**Session Type:** 50-Minute Concurrent

## Sustainable Community-Based Learning Strategies for Geniuses

Brandon Youker - *Grand Valley State University*

This presentation describes best practices for integrating and supporting community-based learning (CBL), and offers a case study of a multi-semester graduate-level CBL social science course.

*Abstract:* Community-based learning (CBL) is an experiential pedagogical tool whereby students work directly with a community partner in a relationship of reciprocity and mutual benefit. This presentation introduces CBL and outlines its many potential benefits. Furthermore, it offers best practices for integrating and supporting CBL with administrators, community partners, faculty, and students. Lastly, the presenter will describe his multi-semester strategy for using CBL as the signature pedagogical tool for teaching graduate students about evaluating human service programs. Audience members will leave with knowledge of CBLs benefits, recommendations for integration, and specific ideas for personally using or supporting CBL.

*Learning Outcomes:* (1) Consider the potential benefits of community-based learning as a pedagogical tool. (2) Receive practical tips and suggestions for integrating and supporting community-based learning courses within an academic department and with individual instructors. (3) Examine a case example of a multi-semester community-based learning strategy.

**Session Type:** 20-Minute Concurrent

## Rethinking the Lecture as a Cornerstone to Student Learning

Todd Zakrajsek - *University of North Carolina, Chapel Hill*

*Abstract:* The stereotype of a static speech given from behind the podium is the industry standard of the lecture approach. As a consequence, there is a call to abandon all types of lectures. This reactionary trend ignores the longstanding science supporting dynamic lecturing as an effective approach that brings about student learning. This plenary workshop addresses positive aspects dynamic lecturing and the research behind this approach. Strategies explored include activating prior knowledge, capturing attention, making content meaningful, practicing at retrieval, and providing opportunities for reflective learning.

*Learning Outcomes:* (1) Differentiate between dynamic and static lectures. (2) Describe under which circumstances lectures are, and are not, effective. (3) Explain what makes a lecture dynamic and how this approach integrates with active learning.

**Session Type:** Plenary Presentation

## Examining Delivery Methods for Math-Based Core Business Courses

Angela Zondervan - *Grand Valley State University*

Eight learning metrics were evaluated in this study to examine the way students learn most effectively in math-based, core business courses.

*Abstract:* This pedagogical study evaluated 8 learning metrics within managerial finance, a math-based, core business course. Metrics included textbook reading, textbook homework, online homework, an instructor developed workbook, instructor developed lectures, instructor notes, a review game through Kahoot.it, and a tutoring center. Students were surveyed (n=134) via Qualtrics and findings indicated the instructor designed workbook was most beneficial to students' perceived success, followed by instructor lectures, textbook homework, instructor typed notes, Kahoot.it review game, Connect online homework, textbook reading, and lastly the tutoring center. Findings from this presentation will aid instructors in course design.

*Learning Outcomes:* (1) Examine learning metrics in math-based, core business courses to give students a voice in providing feedback on the ways in which they best learn. (2) Examine learning metrics in math-based, core business courses to aid instructors in preparing courses and providing valuable resources to students. (3) Provide institutions of higher education with tools necessary to align math-based, core business courses with students' needs.

**Session Type:** 20-Minute Concurrent

# Lilly Conference

COLLEGE AND UNIVERSITY  
TEACHING AND LEARNING



## ABOUT US

For nearly 40 years, Lilly Conferences have provided a forum for sharing and modeling scholarly teaching, reporting quality student-learning outcomes, and promoting professional development of higher education faculty. We invite graduate students, faculty, and administrators at all career stages, from all disciplines in higher education to attend a conference, exchange ideas, and build a repertoire of skills that can be put to immediate use. Each conference features invited experts as plenary presenters addressing contemporary issues in higher education. Additionally, scholarly presentations are selected through a blind-peer review process; formats may include workshops, round-table discussions, poster sessions, as well as traditional concurrent sessions. The designed purpose of each conference is to create a community where we share and critique scholarly work, network, and promote collaborations that extends the professional interactions forged at conferences into lifelong collegial friendships.

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## 2018 EVENTS

**January 4-6, 2018**

**Austin, TX**

*Call for proposals closed*

**February 22 -25, 2018**

**Anaheim, CA**

*Call for proposals closes Oct. 9*

**May 31–June 3, 2018**

**Bethesda, MD**

*Call for proposals closes Feb. 15*

**August 6-8, 2018**

**Asheville, NC**

*Call for proposals closes Mar. 5*

**October 18–20, 2018**

**Traverse City, MI**

*Call for proposals closes June 1*

# Lilly Conference

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## SAVE THE DATE

October 18-20, 2018

Park Place Hotel | Traverse City, MI

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For nearly 40 years, Lilly Conferences have provided a forum for sharing and modeling scholarly teaching, reporting quality student-learning outcomes, and promoting professional development of higher education faculty. We invite graduate students, faculty, and administrators at all career stages, from all disciplines in higher education to attend Lilly-Traverse City this October to exchange ideas and build a repertoire of skills that can be put to immediate use.

With invited experts as plenary presenters and blind peer-reviewed programming delivered as concurrent sessions, round table presentations, and a poster session, this conference is designed to create a community where we share and critique scholarly work, network, and promote collaborations.

### CALL FOR PROPOSALS

The call for proposals is open through June 1, 2018. For more information, or to submit a proposal, visit the our webpage.

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Academic Success  
Assessment, Student Learning  
Creating Communities of Learners  
Course/Curriculum Design/Redesign  
Engaging and Motivating Students  
Innovative Pedagogical Approaches  
Multiculturalism/Diversity/Inclusion  
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# The Scholarly Teacher



Applying Evidence-Based Strategies to Enrich Student Learning

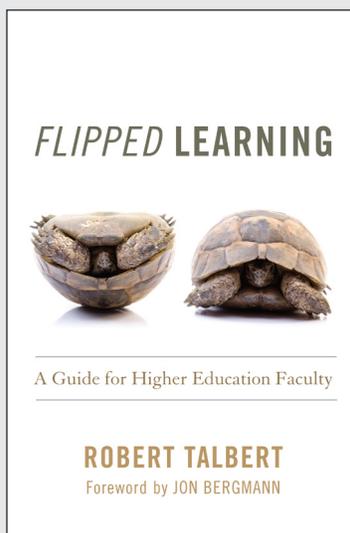
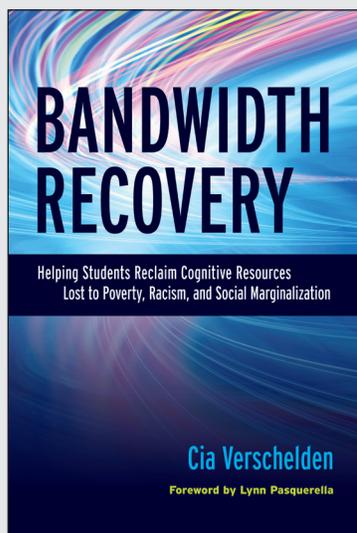
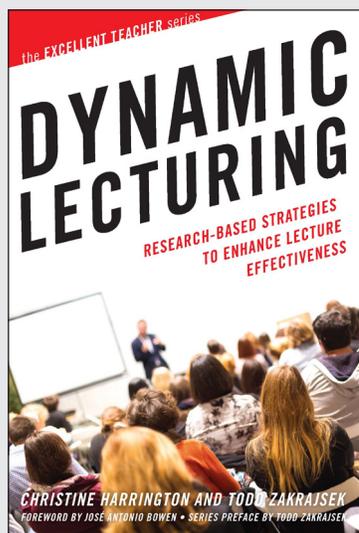
The major focus of this blog is a healthy balance of scholarly evidence and practical application. This blog is named The Scholarly Teacher to emphasize the importance of taking an informed and practiced approach to enriching student learning by systematic improvement of effective teaching.

**The fundamental goals are to:**

- Provide a venue to share with and learn from colleagues.
- Inspire readers to try something new, tweak a teaching strategy, or to validate that what they currently do is based on sound practice.
- Direct readers to additional resources.

[www.scholarlyteacher.com](http://www.scholarlyteacher.com)

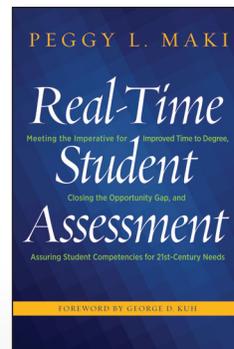
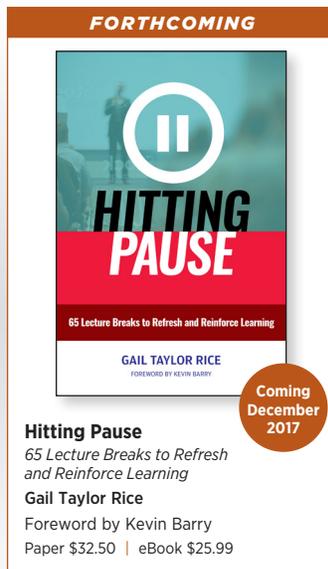
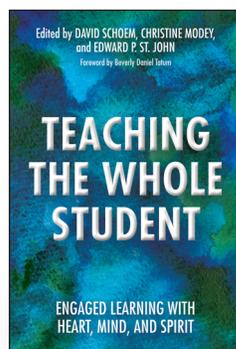
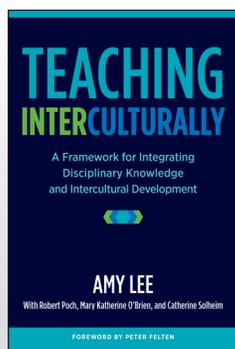
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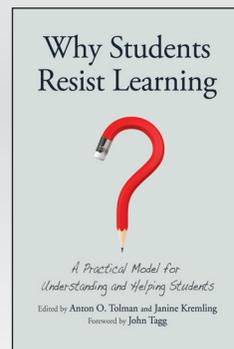
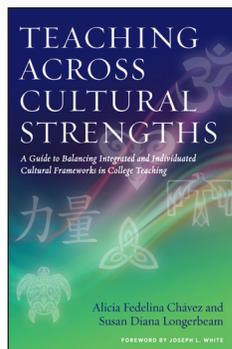
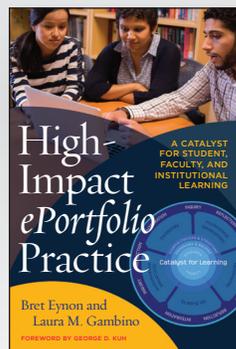
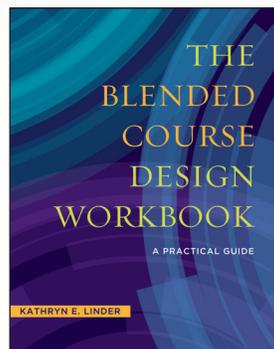


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