

Lilly Conference

COLLEGE AND UNIVERSITY
TEACHING AND LEARNING



CONFERENCE PROGRAM

EVIDENCE-BASED TEACHING AND LEARNING

Austin, Texas | January 10-12, 2019

Welcome to Lilly-Austin!

Welcome to the Lilly Conference; we are pleased to be in Austin again this year! The potential to improve student-learning outcomes on your campus by attending this interdisciplinary teaching conference is staggering. Presentations at this conference are facilitated by experienced faculty members from a variety of institutional types and from throughout the United States. This conference consistently receives rave reviews and has influenced many positive outcomes: student learning outcomes, grant ideas and collaborations, satisfaction with teaching, new collegial friendships, and promotion and tenure preparation.

We continue our commitment to improving student learning and promoting faculty connections and collaborations. At Lilly Conferences, we value community. We purposefully create a conference experience aimed to build 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. As a Lilly participant, you are part of a truly remarkable gathering of individuals. Those around you have a deep commitment to student learning and we trust the conversations over the next few days, and the new friendships formed, will influence you for years to come. Casual conversations in the lobby, during the reception, or during a walk to restaurants can be as informative and uplifting as scheduled sessions. It is our hope that as the conference unfolds, participants will develop a sense of community that will enable future friendships and collaborations. Many years ago, this sense of connection and community came to be called - Lilly Conference Spirit! We will strive to continue that tradition at this conference. Please note If you need a break, Austin is the live music capital of the world, and ranks in the top 10 cities for BBQ! It has gained popularity as a travel destination by foodies, music lovers, and families alike. Spend an evening with a few of your new colleagues to check out what this great city has to offer.

Thank you very much for attending this conference. 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 that both recharges you as a faculty member and leads to new teaching strategies that result in even better outcomes for your students!

Best,



Todd Zakrajsek, PhD
Conference Director



Acknowledgments

Thank you to our presenters and participants who have made the commitment to come to Austin 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.

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. Thank you for your contribution!

2019 Lilly-Austin Reviewers:

Tim Brackenbury, *Bowling Green State University*

Shane Cox, *Simpson College*

Chrystal Dean, *Appalachian State University*

Michael Neil Harford, *Morehead State University*

Madhu Mahalingam, *University of the Sciences*

Lillian Nave, *Appalachian State University*

Iglika Pavlova, *University of North Caroline, Greensboro*

Christopher Penna, *University of Delaware*

Matthew Roberts, *Grand Valley State University*

Scott Seagle, *University of Tennessee at Chattanooga*

Stacey Souther, *Cuyahoga Community College*

James Wingrave, *University of Delaware*

Cosponsors

This year's cosponsors include: Anoka-Ramsey Community College, Austin Community College, University of the Incarnate Word, and The University of Texas at San Antonio, as well as American Council on Education, Educational Blueprints, the Idea Center, NISOD, and Stylus Publishing.

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.

Conference Information

Name Badges

Please wear your name badge at all times during the conference. 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 worked diligently to prepare the materials for your presentation. That said, it is our belief that the absence of such titles helps to facilitate building community.

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 2:45 pm at the registration desk.

Meals/Guest Meals

Your conference registration includes: an afternoon snack on Thursday; breakfast, lunch, afternoon refreshments, and a reception on Friday; and breakfast and lunch on Saturday. Name badges are required for entrance to meals. Unfortunately, due to space limitations, it is not possible to have individuals pay for meals as a guest and dine with you or to join us for the reception. However, there are several restaurants within walking distance as well as the onsite restaurant, Texture Food & Drink.

Shuttle Downtown

We have arranged for the hotel to provide shuttles to the famous 6th Street District on Thursday and Friday. Buses will run on continuous loops in the evenings so that participants can experience downtown Austin. Check with the conference registration desk for a schedule and more information!

Attending Sessions

While it is expected that participants and presenters alike attend the whole conference in an effort to build community, it is NOT expected that you attend every single session. The conference pace is brisk, there are many choices among concurrent sessions, and the risk of information overload is always present. Please be sure to take a break and skip a session if needed to reflect on what you’ve learned, network, or even just catch up on emails.

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. Within the Guidebook App, you can message participants, make a personalized schedule, and share photos of the conference.

Evaluation of Sessions and Conference

Assessment is important. We encourage you to complete the paper/pencil session evaluations following each concurrent session. Place your completed evaluation in the envelope provided at the front of the room. Conference staff will collect the completed session evaluations scan them and email them 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.

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.



Thursday & Friday Plenary Presenters

Becky Wai-Ling Packard

Mount Holyoke College

Becky Wai-Ling Packard is Professor of Psychology and Education at Mount Holyoke College (Massachusetts), where she has taught for two decades. She has served as the founding director of teaching and learning, associate dean of faculty, and director of leadership, where gained extensive experience with faculty development. Packard has visited with over fifty campuses nationwide to speak, lead workshops, or provide consultation. With support from the National Science Foundation and Google, she has completed research and curricular initiatives focused on inclusive mentoring and teaching, and she was recognized with the nation's highest honor for early career scientists (PECASE). Packard is the author of *Successful STEM Mentoring Initiatives for Underrepresented Students: A Research-Based Guide for Faculty and Administrators* (Stylus Press).



Todd Zakrajsek

University of North Carolina

Todd Zakrajsek is an Associate Professor and Associate Director of the Faculty Development Fellowship in the UNC School of Medicine. Todd was a tenured associate professor of psychology at Southern

Oregon University before directing three teaching centers (Southern Oregon University, Central Michigan University, and UNC-Chapel Hill), and has served as a consultant for organizations such as Microsoft, Lenovo Computer, and the Gates Foundation. Todd currently sits on editorial boards for journals in the area of 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's most recent co-authored books include *Teaching for Learning* (2015), *Dynamic Lecturing* (2017) and *The New Science of Learning* (2019).

Strategies to Embed Mentoring in Our Daily Teaching

Thursday, 2:00pm - *Phoenix Central*

In this session, I offer specific, practical strategies to embed mentoring strategies in our daily teaching, and in department-level conversations, as this is critical to reaching more of our students on a regular, sustained basis. While mentoring from more intense, formalized programs is important, so is mentoring that comes from casual, informal interactions. I offer specific, practical strategies to embed mentoring strategies in our daily teaching. In addition, I explore department-level and unit-level conversations among colleagues that can help move our collective teaching practice forward. When we conceptualizing our classrooms as spaces where mentoring moments are often sparked, we can leverage the time with our students in powerful, cumulative ways. Embedded mentoring is critical to reaching more of our students on a regular, sustained basis.

The Power of Persuasion in Education: Strategies Designed to Move Students in a Positive Direction

Friday, 8:15am - *Phoenix Central*

Psychologists have long studied persuasion, which is an action designed to convince someone to do or to believe something. Persuasion is, in itself, neither positive nor negative. That said, persuasion strategies and tactics can be used for positive or negative outcomes. Within teaching and learning we implicitly use persuasive strategies all of the time to the benefit of our students. We persuade students to study, to come to class, to complete assignments, and in general, to learn. There are also times we try to persuade our students to do work and are met with steadfast resistance. In this session, we will investigate specific positive persuasive strategies designed to increase student motivation and help them to learn. We will also consider how much work students need to do to meet the learning outcomes for a course. Work is frequently necessary to learn, but not all learning requires work..

Saturday Plenary Presenters

Joshua Eyler

Rice University

Josh Eyler is the director of the Center for Teaching Excellence and adjunct associate professor of humanities at Rice University. After receiving his PhD, Josh moved to a position as assistant professor at Columbus State University in Georgia. Although he was approved for tenure at CSU, his love for teaching and his desire to work with instructors from many different disciplines led him to the field of faculty development and to George Mason University, where he served as an associate director of the Center for Teaching and Faculty Excellence from 2011-2013. In August of 2013, he came to Rice to take the position of director of the CTE. His eclectic research interests include the biological basis of learning, evidence-based pedagogy, and disability studies. He is the author of *How Humans Learn: The Science and Stories behind Effective College Teaching* (West Virginia UP, 2018).



Tara Gray

New Mexico State University

Tara Gray serves as the first director of the Teaching Academy at New Mexico State University (NMSU) and as a criminologist in the Department of Criminal Justice at New Mexico State University. She has published dozens of academic articles and book chapters as well as three books, including *Publish & Flourish: Become a Prolific Scholar*. She has been honored at New Mexico State and nationally with ten awards for teaching, scholarship or service. Tara has presented faculty development workshops to 10,000 participants at more than 120 venues, in 35 states, and in Thailand, Guatemala, Mexico, Canada, Saudi Arabia and the United Arab Emirates. Workshop participants report that she is “spirited, entertaining, and informative—she’s anything but gray!”

Why Failure is Essential for Student Learning

Saturday, 8:00am - *Phoenix Central*

Everybody knows that scientists walk into their labs and immediately make world-changing discoveries, right? And isn't it true that writers, too, create their magnum opus on the first attempt? Of course not. As academics, we long ago realized that research, discovery, and learning are lengthy processes marked by stops, starts, and a fair degree of failure before we come close to success, however that might be defined by our respective fields and universities. Higher education, on the other hand, does not often allow for this process of learning to play out. Students are frequently asked to achieve, on their first attempts, stellar results on high-stakes, high-pressure assessments. New research on the science of learning is beginning to show us that this strategy does not work well, though, because it is not how human beings naturally learn. We need to make mistakes before we can get the right answers. In this talk, I'll be reviewing some of the most important findings in this new area of inquiry and suggesting ways that we can generate “opportunities for failure” in our courses so that our students may learn more effectively.

Publish & Flourish: Become a Prolific Scholar

Saturday, 2:20pm - *Phoenix Central*

Triple your productivity. Eliminate blistering reviews and rejections. Write prose that is clearer, better organized, and more compelling. Workshop participants who followed the steps below were studied over a nine-week period. Ninety-five percent of the almost 100 participants reported that their writing improved. The average participant also increased the number of manuscripts submitted from two manuscripts per year to nearly six. Even when you can't work harder, there are important ways to work smarter. Much is known about how to become a better, more prolific scholar and anybody can. This workshop, featuring ten elegantly simple steps, will show you how.

The successful participant will learn how to:

- (1) Triple your productivity by writing 15-30 minutes per day.
- (2) Organize your paragraphs and papers around key sentences.
- (3) Seek and receive meaningful feedback from peers on rough drafts.



Lilly-Austin Daily Schedule

THURSDAY, JANUARY 10, 2019

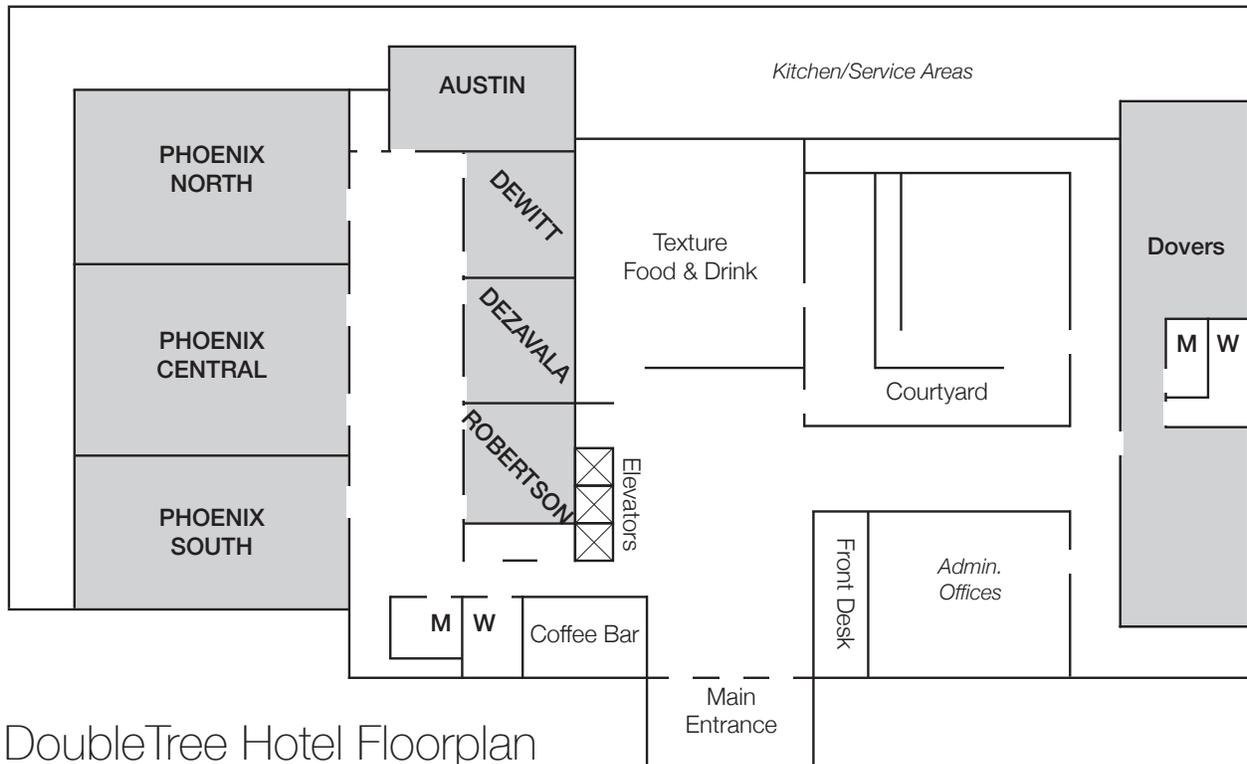
1:30p - 2:00p	Welcome & Opening Remarks: Todd Zakrajsek - <i>Phoenix Central</i>				
2:00p - 3:15p	Plenary Presentation: Strategies to Embed Mentoring in Our Daily Teaching - Becky Wai-Ling Packard - <i>Phoenix Central</i>				
ROOMS	Phoenix South	Austin	Dewitt	Dezavala	Robertson
3:35p - 4:25p	The Lecture is Dead: Long Live the Lecture <i>M. Dixon</i>	Encouraging Students to Take Risks and Embrace Failure <i>L. Wigglesworth</i>	Cultural Mismatch: Changing Practices that Impede Students' Academic Success <i>E. Esch</i>	Overcoming Compassion Fatigue in Higher Education <i>R. Gallardo</i>	Making Independent Inquiry Available to All Students <i>L. Winton</i>
4:45p - 5:35p	Engaging the Freshman: Success From the Start <i>J. Daniel</i>	Teaching Excellence: Cracking the DNA Code of "The Good Teacher" <i>O. Hertz</i>	Do Pedagogical Techniques Influence Students' Perceptions of Their Courses? <i>E. Ake-Little</i>	Using a Tiered Technology Approach to Improve Student Success in Online Learning <i>M. Henry</i>	Building Awareness of Writing Process: Metacognitive Approaches <i>S. Hall, A. David, & L. Harding</i>

FRIDAY, JANUARY 11, 2019

8:00a - 8:45a	Breakfast - <i>Phoenix Central</i>				
8:45a - 9:15a	Round Table Presentations - <i>Phoenix Central</i>				
ROOMS	Phoenix South	Austin	Dewitt	Dezavala	Robertson
9:30a - 10:20a	Elevate Your Lecture with Whole Brain Teaching <i>D. Brobec & C. Taylor</i>	Designing Learning Modules for Engaged and Motivated Teaching and Learning <i>V. Gregg</i>	Aligning Syllabus Language and Instructor Self-Perceptions <i>C. Richmann, K. Kurinex, & M. Millsap</i>	Accessing Prior Knowledge in Online Courses <i>J. Ryan</i>	Reducing Student Anxiety: The Benefits of Mindfulness Exercises in Class <i>D. Scott</i>
10:35a - 10:55a	C.A.R.E.-ing Feedforward for Formative Assessment <i>J. Walter</i>	Tutorial Based Approach: Always Be There When You Are Not There. <i>J. Li</i>	Modernizing the Class Presentation <i>P. Monaghan-Geernaert</i>	From Boardroom to Classroom: Re-imagining Corporate Team-building to Teach... <i>D. Brown</i>	Student-Centered Multicultural Perspective in the Science Classroom <i>E. Bergeler</i>
11:10a - 12:00p	Designing an Engaged Classroom: Is It Really Worth It? <i>G. Grabner</i>	Using Protocols to Engage Group Discussions <i>L. Trimmer</i>	Are Exam Wrappers a Silver Bullet for Increasing Metacognitive Awareness? <i>M. McGuire & Z. Frank</i>	Practicing What We Preach: Student-Focused Online Faculty Development <i>S. Howell & R. Chavez</i>	Vulnerability and Viable Learning: Freeing Metacognitive Space Through Rhetorics of... <i>S. Campbell & C. Johnson-Gerendas</i>
12:00p - 1:00p	Lunch - <i>Phoenix Central</i>				
1:00p - 2:15p	Plenary Presentation: The Power of Persuasion in Education: Strategies Designed to Move Students in a Positive Direction - Todd Zakrajsek - <i>Phoenix Central</i>				
2:30p - 3:20p	Equipping Students to Overcome Challenges <i>S. Meyers</i>	Unleash Collaboration to Increase Student Engagement <i>A. Velchoff</i>	Increase Student Success and Perceptions with the Emergenetics Profile <i>C. Taylor & D. Brobeck</i>	Primary Source Integration for Whole-Curriculum Education <i>K. Watson</i>	Think Like a Game Designer: Techniques for Creating Learning Games <i>J. Johannigman</i>
3:35p - 3:55p	Forget The Syllabus: Why We All Need A User Manual <i>J. Musico</i>	If At First You Do Not Succeed: Student Benefits of Multiple Attempts <i>E. Faulconer & J. Griffith</i>	Community Engagement: Providing Preservice Teachers Authentic Experiences Beyond... <i>J. Lemke & A. Steiner</i>	Changing Student Perspectives Using Tableau Theatre <i>T. Shetron & T. Edgel</i>	Strategies for Transformational Learning: Meta Meta Journal Prompts and Impromptus <i>B. Mossberg</i>
4:10p - 5:00p	Assigning Group Work (That Works) <i>M. Dixon</i>	Best Practices for Implementing Blended Learning in Large Lecture Classes <i>M. Zafonte & L. Terry</i>	What Is the Scholarship of [Teaching and Learning? Seven Steps to Engage and Produce <i>M. Cox</i>	Multiperspectivity: The Case for a Culturally Responsive Learning Space <i>K. Watson</i>	Faculty Panel: What Happened AFTER our Faculty Teaching Academy Ended <i>L. Eaton, et al</i>
5:15p - 6:15p	Poster Reception - <i>Dovers</i>				

Lilly-Austin Daily Schedule

SATURDAY, JANUARY 12, 2019					
7:30a - 8:00a	Breakfast - Phoenix Central				
8:00a - 9:00a	Plenary Presentation: Why Failure is Essential for Student Learning - Josh Eyer - Phoenix Central				
ROOMS	Phoenix South	Austin	Dewitt	Dezavala	Robertson
9:15a - 10:05a	Utilizing Technology Outside of Class to Enhance Engagement <i>L. Terry & M. Wireman</i>	Ensuring Balanced Faculty Evaluation <i>K. Ryalls</i>	Creative Research Assignments: Looking Beyond the Research Paper <i>M. Bowles-Terry</i>	Navigating Student Self-Disclosure: Promoting Insight and Emotional Safety in the ... <i>P. Szczygiel</i>	Employing a Teaching-Focused IDP in Faculty and Future Faculty Development <i>J. Johnson & M. Gregory</i>
10:20a - 11:10a	Bloom's Blitz: Active Learning Techniques to Assess Your Students <i>S. Souther</i>	Using the 5 Languages of Appreciation to Strengthen Engagement <i>C. Biggerstaff & J. Johannigman</i>	Expanding the Use of Active Learning Throughout Our College <i>B. Loft & T. Primm</i>	How to Design Competency Packages (CompPacs) for Engaged Learning Assessment <i>V. Gregg</i>	Enhancing Student Learning in Science Classes Through Informal Writing <i>S. Nair & T. Stampfl</i>
11:25a - 12:15p 11:25a - 11:45a	Rethinking Student Success: Lessons in Deeper Learning <i>S. Howell</i>	Increasing Student Success Through In-Class Resilience... <i>L. Montgomery, et al</i>	Transitioning from Student to Professional in a Capstone <i>L. Mohan</i>	Should We Be Asking "Googleable" Questions? <i>M. Metzgar</i>	Expanding Global Awareness and Cultural Sensitivity <i>G. Welton</i>
11:55a - 12:15p	...Relationship Between Student Success and Learning Modes... <i>J. Griffith & E. Faulconer</i>	Using Food Studies to Engage Students Across the Curriculum <i>L. Shutt</i>	Choose Your Own Adventure: Service Learning Projects for ... <i>L. Alexander & M. Adams</i>	Infographics: Improving Learning Outcomes for Online... <i>J. Yarbrough</i>	The Diction of Globally Competent Students: Helping ... <i>K. Rourke & B. Wynstra</i>
12:15p - 1:00p	Lunch - Phoenix Central				
1:15p - 2:05p	Team-Based Learning: A Transformative Teaching Tool <i>L. Madson</i>	Shifting from Compliance to Empowerment: Integrating the UDL Principle of Engagement... <i>C. Kelly & S. Tanner-Anderson</i>	Using Reflective Portfolio to Help Students Become Self-Regulated Learners <i>A. Chau</i>	Creating an Invitational Educational Learning Environment for Diverse Learners <i>A. Hollis & C. Giddings</i>	Reading Relay Race: How to Incorporate Gaming Into Any Reading Task in the Classroom <i>L. Listi</i>
2:20p - 3:50p	Closing Plenary Presentation: Publish & Flourish: Become a Prolific Scholar - Tara Gray - Phoenix Central				



DoubleTree Hotel Floorplan



Friday Morning Round Tables

a	When Students Search for Meaning, Am I A Professional Guide? - D. Carbajal & S. Herbers
b	Sustaining or Initiating Your Faculty Learning Community Program - M. Cox
c	Adopting a Critical Service Learning Approach: Aspirations and Challenges - S. Kerrigan
d	Pros and Cons: Implementation and Assessment of a Flipped Classroom - J. Oliveira
e	Ontological Arrogance: How a 90-year Old Man can Make you a Humble Instructor - K. Ondo
f	Mindfulness in PE - C. Reimer
g	Successful Student Communication Strategies with Blackboard Retention Center - C. Sublette

Friday Evening Poster Session

a	Engaging Students in Service Learning at an On-Campus Food Pantry - K. Buch
b	Development of Transferable Professional Skills in a Cooperative Learning Classroom - D. Canelas
c	Is Groupwork Enough? An Evidence-Based Assessment of Cooperative vs Collaborative Strategies - G. Cantelli
d	Evaluation of an International Internship for Public Health Undergraduates - M. Cathorall
e	Teaching Cell Signaling Research to Freshman Undergraduate Students and the Role of Ownership... - G. Clark
f	Using Online Technologies and Teaching Strategies to Enhance Classroom Learning - D. Duarte
g	Creating Foundational Courses to Support Core Curriculum in Animal Science - K. Dunlap & D. Fowler
h	Teaching Entrepreneurship: Student-Led Design of Innovative Pharmacy Services - G. Ekong
i	Promoting Growth for Future Nurses - S. Garcia-Portillo
j	Team Teaching in an Online Graduate Nursing Course - D. Goddard
k	Using Explanatory Data Collection Methods to Study Online Course Participation - M. Ingram
l	An Introductory Anatomy Workshop: Strategy for Improving Anatomy in PBL - D. Kaliski & M. Bains
m	Understanding Ekphrasis: Rendering the Shield of Achilles in World Literature - J. Keene
n	Classrooms for Global Audiences: Making the College Classroom Accessible for ESL... - A. Mecklenburg-Faenger
o	Picturing Pedagogy: Utilizing the Photovoice Methodology to Enhance Student Engagement and Learning - J. Moore
p	Engaging in Curricular Redesign: Case Study of a Sociology Capstone - G. Peterson & K. Murphy
q	Flipping a Distance Learning Calculus Class - A. Riordan
r	Training our Future Faculty: What Graduate Teaching Assistants Want - L. Rosen & S. Ahmed
s	Combining Academics and Athletics in Short Term Study Abroad Experiences - C. Stumph & K. O'Connor
t	Effect of Active Learning on Instrument Pilots' Knowledge and Self-Efficacy - R. Thomas
u	Self-Care: A Necessity for Professional Health - J. Tolofari

Concurrent Session Abstracts and Outcomes

In alphabetical order by the lead presenter's last name

Do Pedagogical Techniques Influence Students' Perceptions of Their Courses?

Ethan Ake-Little - *Temple University*

This session examines a long-standing assumption – students base course evaluations on grades rather than an instructor's teaching – through the results of a forthcoming quantitative study.

Many instructors argue that students complete course evaluations with attention to grades rather than their quality of teaching. This session explores the relationship between grades, pedagogy, and course evaluations in 10,000+ general education courses across three disciplines (STEM, Social Sciences, and Arts & Humanities) over a five-year period at large, research university. Using structural equation modeling, the mediating effects of pedagogy on three outcomes – student interest and preparation; instructor quality; and overall course quality – are assessed. The findings indicate that not only does the influence of grades and pedagogy vary by discipline but also can also vary within a discipline.

Session Outcomes: (1) Have better understanding of the relationship between grades and course evaluations, as well as teaching techniques and course evaluations. (2) Investigate the ways in which pedagogical techniques influence the relationship between grades and course evaluations. (3) Explore implications for instructor practice and program policy to better align course evaluations to classroom teaching.

Tracks: Assessment, Course/Curriculum Design/Redesign, Engaging/ Motivating Students

TH. 4:45p - 5:35p | Dewitt

Choose Your Own Adventure: Service Learning Projects for Design Students

Lalon Alexander and Melinda Adams - *University of the Incarnate Word*

Professors implemented group service-learning projects to raise awareness of industry-related social and environmental issues.

Creative problem solving is a highly valued skill for entry-level jobs (El Mansour & Dean, 2016; Hanc, 2018). Service-learning assignments have been shown to positively

influence other skills such as collaboration, self-efficacy, and communication (Eike, Myers, & Sturges, 2018). As part of the instructional design of an introduction to design course, we implemented a service-learning assignment utilizing the 20time framework (Brookhouser, 2014). Students identify social or environmental issues with possible solutions. Teams are chosen to work on defined issues. They must clearly define the issue, create a plan of action and deliverables, develop a timeline, budget, and grading parameters.

Session Outcomes: (1) Have an understanding of a 20time project. (2) Identify issues within own discipline to use for this project. (3) Prepare project to use within own classroom.

Tracks: Service/Experiential Learning

SAT. 11:55a - 12:15p | Dewitt

Student-Centered Multicultural Perspective in the Science Classroom

Elmar Bergeler - *Texas State University*

This presentation shows how science classes can be infused with multicultural perspectives. I present results of a research study with 300 participants.

This research study with 300 participants is about the infusion of multicultural perspectives into a college-level physics lecture course. Specifically, I investigate what multicultural perspectives students bring into the class themselves. An intervention consisted of creativity assignments which were embedded into the regular course homework. The students had the choice between different types of texts to write. In this presentation, I focus on physics stories the students wrote. I performed a content analysis and a survey with Likert-Scale items. Results explore perceived learning outcomes, attitudes about physics, motivation, communication, and multicultural perspectives.

Session Outcomes: (1) Know about possibilities to infuse science classes with multicultural perspectives. (2) Know about what multicultural perspectives students bring into the science classroom through written texts (3) Evaluate how students perceived “creativity assignments,” which were used to infuse a college physics class with a multicultural perspective.

Tracks: Diversity/Inclusion, STEM

FRI. 10:35a - 10:55a | Robertson



Using the 5 Languages of Appreciation to Strengthen Engagement

Chelsea Biggerstaff and Jeff Johannigman - *Austin Community College*

Through the lens of the languages of appreciation and motivational theory, we will examine strategies and techniques that can be used in and out of the classroom to enhance engagement and success.

“Next to physical survival, the greatest need of a human being is psychological survival, to be understood, to be affirmed, to be validated, to be appreciated.” - Stephen Covey. Discover secrets to tapping into your students motivation in the classroom. Through the lens of the languages of appreciation and motivational theory, we will examine strategies and techniques that can be used in and out of the classroom to enhance engagement and success. Participants will be able to navigate potential blind spots in communication and apply the principles of the languages of appreciation in and out of the classroom

Session Outcomes: (1) Identify the negative results that can occur when students and/or colleagues do not feel valued or appreciated. (2) Describe the 5 languages of appreciation and what they look like in daily life. (3) Brainstorm ways of implementing the 5 languages in the classroom.

Tracks: Creating Learning Communities, Engaging/ Motivating Students, Innovative Pedagogical Approaches

SAT. 10:20a - 11:10a | Austin

Creative Research Assignments: Looking Beyond the Research Paper

Melissa Bowles-Terry - *University of Nevada, Las Vegas*

This program will share examples of creative research assignments such as infographics, videos, and websites and lead participants through a backward design process to draft a creative assignment.

Faculty in many different disciplines are exploring options beyond the traditional research paper. Using different types of assignment formats – websites, infographics, poster sessions, podcasts, videos – allows students to develop a new set of skills and prepare to communicate with different types of audiences. This program will provide an opportunity for instructors to explore creative alternatives to traditional research assignments that challenge students’ critical thinking skills and support them as they create new knowledge. Participants will create learning outcomes, consider how these learning outcomes can be achieved through creative assignments, and explore possibilities for assessing student learning in order to evaluate assignments and make course improvements.

Session Outcomes: (1) Articulate developmentally appropriate learning outcomes for research assignments that address critical thinking and inquiry skills. (2) Construct creative assignment prompts using alternative methods for presenting the product of student research. (3) Engage in cross-disciplinary discussions about assignment design and the affordances of different types of creative research assignments.

Tracks: Course Design/Redesign, Engaging/Motivating Students, Innovative Pedagogical Approaches

SAT. 9:15a - 10:05a | Dewitt

Elevate Your Lecture with Whole Brain Teaching

David Brobeck and Cal Taylor - *Walsh University*

Let’s celebrate well-designed lecture! This active session draws from brain science and cooperative learning to boost the effectiveness and quality of the content delivery.

Do you like to lecture? Would you like to lecture more effectively? What if practical application of a few Whole Brain Teaching (WBT) and other active learning strategies could make the good work you do even better? Session participants will experience WBT applied to lecture, as well as simple and practice strategies to increase student understanding, improve formative assessment, and increase student engagement... all while maintaining your key content. The presenters will make specific content applications and draw examples from the audience. Participants should plan on gaining specific ideas to implement in their classrooms.

Session Outcomes: (1) Understand how key elements of brain and learning research can support content delivery for effective use in a college classroom. (2) Apply ideas from different pedagogies and consider ways to maximize application to their content and preferred method of delivery. (3) (most importantly) Analyze his/her current professional teaching practices, and then articulate to a peer a means to apply key concepts from the session to his/her teaching.

Tracks: Academic Success, Engaging/Motivating Students, Innovative Pedagogical Approaches

FRI. 9:30a - 10:20a | Phoenix South

From Boardroom to Classroom: Reimagining Corporate Teambuilding to Teach Undergraduates

David Brown - *Ohio University*

This session will detail a team-building technique borrowed from the corporate world used to foster cohesion and trust among teams of undergraduate business students.

The focus of this session is a team-building activity designed to promote cohesion among teams of undergraduate students prior to their undertaking of a weeks-long group project. Drawing upon the concept of corporate retreats (or “off-sites”), where individuals gather at a venue unrelated to their jobs, students are tasked with meeting the other members of their respective teams by holding their own “offsite” in a non-academic environment of their choosing. This early, intense bonding activity dramatically increases team cohesion and reduces students’ anxiety. Those who attend this session can anticipate leaving with ideas for improving students’ performance on group projects.

Session Outcomes: (1) Discover new pedagogical techniques for team-based learning (2) Appreciate the benefits of reframing students’ interactions in group settings (3) Envision discipline-specific opportunities for promoting project-oriented course activities.

Tracks: Engaging/Motivating Students, Innovative Pedagogical Approaches

FRI. 10:35a - 10:55a | Dezavala

Vulnerability and Viable Learning: Freeing Metacognitive Space Through Rhetorics of Dissonance

Stacia Dunn Campbell and Carol Johnson-Gerendas - *Texas Wesleyan University*

Panel blends insights from communication, rhetoric, social psychology, and learning theory to invoke vulnerability and metacognition for learners in community to achieve dissonance without disrespect.

In *Daring Greatly*, *Rising Strong*, and *Braving the Wilderness*, social scientist and best-selling author Brené Brown shares insights from her research on shame, vulnerability, belonging, intention, and resilience. Brown’s studies reveal patterns in behavior that encourage innovation in guiding inter- and intrapersonal communication and avoiding scarcity models that result in “othering” and eristic argument (shaming, shunning, and shutting down). Presenters engage participants in applications of relational rhetoric to classroom dynamics to normalize the discomfort of learning and to encourage healthy risk-taking among students. This panel asks what shame-resilience would look like in our classroom forums and in our assignment design.

Session Outcomes: (1) Apply vulnerability exercises to their own courses and/or mentoring/advising sessions, to increase student engagement and authenticity in communication. (2) Incorporate relational rhetoric, dissonance without

disrespect, and “shame resilience” (Brown) into class discussion, peer activities, and assignments involving written and oral expression. (3) Design strategies for creating a learning community as a forum of respect where students optimize risk-taking, innovation, and empathy through relational and rhetorical awareness.

Tracks: Creating Learning Communities, Engaging/Motivating Students, Innovative Pedagogical Approaches

FRI. 11:10a - 12:00p | Robertson

Using Reflective Portfolio to Help Students Become Self-Regulated Learners

Amanda Chau - *Blinn College*

Reflective portfolio helps our students to reflect and adjust their learning and preparation. We will discuss how to use it to create self-regulated learners.

We often see our students using the same study strategy over and over again while expecting a different outcome. How can we help them to become self-regulated learners? Self-regulated learning is about setting goals, critically assessing progress, and adjusting study strategies or schedules to achieve best results. Reflective portfolio is a collection of assignments that will help our students to reflect and adjust their learning and test preparation to improve performance. Student evaluation is the final assignment that wraps up the portfolio. This last assignment will enable students to assess our teaching strategies and provide meaningful feedback.

Session Outcomes: (1) Define self-regulated learning. (2) Identify key components in a reflective portfolio. (3) Implement strategies to promote self-regulated learning in our students.

Tracks: Academic Success, Engaging/Motivating Students

SAT. 1:15p - 2:05p | Dewitt

What Is the Scholarship of Teaching and Learning? Seven Steps to Engage and Produce It

Milt Cox - *Miami University*

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

There is a new discipline in higher education that features the scholarship of teaching and learning (SoTL). The presenter of this workshop is an editor-in-chief of a journal that publishes the scholarship of teaching and learning. He will define and discuss the ongoing cycle of scholarly



teaching and the scholarship of teaching and learning. In addition, participants will discuss seven steps that can transform a teaching, learning, or institutional problem or opportunity into SoTL. We will discuss a template that can assist the planning of a SoTL project that could lead to a SoTL publication.

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

Tracks: *Learning Communities, Faculty Development*

FRI. 4:10p - 5:00p | Dewitt

Engaging the Freshman: Success from the Start

Jordan Daniel - *Angelo State University*

We all want freshmen to succeed. Doing it is a bit more difficult than thinking about it. The goal of this presentation is to foster a dialogue of exactly how to do this.

Characterizations of freshmen tend not to be kind. Words like lazy and entitled are thrown around. These reactions to freshmen may be more descriptive of professor's internal frustrations rather than an objective truth. We hypothesize that it is a matter of effectively engaging freshmen in the classroom. Essentially, how do you communicate that vision when freshmen be unwilling or unable to understand that vision?

Session Outcomes: (1) Describe what freshmen engagement looks like. (2) Illustrate best practices of how freshmen may perceive the process. (3) Implement their own "best solution" to engaging freshmen.

Tracks: *Academic Success, Engaging/Motivating Students*

TH. 4:45p - 5:35p | Phoenix South

Assigning Group Work (That Works)

Mary Dixon - *University of Texas at San Antonio*

Group projects teach important skills, but create frustration for students and faculty. This session provides techniques to avoid common pitfalls and create effective group work.

Faculty create group projects to engage Students, and teach important teamwork skills. Group communication skills are highly sought after by employers and are required in many courses. At the same time, they create frustration for both students and faculty. Students complain about workload and lack of effort, scheduling challenges, and ongoing group conflicts. Faculty struggle with assigning

and assessing group work and often spend large amounts of time mediating disagreements. Founded in research about social loafing and personal motivation, this session offers evidence based techniques for forming groups, teaching group processes, and practices for creating assignments appropriate to group work.

Session Outcomes: (1) Know specific techniques for setting up groups for success. (2) Understand essential processes and procedures groups use to move forward successfully, and will be able to use their assignments. (3) Create assignments appropriate to group work.

Tracks: *Academic Success, Creating Learning Communities, Engaging/Motivating Students*

FRI. 4:10p - 5:00p | Phoenix South

The Lecture is Dead. Long Live the Lecture

Mary Dixon - *University of Texas at San Antonio*

Lecturing can be effective, engaging, and, yes, active. This hands-on workshop allows participants to practice techniques for gaining and keeping interest, organizing information, and actively engaging students.

Despite reports about the demise of lecture, research shows that 50 percent of faculty still use lecture as a primary means of instruction, but few faculty have been trained how to do it. Using the evidence-based techniques, lecture can be effective, engaging, and, yes, active. This hands-on workshop invites participants to reexamine the lecture and practice techniques to gain and keep interest, effectively organize and present information, and actively engage students with the material and each other. Participants will leave with resources to develop their skills as lectures and public speakers.

Session Outcomes: (1) Organize a presentation for listening, learning, and retention. (2) Incorporate evidence-based active learning techniques that engage students in a lecture setting. (3) Apply delivery techniques that create interest, curiosity, and excitement.

Tracks: *Course Design/Redesign, Engaging/Motivating Students, Teaching w/ Classroom Technologies*

TH. 3:35p - 4:25p | Phoenix South

Faculty Panel: What Happened AFTER Our Faculty Teaching Academy Ended

Lynn Eaton, Heidi DiFrancesca, Robert Pendergraft, and Paul Griesemer - *University of Mary Hardin-Baylor*

This 3-person faculty panel and moderator will share what they implemented in their course(s), after participation in a semester-long Faculty Teaching Academy.

After a brief program overview, three faculty members (Sciences, Music, & Engineering) will share how they changed their teaching practices after participating in a semester-long Faculty Teaching Academy. The purpose of the Faculty Teaching Academy was to expand the pedagogical knowledge of faculty, and to increase their ability to design and teach learning-centered courses so that ALL students can learn course content, concepts, skills, and dispositions in a positive learning environment.

Session Outcomes: (1) Understand the nature, scope, and design of a successful Faculty Teaching Academy. (2) Create an actionable list of ideas for topics and tasks for a Faculty Teaching Academy at their home campus. (3) Learn the benefits of participation in a Faculty Teaching Academy.

Tracks: Course Design/Redesign, Engaging/Motivating Students, Teaching w/ Classroom Technologies

FRI. 4:10p - 5:00p | Robertson

Cultural Mismatch: Changing Practices that Impede Students' Academic Success

Emily Esch - *College of Saint Benedict/Saint John's University*

This session presents evidence for a cultural mismatch between academia's norms/values and those of our students and explores possible interventions.

In this session, we will discuss some recent work by psychologists on the gap between the norms and values of institutions of higher education and the norms and values of many of our incoming students, especially students who have been historically underrepresented in colleges and universities. Participants will be asked to think critically about the policies and practices of their institution and their own classroom. Research on some of the psychological barriers students face will be presented and potential interventions designed to close the achievement gap will be explored.

Session Outcomes: (1) Understand some of the specific ways in which their institutions and classrooms are not culturally neutral. (2) Describe some of the known psychological barriers students face in achieving academic success. (3) Develop changes in own classrooms that might lessen the impact of cultural mismatch.

Tracks: Academic Success, Diversity/Inclusion

TH. 3:35p - 4:25p | Dewitt

If At First You Do Not Succeed: Student Benefits of Multiple Attempts

Emily Faulconer and John Griffith - *Embry-Riddle Aeronautical University*

In a general chemistry course, students took advantage of multiple attempts on summative assessments with embedded high quality feedback, demonstrating stronger content mastery.

Best practices call for timely and specific feedback that is provided with an opportunity to apply the feedback. Online quizzes were programmed with high-quality feedback embedded. Students could opt to re-take, accessing a new question set from question pools. The best score was used in the learning management system gradebook. Scores from an introductory general chemistry course demonstrated that students who did not initially earn an A were likely to try again. Those that tried again tended to score better. Thus it follows that assessment design with multiple attempts that incorporates feedforward allows students to demonstrate stronger mastery of content.

Session Outcomes: (1) Identify feedback best practices. (2) Describe the steps for embedded feedback options in Canvas. (3) Generalize the findings from the student outcome data presented.

Tracks: Assessment, Student Learning

FRI. 3:35p - 3:55p | Austin

Overcoming Compassion Fatigue in Higher Education

Rachel Gallardo - *Blinn College*

The presentation aims to explore compassion fatigue (CF) with those working in higher education and possible solutions for overcoming this fatigue.

Compassion Fatigue, empathy for users resulting from repeated exposure to trauma, is a long-standing issue that occurs within numerous industries and yet remains a mute topic in the higher education field. This discussion is an exploratory inquiry of compassion fatigue in higher education and what may be leading some higher education professionals to feel these effects. Suggestions for overcoming fatigue are discussed through the restructuring of the typical higher education instructor's standard semester. Opportunities for brain-storming new solutions to this emerging issue will be available as well.

Session Outcomes: (1) Recognize the behavioral and cognitive functions associated with compassion fatigue in higher education instructors. (2) Brainstorm solutions



to fatigue within their own institution. (3) Obtain tools and best practices they can take back to the leaders and peers of their own institutions to help with issues of compassion fatigue.

Tracks: Preparing Future Faculty, Workplace Culture, Social Responsibility

TH. 3:35p - 4:25p | DeZavala

Designing an Engaged Classroom: Is it Really Worth it?

Gail Grabner - *University of Texas at Austin*

Learn how to create an engaged classroom in which the focus of the class time is the application of the content, instead of the delivery.

Several years ago, I decided to create a more engaged classroom by adopting a flipped model of teaching in which the focus of the in-class time is the application of the course content, rather than the delivery. During this session, I will relay my own experience with how I began flipping my classroom, what I do to increase active engagement with my students, why it can be beneficial, and how to apply this practice to any subject. Attendees will participate in an interactive experience of what it is like to learn in a flipped classroom.

Session Outcomes: (1) Describe elements of an engaged classroom. (2) Understand how a flipped model can be used to engage students. (3) Design a flippable moment in their own classroom.

Tracks: Active Learning Strategies

FRI. 11:10a - 12:00p | Phoenix South

Designing Learning Modules for Engaged and Motivated Teaching and Learning

Virginia Gregg - *Minnesota State University Moorhead*

For classroom and online use, learn the purpose and design of self-contained Learning Modules (LMs) that include subject matter, activities and assessments for specific content.

Learning Modules are applicable to any subject. Each LM covers a single topic and provides engaging, personable learning experiences. Design yours with games, puzzles, quizzes, ComPacs, etc. to guide and enhance learning. Students may repeat parts of an LM until mastering each. Develop your LMs to allow students to target their own interests. EX: a math Learning Module could be structured to allow students to apply music, chemistry, architecture, speech, or other knowledge. Yes, Really! Personalize your

LMs with art, jokes, quotes to reflect your own approach to teaching. Progress can be recorded directly to your Learning Management System.

Session Outcomes: (1) Divide course content into a logical progression with a Learning Module identified for each small manageable topic. (2) Select and include learning tools such as games, puzzles, quizzes, essays to assist the student in achieving competency. (3) Design and build a Learning Module with tools and assessment for competency.

Tracks: Academic Success, Engaging/Motivating Students, Teaching Online

FRI. 9:30a - 10:20a | Austin

How to Design Competency Packages (ComPacs) for Engaged Learning Assessment

Virginia Gregg - *Minnesota State University Moorhead*

ComPacs are assessment documents stating learning level, rubrics, and evaluation details for specific content. ComPacs may be used in Learning Modules or stand alone. Competency Packages (ComPacs) are valuable assessment tools for any discipline. ComPacs engage students in their own assessment of meeting the learning objectives. The required level of Bloom's Taxonomy on each ComPac informs students of the type of achievement that's necessary, and also guides you to prepare a focused ComPac. ComPacs should include the rubrics and a specific assignment to satisfy those objectives. Prerequisites should be noted, and follow-up work suggested. ComPacs can be used with or without a Learning Module. An LM includes the content necessary for a positive ComPac assessment, however, that content can be learned in other ways.

Session Outcomes: (1) Design ComPacs to help students assess their learning. (2) Determine a Level of Learning for each ComPac according to Bloom's Learning Taxonomy. (3) Develop an assessment activity that reflects the taxonomy level as well as specific Learning Objectives to be achieved.

Tracks: Assessment, Engaging/Motivating Students

SAT. 10:20a - 11:10a | DeZavala

An Investigation of the Relationship Between Student Success and Learning Modes in an Introductory Research Methods Course

John Griffith and Emily Faulconer - *Embry-Riddle Aeronautical University*

Do online students get better grades than classroom students? Are synchronous video learning students more likely to fail or withdraw? Discover what we found out!

Researchers have conducted studies on the relationship of learning mode to student performance but few studies evaluated pass rate, grade distribution and student withdrawal rate in an introductory research methods course. We examined 2,097 student grades from the 2015-2016 academic year to determine if such a relationship existed. In this study, learning mode was significantly related to failure rate, grade distribution and withdraw rate. Synchronous video home students had a significantly higher failure rate than traditional In-Person or online students. Online student grade distributions were significantly different than In-Person classroom, synchronous video home or synchronous video classroom student grade distributions.

Session Outcomes: (1) Describe the relationship between student performance and different course delivery methods. (2) Generalize the findings from the student outcome data presented. (3) Identify and discuss factors beyond course delivery method that could impact student performance.

Tracks: Academic Success, Assessment, Teaching Online

SAT. 11:55a - 12:15p | Phoenix South

Building Awareness of Writing Process: Metacognitive Approaches

Susan Hall, Ann David, and Letitia Harding - *University of the Incarnate Word*

The literature on metacognition suggests strategies to embed in courses to strengthen students' awareness of their writing processes. Reflection proves to be particularly useful.

While students learn much about writing processes in first-year composition, this knowledge is unevenly transferred to other classes. We rewrote assignments in four courses in our teacher education program to emphasize pre-writing, revision, and reflection. The adjustments we made to these formal writing assignments, as well as the emphasis on reflection, could be used in a variety of disciplines. After each paper, students wrote reflective wrappers, based on Lovett's exam wrappers. These revealed gratifying results, especially students' appreciation of connections between writing and learning; the wrappers also suggested some continuing challenges, including, encouraging multiple drafts.

Session Outcomes: (1) Describe common metacognitive teaching practices. (2) Apply these practices to improve writing in the disciplines. (3) Evaluate alternative options for responding to a teaching problem.

Tracks: Course Design/Redesign, Innovative Pedagogical Approaches

TH. 4:45p - 5:35p | Robertson

Using a Tiered Technology Approach to Improve Student Success in Online Learning

Matthew Henry - *Wake Technical Community College*

Presenters discuss the research behind a teaching model that blends synchronous and asynchronous technologies across diverse disciplines to improve online student success and retention.

Online classes have a reputation for poor retention and completion rates. Using a blend of synchronous and asynchronous technologies, as part of an experimental course design process, a teaching model was applied to three diverse classes with low performance outcomes: an introductory business, psychology, and computer technology class at a southeastern community college. The model has shown signs of success that can be applied to any online learning environment. This presentation will discuss the research to justify the model, data analysis from the in-progress experiment, lessons learned thus far, and extrapolations for other disciplines.

Session Outcomes: (1) Identify technologies that can play a role in improving minority performance in online learning. (2) Apply course design principles that can improve online student success. (3) Describe the relationship between social interactions and retention/student success in online courses.

Tracks: Academic Success, Diversity/Inclusion, Teaching Online

TH. 4:45p - 5:35p | Dezavala

Teaching Excellence: Cracking the DNA Code of "The Good Teacher"

Oren Hertz - *Johnson & Wales University*

What makes up a good teacher? In this session, newfound knowledge will be shared on professors' positive teaching attributes as perceived by their students.

This presentation identifies how undergraduate students in their junior and senior year seeking a bachelor's degree perceive their professors' instructional attributes and behaviors. The examination concentrated on two critical zones of discernment concerning professors' instructional practices. Participants were asked what teaching attributes contributed to their academic success, and teaching attributes did not contribute to their academic success. The presentation, derived from a qualitative study, also identifies any obstacles faced by the participating undergraduate students and their faculty as indicators of how to mitigate such obstacles.

Session Outcomes: (1) Understand how students perceive positive teaching attributes. (2) Apply new teaching attributes in any type of academic classroom. (3) Identify



what students dislike in their professors' teaching attributes and adjust accordingly.

Tracks: Academic Success, Assessment, Engaging/Motivating Students

TH. 4:45p - 5:35p | Austin

Creating an Invitational Educational Learning Environment for Diverse Learners

Antoinette Hollis and Crystal Giddings - *South Carolina State University and Clark Atlanta University*

Invitational Education Theory uses 5P's (People, Places, Policies, Programs and Processes) to promote learning through optimism, trust, respect, care, intentionality and the untapped human potential.

Invitational Education (IE) is a useful theory that helps educators to strengthen their professional skills and personal engagement. Through collaborative and cooperative activities, this presentation will benefit educators in learning a process to empower others to reach their full potential. IE deems every person desiring to be accepted and affirmed and as a valuable, capable, and responsible person. People are viewed as possessing the power to create beneficial messages for themselves in all areas of learning and human development. IE uses the starfish analogy where the 5 P's are applied to create inviting People, Places, Programs, Policies, and Processes.

Session Outcomes: (1) Recognize the operational definition of Invitational Education Theory. (2) Relate how Invitational Education Theory promotes cultural diversity and examine the use with underrepresented/underserved learners. (3) Compare recommendations for creating an Invitational Education learning environment for diverse populations in counselor education programs.

Tracks: Creating Learning Communities, Diversity/Inclusion

SAT. 1:15p - 2:05p | Dezavala

Practicing What We Preach: Student-Focused Online Faculty Development

Shelley Howell and Rocio Chavez - *University of Texas at San Antonio*

This session will explore ways to provide student-focused faculty development opportunities to faculty when and where they need it most – at their desks on demand.

Faculty continually express interest in development opportunities that show them how to increase student learning, but many are so overwhelmed with their academic

responsibilities they are unable to take the time to attend faculty development sessions. This session will explore ways to provide student-focused faculty development opportunities to faculty when and where they need it most – at their desks on demand. Participants will learn how to focus faculty development on student learning and how to provide development to faculty in multiple ways.

Session Outcomes: (1) Recognize student-centered faculty development. (2) Understand the need to provide multiple opportunities for faculty development. (3) Learn ways to provide multiple opportunities for faculty development.

Tracks: Engaging/Motivating Students, Teaching Online, Preparing Future Faculty

FRI. 11:10a - 12:00p | Dezavala

Rethinking Student Success: Lessons in Deeper Learning

Shelley Howell - *University of Texas at San Antonio*

Lessons learned in the redesign of a first-year course to include opportunities for autonomy and deeper learning that lead to better student success.

We often discuss the need to ensure first-year students have the resources and support they need to be successful during their college years. However, we don't always talk about the need to ensure all students learn how to learn in order to be successful in life. Too often students are focused on grades and faculty are focused on testing facts, sometimes to the detriment of actual learning. In this session, the presenter will share lessons learned in the redesign of a first-year course to include more opportunities for student autonomy and discuss how to incorporate activities that encourage deeper learning.

Session Outcomes: (1) Understand the concept of deeper learning. (2) Recognize the need for student autonomy and opportunities for creativity in the college classroom. (3) Incorporate strategies that lead to deeper learning in their own classrooms.

Tracks: Academic Success, Course Design/Redesign, Engaging/Motivating Students

SAT. 11:25a - 11:45a | Phoenix South

Think Like a Game Designer: Techniques for Creating Learning Games

Jeff Johannigman - *Austin Community College*

Can we make learning as addictive as a good game? Jeff will share techniques of professional game design and how to apply them to learning.

In this workshop, you will learn how professional designers create board games and computer games that are fun and addictive. Discover the resources that game designers draw from, the steps that they take to turn a real-world setting into a game simulation, the factors that are considered during implementation, and the process used to tune a game's playability to high levels of engagement and addictiveness. Learn how to apply these same approaches to any topic, whether it is taught in the classroom or by online delivery.

Session Outcomes: (1) Describe the 12 elements of an engaging game. (2) Apply those game elements to a learning topic. (3) Follow a six-step model for game design.

Tracks: Course Design/Redesign, Engaging/Motivating Students, Innovative Pedagogical Approaches

FRI. 2:30p - 3:20p | Phoenix South

Employing a Teaching-Focused IDP in Faculty and Future Faculty Development

Julia Johnson and Meg Gregory - *Washington University*

This session will demonstrate the value of utilizing a teaching-focused individual development plan (IDP) in support of faculty and future faculty development and mentorship.

Faculty and future faculty developers face a significant challenge in supporting new instructors beginning to cultivate instructional identities. Traditional training often relies on isolated events that miss the opportunity for self-reflection and lack goal orientation critical to the success of any new endeavor. Leveraging research on the benefits of structured individual development plans (IDPs) for career development, this presentation focuses on adapting the proven IDP framework for teaching-focused skills and professional development for new faculty and future faculty. Participants in this session will learn about the benefits of using a teaching-focused IDP and will complete one for themselves.

Session Outcomes: (1) Describe the benefits of using an individual development plan for self-reflection and goal-oriented planning. (2) Explain how this tool could be integrated into one's own professional development planning through their completion of a TDP. (3) Incorporate a TDP into professional development programs which participants facilitate and/or into their mentoring responsibilities.

Tracks: Creating Learning Communities, Engaging/Motivating Students, Preparing Future Faculty

SAT. 9:15a - 10:05a | Robertson

“Hooking” Students and Sustaining Engagement: Practical Ways to Integrate the UDL Principle of Engagement Into Teaching and Learning

Courtney Kelly and Sarah Tanner-Anderson - *Longwood University*

During this session, we will delve into the UDL Principle of Engagement, sharing out practical, effective methods in which educators can easily embed it into everyday teaching.

Today's students differ markedly in the ways in which they can be engaged or motivated to learn. Some learners are motivated by spontaneity and novelty while others prefer predictability and routine. Some students prefer independent work, while others enjoy collaborative work. Therefore, it is important that educators provide multiple options for engagement in learning. During this session, we will delve deeply into the Universal Design for Learning Principle of Engagement, discussing the three guidelines associated with it, and sharing out practical, effective methods in which educators can easily embed these guidelines into everyday instructional pedagogy: Recruiting Interest; Sustaining Effort and Persistence; and Self-Regulation. We ask that participants BYOD (bring your own device), as this session will include opportunities for integrated technology use.

Session Outcomes: (1) Apply the UDL Principle of Engagement guidelines to current teaching in practical ways. (2) Modify current lessons to include varied opportunities for student engagement. (3) Design future lessons with multiple modes of student engagement in mind.

Tracks: Course Design/Redesign, Engaging/Motivating Students

SAT. 1:15p - 2:05p | Austin

Community Engagement: Providing Pre-Service Teachers Authentic Experiences Beyond the Classroom

Jennifer Lemke and Amanda Steiner - *University of Nebraska at Omaha*

This presentation outlines a Family Engineering Night which deepened University partnerships with local schools and created meaningful opportunities for families to engage with STEM concepts.

Pre-service teachers need to be equipped to meet the needs of the diverse children and families that they will serve in the classroom. Therefore, teacher preparation programs must change the approach in how they prepare teacher candidates. Community engagement, like a family night, provides an avenue for pre-service teachers to create authentic experiences that expand content beyond the



walls of the classroom. This allows the teacher candidate to see their role in the larger community. This presentation will highlight how stakeholders collaborated to allow for pre-service teachers to create hands on STEM activities that engaged families in the school community.

Session Outcomes: (1) Infuse University coursework to community engagement. (2) Locate resources and tools available to initiate community engagement between school districts and University partnerships. (3) Create authentic service learning experiences for pre-service teachers

Tracks: Diversity/Inclusion, Service/Experiential Learning, STEM

FRI. 3:35p - 3:55p | Dewitt

Tutorial Based Approach: Always be There When You Are Not There

Jingtian Li - *University of the Incarnate Word*

This presentation exhibits techniques and analysis of tutorial making for students to help them preview, study, and review complicated courses with great efficiency.

The difficulties for students to understand technically advanced and complicated techniques are proven not only hard but also time-consuming when it comes to solving issues. Similar mistakes were often found to be the cause of many failures. To give the student better guidance, preparing well-documented and structured materials is critical. This presentation proposes many practical methods to make compelling tutorials to guide students through steps and methodologies with clarity. Students with the help with these tutorials can often successfully finish the projects with efficiency and it also dramatically reduces the time for the instructor to repeatedly fixing similar issues.

Session Outcomes: (1) Prepare tutorials to help students study their subjects. (2) Save time helping students having trouble finishing their project. (3) Enhance the structure and timing of the class.

Tracks: Course Design/Redesign, Teaching Online, Teaching w/ Classroom Technologies

FRI. 10:35a - 10:55a | Austin

Reading Relay Race: How to Incorporate Gaming Into Any Reading Task in the Classroom

Jessica Listi - *Austin Community College*

The participant becomes the student as they experience a running dictation game in order to learn about key figures in history.

Participants play a running dictation game. This game builds critical-thinking, literacy, teamwork and summarization skills. There are 3-4 people per team and the room is divided into stations - each station includes an image and bulleted list of an important figure in history. Each team member has a role - runner, recorder and listener. The runner has five minutes to run to the station, read, and bring the information back to the group for the recorder to write down. The listener will repeat information to the recorder. When time is up, the groups rotate and take the quiz of a different group.

Session Outcomes: (1) Work with other group members and build trust in a team. (2) Summarize historical information and build literacy skills. (3) Build critical thinking skills within a team.

Tracks: Academic Success, Engaging/Motivating Students, Innovative Pedagogical Approaches

SAT. 1:15p - 2:05p | Robertson

Expanding the Use of Active Learning Throughout Our College

Brian Loft and Todd Primm - *Sam Houston State University*

A sharing of experiences and lessons learned while attempting to expand the use of active learning first through a STEM college, then through a university.

Attempting to provide faculty with the motivation, guidance and resources to integrate active learning in their classroom presents several challenges. During this presentation, attendees will leave understanding successful strategies as well as lessons learned during efforts to expand active learning throughout a STEM college at a regional comprehensive university (using funds from a federal grant) as well as throughout their institution (as part of their SACS reaffirmation QEP). Examples of active learning across the disciplines will be discussed, as well as the resources needed to make the expansion of their use successful.

Session Outcomes: (1) Learn about one university's efforts to expand active learning through a college or university. (2) Avoid mistakes encountered by other institutions that have attempted such an expansion. (3) Provide motivation and resources to faculty and administrators encouraging more active learning across their college or university.

Tracks: Course Design/Redesign, Preparing Future Faculty, STEM

SAT. 10:20a - 11:10a | Dewitt

Team-Based Learning: A Transformative Teaching Tool

Laura Madson - *New Mexico State University*

Team-based learning (TBL) is an innovative, evidence-based teaching paradigm in which permanent student work on activities that engage students with the material and each other.

Do you want your students so engaged that they don't notice when class ends? Come learn about team-based learning (TBL), an innovative, evidence-based teaching paradigm in which permanent student teams solve authentic problems that engage students with the material and each other. Subsequent full-class discussion examines teams' different solutions, enriching everyone's thinking about the material (including the instructor's). Thirty years of research indicates team-based learning improves learning and engagement, particularly for struggling students. Instructors experience invigorated class time fueled by students who come to class prepared, ask rich questions, and engage in vibrant disciplinary conversations.

Session Outcomes: (1) Describe the key elements of team-based learning. (2) Report on their first-hand experiences with team-based learning during the presentation, including team formation and a team activity. (3) Use specific resources introduced in the presentation to learn more about TBL and decide whether to adopt TBL principles in their own classes.

Tracks: Engaging/Motivating Students

SAT. 1:15p - 2:05p | Phoenix South

Are Exam Wrappers a Silver Bullet for Increasing Metacognitive Awareness?

Michael McGuire and Zach Frank - *Washburn University*

We present our findings investigating whether using exam wrappers increases students' metacognitive skills as measured on the metacognitive awareness inventory (Schraw & Dennison, 1994).

This study investigated using exam wrappers to improve metacognitive awareness. Students in four sections of courses completed the Metacognitive Awareness Inventory (MAI) at the beginning and end of the semester. The courses included two sections of Introductory Allied Health and two sections of Introductory Psychology. One section of each course served as a control group whereas the other section used exam wrappers for three exams. Pre- and post-scores from the MAI were compared for differences between the groups (Exam Wrapper/No Exam Wrapper). Differences in Knowledge about Cognition were noted.

But, when controlling for students' GPA, the differences were nonsignificant.

Session Outcomes: (1) Identify three types of questions used to develop exam wrappers. (2) State reasons for using exam wrappers to facilitate metacognitive growth. (3) Create an exam wrapper for use in the classroom to help students develop metacognitive skills.

Tracks: Academic Success, Assessment, Engaging/Motivating Students

FRI. 11:10a - 12:00p | Dewitt

Should We Be Asking "Googleable" Questions?

Matthew Metzgar - *University of North Carolina at Charlotte*

Search engines can affect the validity of online exams. The author will discuss the use of different question types for online exams.

Many systems of assessment are moving towards online exams. These exams open the possibility of students using search engines to find answers. Within traditional classes, the use of memory-based simple questions may also have limited value. The focus of this presentation will be on whether instructors should be asking "googleable" questions – either for traditional exams or online exams. The author will present his findings regarding different questions types under various classroom scenarios – closed-book, open-book, or open online exams.

Session Outcomes: (1) Understand how different question types assess student knowledge. (2) Construct an exam with a variety of question types. (3) Decide the appropriate mix of simple and complex questions when creating an exam.

Tracks: Assessment, Teaching Online

SAT. 11:25a - 11:45a | Dezavala

Equipping Students to Overcome Challenges

Sal Meyers - *Simpson College*

We'll identify syllabus revisions and activities to help students overcome the challenges they face whether those challenges are personal or linked to social marginalization.

Students encounter a wide variety of challenges during their college careers including challenges associated with racism, poverty, and social marginalization. Instructors can equip students to overcome these challenges in a variety of ways. In this interactive session, we'll examine three ways of doing so: emphasizing learning over performance, reminding students of sources of support, and building



genuine (not foolish) hope. Participants will leave with concrete plans for in class activities they can use and ways of revising their syllabi.

Session Outcomes: (1) Equip students to overcome challenges by identifying ways of emphasizing learning over performance in their classes (2) Equip students to overcome challenges by identifying ways of reminding students about sources of support that can help them overcome challenges (3) Equip students to overcome challenges by building hope by encouraging students to set goals and identify pathways for reaching those goals including ways of working around roadblocks.

Tracks: Academic Success, Diversity/Inclusion

FRI. 2:30p - 3:20p | Phoenix South

Transitioning from Student to Professional in a Capstone

Leon Mohan - *Saint Leo University*

In the senior level capstone course, students take more control over their education and apply concepts learned in their curriculum.

In the senior level capstone course, students are educated in a number of ways. First, professional development such as resume writing, mock interviews and applying for internships are covered by the instructor. Secondly, the students develop an organization in which they hold specific responsibilities and duties in which they are accountable to each other. Throughout the student lead course, students utilize concepts they learned from the four year curriculum to operate a business complete with functions such as finance, marketing, event management, risk management and human resources.

Session Outcomes: (1) Assess the level of knowledge students have gained in their curriculum through practical application. (2) Develop an understanding of an experiential learning strategy in which students are held accountable to each other. (3) Learn about a teaching strategy that fully engages students.

Tracks: Service/Experiential Learning

SAT. 11:25a - 11:45a | Dewitt

Modernizing the Class Presentation

Pamela Monaghan-Geernaert - *Shippensburg University*

Using minimal technology, students video record their class presentations and submit for grading. This method works for large classrooms and eases presentation anxiety of students.

Class presentations are typically met with anxiety from the students. The amount of class time which needs to be set aside for class presentations often makes the activity prohibitive in large classes or classes with extensive material to cover. Additionally, the variation in quality is often vast. Finally, attendance drops once students have presented. This project explores an assignment in which students create, record and submit their presentation for grading. The advantages include; students can have multiple “takes” of their presentation; no class time is spent on watching presentations or taken away from content delivery; students are less anxious; faculty can provide extensive feedback. This presentation outlines how video presentations can be accomplished with minimal technology and gives examples of grading and student feedback.

Session Outcomes: (1) Learn about including technology to modernize a common assignment. (2) Apply the ideas and technology from this presentation into their own disciplines. (3) Brainstorm how to use the technology in their classroom and what learning objectives it would address.

Tracks: Engaging/Motivating Students, Innovative Pedagogical Approaches, Teaching w/ Classroom Technologies

FRI. 10:35a - 10:55a | Dewitt

Increasing Student Success Through In-Class Resilience Education

Laura Montgomery, Marianne Moore, and Tonia Cobbs - *Sam Houston State University*

Faculty present resilience education techniques in an engaging interactive format. Participants will learn evidence-based methods for resilience training and evaluation that build stronger, more engaged learners.

Researchers will complete a one group pre and post-test study to assess the effects of experiential learning about self-care in a cohort of pre-licensure baccalaureate nursing students, who are taking a psychiatric nursing class. Journals and free text responses will be analyzed for themes as well, in a descriptive qualitative approach. Grouped data will be analyzed for comparison of group means, and possible correlations between variables will be also explored. Self-care is a need of university students in all disciplines, based on current resilience literature.

Session Outcomes: (1) Identify one theme related to student resilience and self-care. (2) List two self-care modalities which can be effective in a classroom setting. (3) Identify one change that they can make in a course or in the classroom to promote active learning of student self-care.

Tracks: Academic Success, Engaging/Motivating Students, Innovative Pedagogical Approaches

SAT. 11:25a - 11:45a | Austin

Strategies for Transformational Learning: Meta Meta Journal Prompts and Impromptus

Barbara Mossberg - *University of Oregon*

The evidence is plain as day. Meaningful and transformational learning has occurred. Students know it. You know it. The problem is, it's ungradable. Evidence-based learning's heuristic challenge: assessing the evidence.

This presentation celebrates results of evidence-based learning pedagogical experiments. The evidence is in: meaningful and transformational learning has occurred. You know it. What's more, the students know it (that's part of the ingenious pedagogical strategy). Further, it's guaranteed unplagerizable. You've got glorious results of learning. The problem is, what you've got on your hands is ungradable. This presentation humbly brings to the Lilly collective brain the challenge of assessing evidence-based learning. Two courses from the Clark Honors College at the University of Oregon are examined for the strategy of meta meta prompts and impromptus in class journals: Epic literature and leadership, and Emerson and Einstein: interdisciplinary artist activists in civil and human rights, peace, and the environment. We will discuss auto-biography assignments of engagement that students say change how they view themselves as learners and how they see their education and their role in our world: Einsteins, epic heroes, and other needed hopeful problem-solvers. Sharing examples of this evidence, we will ask, how it is then to be graded?

Tracks: Academic Success, Engaging/Motivating Students, Innovative Pedagogical Approaches

FRI. 3:35p - 3:55p | Robertson

Forget The Syllabus - Why We All Need A User Manual

Joe Musicco - *Sheridan College*

How we can creatively improve our students' learning experience by providing them with a User Manual on a subject we're all intimately familiar with - ourselves.

There's nothing wrong with a good syllabus - it's essential, actually. But if we really want to give students true insight into ourselves as teachers and help them get to know and trust us, we should all take a cue from the branding world and create a personal "User Manual" that reflects our individual style. In this session, participants will engage in a fresh form of self-reflection and come away with a tool that can not only help improve learning dynamics, but help them effectively work with their students in a classroom setting.

Session Outcomes: (1) Articulate the various benefits of authoring a User Manual. (2) Create a framework for a

personal User Manual that will eventually be shared with students. (3) Offer an explicit description of one's personal values and how one works best with others.

Tracks: Course Design/Redesign, Engaging/Motivating Students, Innovative Pedagogical Approaches

FRI. 3:35p - 3:55p | Phoenix South

Enhancing Student Learning in Science Classes Through Informal Writing

Sreerenjini Nair and Tanja Stampfl - *University of the Incarnate Word*

This session will share various informal writing exercises for reversing student's negative attitude towards science at the start, middle, and end of the semester.

This presentation shares evidence-based strategies for engaging students inside and outside the science classroom. Students dread science because they perceive it as elite abstract knowledge that is memorized mostly through mathematical formulas, and the actual meaning of these quantities remains foreign to them. We will provide three strategies for reversing this attitude using various informal writing exercises: putting scientific formulas into words; connecting scientific processes to everyday life experiences, and inviting students to re-examine their personal experience with science and in science classes. Classroom surveys and reflections collected on a periodic basis helped us to assess the effectiveness each semester.

Session Outcomes: Be familiar with various electronic and paper-based teaching and learning tools designed to: (1) Create a positive STEM learning atmosphere. (2) Engage students' learning more efficiently. (3) Help deepen students' understanding of key concepts and to articulate those clearly.

Tracks: Engaging/Motivating Students

SAT. 10:20a - 11:10a | Robertson

Aligning Syllabus Language and Instructor Self-Perceptions

Christopher Richmann, Courtney Kurinec, and Matt Millsap - *Baylor University*

This presentation will explore the alignment of syllabus tone and instructors' self-perceptions, reporting on an original study using the Pleasure-Arousal-Dominance emotional scale.

The course syllabus has a high potential impact on classroom learning environment and students' impressions of the instructor. However, instructors often do not consider



the emotional associations of syllabus language, which, ideally, ought to align with the instructor's self-perception. This presentation will outline the findings of an original study measuring instructor self-perceptions and syllabus language using the Pleasure-Arousal-Dominance (PAD) emotional scale. Participants will discover the emotional associations of common teaching styles, identify their own teaching emotional state, and rate emotional levels of sample syllabi. This interactive session will encourage reflection on alignment of instructor's self-perception and syllabus tone.

Session Outcomes: (1) Describe the PAD emotional state model and its applicability to syllabus language. (2) Identify the emotional associations of various teaching styles. (3) Alter their syllabus language to better align with their teaching self-perceptions.

Tracks: Engaging/Motivating Students

FRI. 9:30a - 10:20a | Dewitt

The Diction of Globally Competent Students: Helping Learners Recognize and Revise Exclusionary Language

Kerry Rourke and Beth Wynstra - *Babson College*

This session will detail the contents of and research design for a pilot teaching unit which trained students to recognize and revise exclusionary language.

Two professors observed graduate students excelling in terms of traditional measures of writing competence but simultaneously not being attentive to language that was exclusionary in its privileging of hegemonic norms. In 2018 these professors launched a successful pilot teaching unit which trained graduate students to recognize problematic language and to identify ways to revise it. Working closely with a research psychologist from a nearby university, the professors designed an experiment to test the effectiveness of their teaching. This session will cover both the experimental design, which participants from multiple disciplines can easily replicate, and the pedagogical intervention. This work was coauthored with Jeffrey Nicholas, Bridgewater State University.

Session Outcomes: (1) Reflect upon the ways in which language is an artifact and architect of power. (2) Identify areas where their own students use or are unable to recognize biased or discriminatory language. (3) Replicate and/or modify the experimental design and intervention teaching unit.

Tracks: Assessment, Diversity/Inclusion

SAT. 11:55a - 12:15p | Robertson

Ensuring Balanced Faculty Evaluation

Ken Ryalls - *Idea Center*

We regularly use persuasive strategies to get students to complete work. In this session, we investigate positive persuasive strategies that increase student motivation and facilitate learning.

Most colleges use some form of student feedback, usually end-of-course student ratings, in an attempt to gather student perceptions of faculty teaching effectiveness. This student feedback is then incorporated into the faculty evaluation process, often in a clumsy or unfair way. We will discuss effective and fair ways of using SRI data, including issues of survey quality, dealing with bias, and effective inclusion of peer/self evaluations and course artifacts into the decision making process.

Session Outcomes: (1) List four common strategies as noted in the persuasion literature. (2) Differentiate positive from negative persuasion techniques. (3) Adapt at least one persuasion strategy that can be put to immediate use.

SAT. 9:15a - 10:05a | Austin

Accessing Prior Knowledge in Online Courses

Joe Ryan - *Northeastern University*

Participants are exposed to prior knowledge accessing strategies used in online courses. They will see examples, and identify their use potential in their own course(s).

There is a plethora of research that demonstrates how background knowledge facilitates and enhances comprehension and learning (McNamara et. al, 1996). The use of experiences from a learner's past provides potential for a smoother attainment of new learning. This possibility can be realized through use of proper prior knowledge accessing strategies. This learning session will provide students with brain-based background on how the mind uses information in long-term memory to enhance comprehension of new information. Through two short activities, short discussions and three strategy demonstrations, participants will be able to implement prior knowledge accessing strategies in their own courses.

Session Outcomes: (1) Identify the benefits and constraints in utilizing prior knowledge to prepare students for forthcoming instruction. (2) Describe the relationship between prior knowledge, adult learning theory and neuroscience. (3) Survey strategies for accessing prior knowledge in an online course and choose at least one for use.

Tracks: Teaching Online

FRI. 9:30a - 10:20a | Dezavala

Reducing Student Anxiety: The Benefits of Mindfulness Exercises in Class

Dana Scott - *Ohio University*

The session demonstrates brief teaching strategies that faculty can implement in the classroom to heighten student's control over stress and anxiety in their environment.

Undergraduate students often experience high stress and anxiety while taking exams and adjusting to new study schedules and responsibilities. This session offers brief classroom activities for reducing student anxiety and stress that faculty can introduce into course curriculum. It involves simple mindfulness exercises to improve a student's personal perception while enhancing their collegiate learning experience as well as personal health and well-being. This presentation provides an overview of a pedagogical approach to mindfulness, pertinent global evidenced based research, results of original research regarding student mindful behaviors, and demonstration of evidence-based mindfulness techniques that can be incorporated in the classroom.

Session Outcomes: (1) Define the pedagogy of mindfulness. (2) Discuss the research which supports adopting mindfulness techniques. (3) Implement mindful exercises in the classroom.

Tracks: Course Design/Redesign, Engaging/Motivating Students, Innovative Pedagogical Approaches

FRI. 9:30a - 10:20a | Robertson

Changing Student Perspectives Using Tableau Theatre

Tamara Shetron and Tricia Edgel - *Texas State University*

Tableau is an active learning strategy in which students create 'statues' from literary moments. Full body engagement fosters deeper understanding and awareness of multiple perspectives.

Tableau is an active learning strategy in which students become immersed in a text by creating living statues of literary events. This full embodiment of the text prompts deeper retention and understanding by engaging both hemispheres of the brain (Asher, 1966). Such brain activation is a prerequisite to learning (Hinton, Fischer, & Glennon, 2012) and Dolan (2001) recommends the use of theatre "to debate the issues of the day from multiple perspectives, in all their complexity and contention" (p. 8). Tableau can be used in multiple disciplines and is particularly useful in Literary and Social Studies courses.

Session Outcomes: (1) Have a research-based understanding of why active learning helps students engage with classroom material. (2) Have a thorough understanding of the process and implementation of Tableau Theatre in the classroom through participation in guided activities and handouts. (3) Brainstorm possible uses for Tableau in multiple disciplines and with students of varying ages.

Tracks: Engaging/Motivating Students, Innovative Pedagogical Approaches, Active learning

FRI. 3:35p - 3:55p | Dezavala

Using Food Studies to Engage Students Across the Curriculum

Lisa Shutt - *University of Virginia*

Students love talking about food. How can use the study of food as the starting place to address topics and concepts within our various disciplines?

Students like food. They like to talk about food. Knowing that a course is about food brings students to the table in the first place. Because we can address food through so many disciplinary lenses, educators can use the study of food as the starting place to address topics and concepts within our various disciplines. Participants will identify a number of ways they can structure courses and engage students by focusing their courses around food topics and examples, whether their discipline falls within the humanities, social sciences, foreign languages, sciences, or a wide variety of other fields.

Session Outcomes: (1) Think creatively about how food relates to their disciplines and subject matters. (2) Identify a number of ways they can structure courses and engage students by framing their course around food studies, whether their discipline falls within the humanities, social sciences, foreign languages, sciences, or a wide variety of other fields. (3) List specific topics that they could address in a course by framing their course with food studies.

Tracks: Course Design/Redesign, Engaging/Motivating Students

SAT. 11:55a - 12:15p | Austin

Bloom's Blitz: Active Learning Techniques to Assess Your Students

Stacey Souther - *Cuyahoga Community College*

This session will take participants on a "Blitz" through Bloom's six levels while providing a suggestion of a multi-disciplinary active learning technique for each level.



As cited in Eber and Parker (2007), “the use of Bloom’s Taxonomy (Bloom, Engelhart, Furst, Hiss, & Krathwohl, 1956) has been shown to enhance student mastery of skills and concepts and critical thinking (Bissell & Lemons, 2006). This session will take participants on a “Blitz” through Bloom’s six levels, reviewing possible assessment questions for each level, as well as provide suggestions for an active learning technique per level that any faculty member can use in any discipline. Each active learning technique will be an “intentionally designed educational activity” that help students succeed (Major, Harris, & Zakrajsek, 2015).

Session Outcomes: (1) Recall the six levels of Bloom’s taxonomy. (2) Identify an active learning technique to assess students at each level of Bloom’s. (3) Apply a discipline specific topic to each of the active learning techniques provided.

Tracks: Engaging/Motivating Students, Preparing Future Faculty

SAT. 10:20a - 11:10a | Phoenix South

Navigating Student Self-Disclosure: Promoting Insight and Emotional Safety in the Classroom

Pamela Szczygiel - *Bridgewater State University*

This session explores benefits and challenges associated with student self-disclosure about difficult life experiences. Strategies for encouraging insight and emotional safety will be explored.

Encouraging students to connect personal life experiences to class concepts and theories is a typical aspect of integrated and authentic learning pedagogies. Such approaches to teaching may inspire a transformative learning experience yet also carry the potential for emotional vulnerability. This session explores the benefits and challenges of student self-disclosure in the learning process. Participants will examine a case example, discussing the resulting challenges when students reveal too much. Literature and research regarding emotional vulnerability will be offered, as will guidelines for establishing both insight and emotional safety in the learning process.

Session Outcomes: (1) Identify benefits and challenges associated with integrated and authentic learning activities that often lead to student self-disclosure. (2) Develop a deeper understanding of emotional vulnerability and its potential impact on the learning process. (3) Employ strategies for decreasing student vulnerability during integrated and authentic learning activities.

Tracks: Creating Learning Communities, Engaging/Motivating Students, Innovative Pedagogical Approaches

SAT. 9:15a - 10:05a | Dezavala

Increase Student Success and Perceptions with the Emergenetics Profile

Carl Taylor and David Brobeck - *Walsh University*

This interactive, innovative session offers a unique way to enhance student success by supporting the teaching and learning relationship with the Emergenetics Profile.

What happens when faculty and student development emerges from a common experience? This session reveals how the Emergenetics Profile has been tested in across disciplines, undergraduate and graduate programs, including governmental studies, and graduate health studies over the course of three academic years. This is a highly interactive session where participants will experience the synergy of the investigations and have an opportunity to review the concepts, data, and assumptions. Most importantly, participants will leave this session considering how their thinking and behavior preferences can impact the teaching and learning relationship.

Session Outcomes: (1) Describe the key elements of the study, and the basic premises of the Emergenetics Profile. (2) Consider the application of thinking and behavior preferences as a pathway to understanding various student success and research implications. (3) (most importantly) Analyze their current professional teaching practices, and then articulate to a peer a means to apply key concepts from the session.

Tracks: Academic Success, Engaging/Motivating Students, Innovative Pedagogical Approaches

FRI. 2:30p - 3:20p | Dewitt

Utilizing Technology Outside of Class to Enhance Engagement

Laura Terry and Mark Wireman - *Grand Canyon University*

Presenters will share three types of technology, Loom, EdPuzzle, and Remind, that allow instructors to continue to connect with students after designated class time.

Technology can not only be used to enhance engagement in the classroom, but can also be used to connect students with content and material before or after the designated class meeting time. When students are able to connect with the material before, during, and after class, the extra time spent engaging with the content aids in the learning process. This presentation will aim to introduce participants to three types of technology, Loom, EdPuzzle, and Remind, and how they can be used to connect students with content before or after class to make the information they are learning more meaningful.

Session Outcomes: (1) Determine if Loom, EdPuzzle, or Remind can/should be used in their classes. (2) Gain the necessary information to sign up for and create accounts in Loom, EdPuzzle, or Remind. (3) Brainstorm specific examples of when and how each technology can be used in their classes.

Tracks: Academic Success, Engaging/Motivating Students, Teaching w/ Classroom Technologies

SAT. 9:15a - 10:05a | Phoenix South

Using Protocols to Engage Group Discussions

Leslie Trimmer - *The George Washington University*

Structuring classroom discussions using protocols provides all participants an opportunity to listen to and respond to others providing everyone an equal voice in the discussion.

Structuring classroom discussions using protocols provides all participants an opportunity to listen and respond to others providing everyone an equal voice in the discussion. This workshop will examine specific practices educators can implement to utilize protocols in the classroom to stimulate authentic discussions leading to greater insight of the content being studied. Participants will actively take part in an exercise using the Final Word Protocol. Participants will learn the basics of using protocols to organize classroom discussions, use protocols to ensure all students have an equal opportunity to participate in discussions and learn how to adapt protocols to specific learning situations.

Session Outcomes: (1) Lead classroom discussions using a protocol. (2) Choose protocols to structure discussions. (3) Understand the protocol process by engaging in a hands-on protocol-driven activity.

Tracks: Academic Success, Creating Learning Communities, Engaging/Motivating Students

FRI. 11:10a - 12:00p | Austin

Unleash Collaboration to Increase Student Engagement

Amy Velchoff - *Austin Community College*

What can your students learn from each other? This session will show how team and community building can enhance groupwork and student engagement, no matter your subject area!

This presentation builds off an action research project that aimed to extend the Ambitious Teaching literature to engage students in an Introductory Teaching class

in collaborative practices as a means of developing their skill along the novice to expert continuum. The pilot class included novice pre-service teachers with limited prior knowledge. Students were placed in teacher teams to simulate authentic teaching practices. In addition, teacher teams engaged in role-playing, with the goal that their end-of-semester Teaching Demos would exhibit more sophisticated teaching practices as measured by a Collaborative Skills rubric and compared to students in a control class.

Session Outcomes: (1) Engage in at least one collaborative team-building activity. (2) Utilize skits as a learning activity. (3) List a variety of attention-grabbers that can easily be incorporated into the classroom.

Tracks: Creating Learning Communities, Engaging/Motivating Students

FRI. 2:30p - 3:20p | Austin

C.A.R.E.-ing Feedforward for Formative Assessment

Jeffrey Walter - *West Coast University, Dallas*

Following a brief literature review, this session presents a mnemonic tool for composing feedforward formative commentary that reflects “CARE” for student-learners.

Grounded in a literature review of “feedforward” concepts and practices, a newly created and multi-modal mnemonic tool for composing formative commentary on student-learner work is explained, explored, and evaluated. Participants will learn a method for applying the mnemonic that reflects “CARE” for student-learners, test potential uses of the mnemonic, and critique the method and its potential applications.

Session Outcomes: (1) Understand the elements of the mnemonic tool/method and the educational, corporate, and philosophical underpinnings involved. (2) Test and explore possible applications of the Mnemonic tool/method. (3) Critique pragmatic aspects involved in using the tool/method and query potential research opportunities and designs.

Tracks: Engaging/Motivating Students

FRI. 10:35a - 10:55a | Phoenix South

Primary Source Integration for Whole-Curriculum Education

Katherine Watson - *Coastline Community College*

Integrative critical thinking--and consequent broad-based learning-- will result automatically from analyzing, evaluating, and contextualizing primary-source material



culled from international sources. Integrative critical thinking comprises the sorts of investigative skills that most journalists and researchers use in their writing, no matter where they are or what they are writing about. Fortunately, educators can take advantage of the primary sources of such writing, that is the first-hand, original data about things, from around the world and across disciplinary boundaries, so as to broaden and deepen understanding. Attendees will take away seven steps for using primary sources from everywhere to learn and analyze anything anywhere: React, Identify, Contextualize, Investigate, Analyze, Evaluate, Interpret/Integrate.

Session Outcomes: (1) Define and explain the notion of integrative critical thinking. (2) Apply to abstract and concrete questions seven tools of integrative critical thinking. (3) Cite how, where (in what context(s)), and to what end certain primary sources might be deployed to address a question using integrative critical thinking.

Tracks: Engaging/Motivating Students, Innovative Pedagogical Approaches, Diversity/Inclusion

FRI. 2:30p - 3:20p | Dezavala

Multiperspectivity: The Case for a Culturally Responsive Learning Space

Katherine Watson - *Coastline Community College*

A culturally responsive learning space is most easily achieved and made fruitful through multiperspectivity, where students and teachers can and must participate in multifaceted multi-logue.

“Multiperspectivity” accepts as a fact that effective learning in the twenty-first century will result best from a realization that modern challenges are complex, whole-society-based, and global, and that these challenges are most successfully met, addressed, and resolved by promoting a “culturally responsive learning space” engaging learners and teacher alike in critical “multilogue”. Attendees will discover ways to incorporate multiperspectivity across the curriculum, in sciences hard and soft, in humanities, and in the arts.

Session Outcomes: (1) Define “multiperspectivity” in idealized theory and realized fact. (2) Demonstrate the effective exploitation of multiperspectivity in their own classes or academic disciplines. (3) Explain how a multiperspective approach can and does change students’ understanding of a particular question, and how they might interact with that question in their lives.

Tracks: Engaging/Motivating Students, Innovative Pedagogical Approaches, Diversity/Inclusion

FRI. 4:10p - 5:00p | Dezavala

Expanding Global Awareness and Cultural Sensitivity

Gary Welton - *Grove City College*

A pre-test post-test quasi-experimental control group design assessed the impact of study abroad, service learning, and cultural coursework as alternative methods of expanding global awareness.

A quasi-experimental design assessed the long-term impact of study abroad, service learning, and cultural coursework as alternative methods of expanding global awareness, using a sample of 659 students at a Christian college. Results indicated that a standard instrument (Global Perspective Inventory) could be used with minor adaptations with this student group. Results showed that growth in global awareness does not occur in two-week travel courses, nor when large groups of students spend a semester abroad together. Instead, global awareness growth is achieved through semester-long study abroad options that encourage in-depth engagement, but also by service-learning coursework and community service involvement.

Session Outcomes: (1) Evaluate the strengths and challenges associated with the Global Perspective Inventory as a tool to assess global awareness and cultural sensitivity. (2) Evaluate alternatives to study abroad as possible means of expanding global awareness and cultural sensitivity. (3) Describe the necessary characteristics of college programming in order to achieve the goal of expanding global awareness and cultural sensitivity.

Tracks: Assessment, Diversity/Inclusion, Service/Experiential Learning

SAT. 11:25a - 11:45a | Robertson

Encouraging Students to Take Risks and Embrace Failure

Lesley Wigglesworth - *Centre College*

Participants will leave this session with strategies and frameworks they can implement to help their students embrace failure and risks as vital elements of the learning process.

Instructors are all too familiar with students who grow terrified when pushed out of their comfort zones and are faced with new challenges that might threaten their GPAs. Students have creative thoughts and ideas, but they often do not share these—fear of “seeming ridiculous and unimportant” holds them back. This session is designed to share strategies that encourage students to be intellectually

uncomfortable in the classroom and take risks, all while recognizing the importance of failure in the learning process. Findings from the literature as well as from focus groups conducted with college first-years and seniors will be presented.

Session Outcomes: (1) Identify aspects that prevent students from taking risks in the classroom. (2) Consider ways to promote failure as a crucial component of intellectual development. (3) Apply pedagogical methods for promoting intellectual risk-taking in their own courses

Tracks: Academic Success, Creating Learning Communities, Engaging/Motivating Students

TH. 3:35p - 4:25p | Austin

Making Independent Inquiry Available to all Students

Lin Winton - *The University of Texas at Austin*

We would like all students to engage in independent, creative projects, but doing this in class can be difficult. Learn how faculty and staff at UT Austin are addressing this challenge.

All students benefit from opportunities to do independent, creative inquiry and research during their undergraduate career. However, barriers to extracurricular opportunities put these experiences out of reach for many students, and incorporating independent inquiry into coursework can be time-consuming and unwieldy. This presentation will explain the steps that a large, public university took to provide course-based independent inquiry experiences for all undergraduate students within their chosen disciplines, and the methods being used to assess and support the experiences of faculty and students in these courses.

Session Outcomes: (1) Understand a framework for course-based inquiry that is both versatile and specific. (2) Develop strategies to collaborate with other units, faculty, and staff. (3) Outline a plan to assess a program or project.

Tracks: Assessment, Course Design/Redesign

TH. 3:35p - 4:25p | Robertson

Infographics: Improving Learning Outcomes for Online Students?

Jillian Yarbrough - *West Texas A&M University*

Infographics maximize content and minimize space. More importantly, infographics can be used to enhance course content and improve learning outcomes for online management students.

Research supports that pictures have numerous advantages over words in academic learning environments and that students have an improved ability to learn and remember when offered content through both text and visual content. Can infographics, illustrations that use graphic elements to present information, be incorporated into online learning classrooms to enhance student learning? To examine this question, the researcher created infographics depicting three major course concepts and three theories. Comparisons from previous courses to the infographic enhanced course were made. A description of the student's experiences, the instructor's experience and effective infographic design strategies will be presented.

Session Outcomes: (1) Define infographics. (2) Assess the characteristics of an effective infographic. (3) Explain how to use an infographic the enhance the student's learning experience.

Tracks: Assessment, Engaging/Motivating Students, Teaching Online

SAT. 11:55a - 12:15p | Dezavala

Best Practices for Implementing Blended Learning in Large Lecture Classes

Maria Zafonte and Laura Terry - *Grand Canyon University*

Presenters will share best practices for implementing blended learning into their large English and Psychology lecture classes.

In large classes it can sometimes be difficult for students to personally connect with their peers or the instructor. Implementing blended learning into these large classes can allow for social learning opportunities and time for more reflective learning, both of which are integral to student engagement and success and often lacking in lecture classes. In addition to showcasing some of the meaningful blended learning experiences that they developed for their classes, they will also discuss the use of instructor-created videos and other classroom management tools and strategies that can be used to engage and connect students.

Session Outcomes: (1) Determine if blended learning could be used in their classes. (2) Identify ways to improve communication with students on blended learning days. (3) Brainstorm specific examples of when and how blended learning could be implemented into their large lecture classes.

Tracks: Creating Learning Communities, Course Design/Redesign, Innovative Pedagogical Approaches

FRI. 4:10p - 5:00p | Austin



Round Table Discussion Abstracts and Outcomes

In alphabetical order by the lead presenter's last name

When Students Search for Meaning, Am I a Professional Guide?

Darlene Carbajal and Sharn Herbers - *University of the Incarnate Word*

This session explores approaches which promote holistic development of college students. What can faculty at a faith-based institution teach us about students search for meaning?

This session will explore the role of spirituality in higher education and the pedagogical and mentoring approaches that faculty use to facilitate the spiritual development of students. Participants in this session will explore areas of congruence in spirituality and the discipline and consider approaches for integration. Research presented in this session is from an educational perspective rather than a theological perspective. The findings shared can increase understanding of spirituality and holistic education, specifically from faculty who reflect a variety of teaching disciplines in the humanities, arts, social sciences, education, mathematics, natural sciences, and health professions.

Session Outcomes: (1) Select one strategy for examining a Big Question relevant to their students and their discipline. (2) Identify pedagogical approaches which foster the holistic development of college students, as presented in evidence-based research. (3) Procure tools and resources for implementing mentoring approaches that foster student development.

Tracks: Engaging and Motivating Students

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.

Many colleges and universities have faculty learning communities (FLCs) as part of their faculty/educational development programs. Research results about the effectiveness of FLC impact on faculty and staff participants, student learning, and implementation strategies are helpful in designing, implementing, and sustaining FLCs. At our

table we will discuss 16 recommendations for building and sustaining FLCs and FLC programs. We will provide opportunities for participants to ask questions about FLCs and meet others who are working with initiating or facilitating FLC Programs on their campuses.

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

Tracks: Creating Communities of Learners, Faculty Development

Adopting a Critical Service Learning Approach: Aspirations and Challenges

Seanna Kerrigan - *Portland State University*

Portland State implemented a critical service-learning approach advocating social change, redistribution of power and authentic relations. Participants will discuss the benefits and challenges of this approach.

In 2008 Tania Mitchell made a compelling case for institutions of higher education to evolve away from a traditional service-learning approach to a critical service-learning approach in order to address issues of power, privilege, equity, and social change. Her premise was that unless service-learning took a more critical approach by asking questions about root causes of issues that service-learning participants would replicate economic and social inequities in society. Our institution has centered our community-based learning Capstone upon this new model of critical pedagogy and thus have transformed our Capstone proposal processes and faculty development. This roundtable will engage participants in discussions where we will grapple with the challenges of developing a social change orientation (rather than merely volunteering), working to redistribute power and develop authentic relationships in the community.

Session Outcomes: (1) Define the core characteristics of a critical service-learning approach (2) Describe key elements of faculty development needed to support this pedagogy (3) Describe challenges and possible solutions to the challenges of implementing this approach.

Tracks: Innovative Pedagogical Approaches, Multiculturalism/Diversity/Inclusion, Service/Experiential Learning

Pros and Cons: Implementation and Assessment of a Flipped Classroom

Justina Oliveira - *Southern New Hampshire University*

Come discuss the pros and cons of flipped classroom approaches as well as assessment strategies for this course structure. Classroom activity ideas will be provided.

Flipped classroom approaches can be useful because students work through the more complex course content as a class or in teams with the use of activities that promote engagement and integration across course content. This pedagogical technique is growing in use across disciplines but additional assessment of its impact is needed. This session involves a discussion of the presenter’s experience redesigning a course to be flipped, the benefits and difficulties of implementing this structure, findings from her study related to students’ skills development and perceptions of this approach, as well as a conversation around session participants’ thoughts/experiences of flipped classrooms.

Session Outcomes: (1) Identify both pros and cons of flipped classroom techniques and navigate effectively through the difficulties. (2) Understand several ways to assess the effectiveness of flipped classrooms for building students’ skills and understanding their attitudes towards this technique. (3) Implement a flipped classroom technique (even if just for a few class periods) within their own courses.

Tracks: Course Design/Redesign, Engaging and Motivating Students, Innovative Pedagogical Approaches

Ontological Arrogance: How a 90-Year Old Man Can Make You a Humble Instructor

Kimberly Ondo - *Purdue University Global*

In this lecture, live presentation, and colorful game of “what-if”, participants will gain the necessary tools needed to better understand the unique perspectives of students.

Students’ needs are oftentimes unmet as a result of faculty’s inability to relate or understand the varied perspectives that students possess. This ontologically arrogant method of thinking, although natural, is a hindrance to effective learning, especially among a diverse group of online learners. Through audience engagement, improv-like learning, and the colorful narration of a fictitious tale about a 90-year old man named Mr. McGregor, the session fosters the transformation of participants from being the traditional, ontologically arrogant instructor into a more contemporary, ontologically humble mentor. This skill is transferable across disciplines to help leaders make non-bias observations about their surroundings.

Session Outcomes: (1) Synthesize the differences among doing things rights, doing the right things, and deciding what is right. (2) Understand their learners’ varied perceptions. (3) Make ontologically humble decisions void of personal bias.

Tracks: Academic Success, Teaching Online, Preparing Future Faculty

Mindfulness in PE

Crystal Reimer - *University of North Carolina at Greensboro*

Mindfulness is a secular practice that has deep roots in cultivating compassion and empathy. This session will provide participants with a rationale for integrating mindfulness into the P.E. & Health classrooms as well as practical strategies to implement immediately. Students as change makers.

Mindfulness is a secular practice that has deep roots in cultivating compassion and empathy. Can P.E. & Health classes realize similar advantages? This session will provide participants with a rationale for integrating mindfulness into the P.E. & Health classrooms as well as practical strategies to implement immediately. Breath, awareness, and compassion – how do we teach students to be in the moment? To be in their bodies? To take another’s perspective? To become change makers in our global community.

Session Outcomes: (1) Understand the benefits of mindfulness in the P.E. & Health curriculums. (2) Experience mindfulness practices that can be implemented in the P.E. and Health classrooms. (3) Learn the fundamental basics of mindfulness to develop P.E. & Health activities that promote mindful-practices.

Tracks: Engaging and Motivating Students, Service/Experiential Learning

Successful Student Communication Strategies with Blackboard Retention Center

Cecilia Sublette - *Tarrant County College*

This presentation will help faculty understand Blackboard Retention Center basics and implement best practices for using the module with student success in mind for both online and traditional classes.

The Blackboard Retention Center is a classroom tool that can be used to track student success and communicate with students about their goals and achievements. Successful integration of grade, activity, and deadline rules - set by



the instructor - can help the instructor and student work, as a team, towards student success while also providing valuable documentation for instructors needing to show evidence of their efforts.

Session Outcomes: (1) Identify 3 grade rules for integration into the Blackboard Retention Center (2) Identify 3 strategies for positive communication through the Blackboard Retention Center.pa (3) Use the Blsckboard Retention Center with confidence and comfort.

Tracks: Academic Success, Assessment, Teaching Online

Poster Abstracts and Outcomes

In alphabetical order by the lead presenter's last name

Engaging Students in Service Learning at an On-Campus Food Pantry

Kim Buch - *University of North Carolina Charlotte*

This session describes the impact of a service learning project at an on-campus food pantry serving students facing hunger and food insecurity.

This session describes a service learning project at an on-campus food pantry serving students facing hunger and food insecurity. The project was initiated by a team of faculty, staff, and student members of a service-oriented learning community. The pantry has since served over 3000 student clients through a range of services that include a community garden and a professional clothing closet. This session reports best practices in creating and operating student-led on-campus services for at-need students, and also reports a study showing the impact of the service learning project on student clients as well as the volunteer students serving them.

Session Outcomes: (1) Identify the causes, effects, and extent of the problem of hunger and food insecurity among college students. (2) Envision and create service learning projects that engage students and faculty in meaningful service to their campus community. (3) Apply lessons learned from our project and its assessment to inform their own service learning projects that enable students to serve students while learning how to serve.

Tracks: Creating Communities of Learners, Innovative Pedagogical Approaches, Service/Experiential Learning

Development of Transferable Professional Skills in a Cooperative Learning Classroom

Dorian Canelas - *Duke University*

Students in a flipped format reported significantly higher gains in professional skills including cultural competency, being an effective teammate, leadership, and working with complex ideas.

Professionals with STEM degrees often give high marks to their growth in technical knowledge and individual problem solving skills during college. Five years after joining the workforce, however, many members of the STEM workforce wish they had had more opportunities to practice and develop soft or transferable professional skills during their undergraduate coursework. Using a student assessment of learning gains (SALG) instrument, we compared learner self-reports of developing transferable professional skills in two different chemistry classroom settings: flipped versus lecture. Results suggest that gains in professional soft skill development can be realized without sacrificing technical content proficiency in STEM courses.

Session Outcomes: (1) Become familiar with the SALG instrument design. (2) Analyze how soft professional skill development occurs in their own STEM courses. (3) think about how pre and post testing can be used for transferable skills development in their own courses.

Tracks: Creating Communities of Learners, Innovative Pedagogical Approaches, STEM

Is Group Work Enough? An Evidence-Based Assessment of Cooperative vs Collaborative Strategies

Gaia Cantelli - *Duke University*

This study compares the effectiveness of structured, cooperative activities to unstructured group-work in a statistics class and suggests that students may benefit from structured activities.

There is little evidence to date as to the effectiveness of structured, cooperative learning when compared to unstructured, collaborative group work, especially in the STEM disciplines where active learning activities are often limited to unstructured group work alone. This study compares the test scores of students in a problem-based statistics class taught using cooperative and collaborative learning approaches. The results presented here suggest that student outcomes are improved by structured cooperative learning strategies when compared to group-work alone. This study highlights the need for further experimentation in this area to investigate what specific cooperative learning interventions are most successful.

Session Outcomes: (1) Relate the findings of our study to pedagogy in their own field. (2) Be inspired to integrate structured cooperative activities in their group activities. (3) Be empowered to delve beyond the classic group-work strategies, especially in teaching problem-based classes (in STEM or in the social sciences).

Tracks: Academic Success, Innovative Pedagogical Approaches, STEM

Evaluation of an International Internship for Public Health Undergraduates

Michelle Cathorall - *Southern Illinois University Edwardsville*

International internship programs provide students with the public health skills and cultural awareness necessary in a global environment. Students grew academically, professionally, personally and culturally.

Using a single post-group evaluation design, the international internship/service learning program was evaluated. Eight public health students participated in a 5-week international internship/service learning program. Students were placed on field teams to work alongside Ugandan students. Students conducted community needs assessments, planned and implemented programs, and conducted community outreach activities. Evaluation results indicate that the program was effective at helping student apply the skills they learned in the classroom, increasing their cultural awareness and feeling prepared to work with people from a variety of backgrounds.

Session Outcomes: (1) Identify key components of an effective international internship/service learning program. (2) Describe the rationale for international internship/service learning programs. (3) Identify some of the challenges with international internship/service learning programs.

Tracks: Service/Experiential Learning

Teaching Cell Signaling Research to Undergrads and the Role of Ownership in Determining Students' Research Career Intentions

Greg Clark - *University of Texas at Austin*

This presentation provides a model for teaching freshman undergraduates through participation in research and assessment of the course design features impacting students' research career intentions.

This presentation will provide a model for teaching freshman undergraduate students through their participation in research-based laboratory courses which connect students with authentic research projects as part of their regular course of study. One of the laboratory courses offered is the cell signaling laboratory course. In this course, students

perform novel, potentially publishable experiments. They learn methods of experimental design, data gathering, interpretation and presentation, and they learn principles of cell signaling. Data documenting the positive impact these inquiry-based courses have on students' academic performance and results of the assessment of design features that impact students' research career intentions will be presented.

Session Outcomes: (1) Understand how to design an inquiry-based laboratory course in which students can do novel, publishable experiments on an important question(s) relevant to the faculty's research program. (2) Understand the importance of aligning learning outcomes with student and research goals in a research-based laboratory course. (3) Appreciate the roles that discovery, iteration, collaboration, and ownership play in determining whether students in an inquiry-based laboratory course intend to persist in a research career.

Tracks: Engaging and Motivating Students, Innovative Pedagogical Approaches, STEM

Using Online Technologies and Teaching Strategies to Enhance Classroom Learning

Daniel Duarte - *The University of Texas at El Paso*

This session will focus on online and classroom technologies used in a variety of activities from writing assignments, student engagement, and participation in the classroom.

Freshmen students are overly acquainted with technology that they use online, on their phone and on their laptops outside of the classroom. But what happens when they are encouraged and assigned to use these technologies in the classroom? The pairing of their technology skills to new learning environments upon entering the University can be highly motivating. This poster presentation will detail a variety of assignments where students use personal technology, social media, and their LMS to use technology in unique ways that integrate technology skills they possess to apply them to innovative and creative ways to express their learning.

Session Outcomes: (1) Assign social media use such as Twitter to encourage students to connect to classmates and the greater campus community through a creative activity. (2) Understand how to use Google docs to create and collect learning team contracts that are created outside of class and submitted through a Google form. (3) Assign visual-media based activities to include Tweets, infographics and storyboards.

Tracks: Innovative Pedagogical Approaches, Teaching Well with Classroom Technologies, First-Year Students



Creating Foundational Courses to Support Core Curriculum in Animal Science

Kathrin Dunlap and Debra Fowler - *Texas A&M University*

Participants will have the opportunity to discover the benefits and drawbacks of developing foundational courses to promote student success within a redesigned animal science curriculum.

A challenge facing many disciplines is the disparity in background knowledge and skills students possess upon entering the major. Using animal science as an example, this session will showcase two freshman level courses that were created as part of a student-centered curriculum redesign to provide all students with a solid foundation in both the scientific and applied components of the discipline, thus promoting success within the remainder of the curriculum. Successful completion of these courses will enable student to enter the specialized discipline core classes with a more uniform knowledge base.

Session Outcomes: (1) Identify areas within a curriculum that may benefit from addition of lower level foundational courses. (2) Describe outcomes associated with a freshman level physiology-based course. (3) Describe key steps in creation of outcomes for industry-based freshman level laboratory course.

Tracks: *Course Design/Redesign*

Teaching Entrepreneurship: Student-Led Design of Innovative Pharmacy Services

Gladys Ekong - *Western New England University*

Entrepreneurial skills training for students in healthcare professions was implemented using student-led and problem-based teaching methods. Students designed pharmacy services to address prevalent healthcare needs.

Health care providers are in the forefront to identify prevalent patient barriers to optimal outcomes. Entrepreneurial and innovative skills training for students in health professions is a useful undertaking towards readiness for the multi-dimensional roles of tomorrow's health care providers.

Entrepreneurship training was offered to second-year pharmacy students as part of a management course. A dual teaching strategy was applied based on student-led and problem-based learning. Students worked in teams to identify patients' need and design innovative pharmacy services. Service domains included medication therapy management, remote video-conferencing, opioid abuse, veterinary pharmacy, immunization, and mobile clinics. Satisfactory student engagement was observed.

Session Outcomes: (1) Identify teaching strategies applicable in entrepreneurship training. (2) Assess the effectiveness of hybrid teaching strategies on student engagement. (3) Discuss the relevance of challenging students' innovative skills as part of the learning process.

Tracks: *Engaging and Motivating Students, Innovative Pedagogical Approaches, Service/Experiential Learning*

Promoting Growth for Future Nurses

Sarah Garcia-Portillo - *The University of Texas at Austin*

My nursing philosophy is based on the onion layer model-Dr. P. Benner Novice to Expert and a new concept Be F.I.R.M. tailored for nursing students to professionally manage incivility experienced at the clinical site.

My nursing philosophy model "Promoting Growth for Future Nurses" is an onion with layers of concepts Nursing Education, Holism, the Mentor layer is closest to the Student demonstrating the Growth from the underground. Nurse Educators promote the nursing profession in all levels of practice through observation, assignments, simulation, collaboration and the clinical setting. Learning feeds the onion (the student) through many layers/processes that are open layers for growth (from the seed-root system-core-to stalk) and retention while passing through stages of competency "development from lower to higher or simple to complex" using the experience-based model "From Novice to Expert" (Benner, 1984). I include a teaching for Managing Incivility for Nursing Students: Be F.I.R.M. Benner, P. (1984). From novice to expert. Menlo Park.

Session Outcomes: (1) Understand the student growth is a process, they use experiences and learning to build their layers. (2) Use the Be F.I.R.M. method to tailor the management of incivility by following the chain of command, do not lose focus of your patient, and trust in the process and in the Clinical Instructor. (3) Understand that students are the core & their growth is seen & unseen (below the surface & above the surface).

Tracks: *Assessment, Innovative Pedagogical Approaches, Diversity/Inclusion*

Team Teaching in an Online Graduate Nursing Course

Denise Goddard - *Angelo State University*

This presentation will share strategies for success in Team Teaching instructional modality in online Graduate courses to benefit both students and faculty.

Team teaching has positive benefits for both students and faculty. The majority of literature focuses on team teaching in the K-12 grades. This presentation will share strategies for success in Team Teaching instructional modality in online Graduate courses. In Fall 2014, there were almost 6 million students enrolled in distance education. Students receive better education from the expertise and knowledge of multiple faculty. Best practice recommendations, benefits and challenges, opportunities to collaborate across disciplines of team teaching in the University setting will be discussed. Team teaching can also provide greater Faculty satisfaction resulting in improved recruitment and retention.

Session Outcomes: (1) Identify benefits of team teaching in the University setting by knowing strategies for successful online teaching. (2) Identify at least one potential change in practice by recognizing best practice recommendations and real life scenarios to implement in attendee's own curriculum. (3) Recognize opportunities to collaborate across disciplines to improve student outcomes by utilizing the talents and specialties of multiple faculty members.

Tracks: Course Design/Redesign, Innovative Pedagogical Approaches, Teaching Online

Using Explanatory Data Collection Methods to Study Online Course Participation

Melissa Ingram - *Texas Tech University*

Results of a pilot study concerning student feelings toward online Air Force Acquisition courses will be presented.

Participants in this qualitative case study were Air Force Acquisition personnel currently taking computer-based online courses. Air Force personnel were interviewed about their experiences with online courses and observed while engaging in an online course. The data were analyzed and themes emerged.

Session Outcomes: (1) Understand how multiple educational theories can be used to appeal to learners with a variety of skill levels. (2) Understand how new literacies can be used to appeal to adult learners. (3) Identify how motivation can influence learning strategies within adults.

Tracks: Course Design/Redesign, Engaging and Motivating Students, Teaching Online

An Introductory Anatomy Workshop: Strategy for Improving Anatomy in PBL

Debora Kaliski and Mona Bains - *University of the Incarnate Word*

To investigate the effectiveness of an introductory anatomy workshop to improve student perceptions on anatomy

confidence and preparedness in a problem based learning program. Problem based learning (PBL) utilizes a self-directed learning approach that integrates core courses using clinical patient cases as problems and small group created learning objectives to facilitate self-directed learning. 1 New expectations of self-directed anatomy learning may overwhelm students who have otherwise depended on traditional lecture methods for anatomy instruction. To foster self-directed learning, students in PBL-programs are provided numerous anatomical resources (virtual resources, interactive 3-D models, video atlases) and learning materials in various forms to meet their learning goals. However, students often do not take advantage of the available resources because they are not efficient in utilizing additional resources.

Tracks: Assessment

Understanding Ekphrasis: Rendering the Shield of Achilles in World Literature

Jarret Keene - *University of Nevada, Las Vegas*

My presentation shares examples of how a non-traditional assignment with transparency guidelines inspires visual students to grasp ekphrasis and the power of Homer's imagination.

Sometimes the best way to understand an ancient epic is through a creative assignment—for example, having students render the shield of Achilles as Homer describes it in Book 18 of the Iliad. By allowing students to explore and exert their visual literacy, instructors receive tangible evidence of students integrating ancient literature and illustration. Students develop a stronger grasp of ekphrasis (a verbal description of a work of art) by literally performing ekphrasis in reverse (rendering in two or three dimensions Homer's verbal description of a magic shield). My presentation gives instructors another creative alternative to the traditional essay.

Session Outcomes: (1) Understand a comparison of student shields constructed using my original assignment guidelines against shields designed after I implemented new transparency assignment directions. (2) Visually demonstrate students' familiarization with (and actualization of) the concept of ekphrasis. (3) Visually demonstrate their illustration, graphic-design, and crafting skills with an assignment that simultaneously asks them to directly engage a World Literature text.

Tracks: Engaging and Motivating Students, Innovative Pedagogical Approaches, Multiculturalism/Diversity/Inclusion



Team-Based Learning and Case Study Approach to Teaching Immunohematology

Michele McAfee- *Tarleton University*

Advanced immunohematology is one of the most difficult course that is taught in the Medical Lab Science program. We were interested in comparing the traditional method to a team-based learning method to study the student's outcomes, problem-solving ability and engagement in the course.

In medical laboratory science, one of the most challenging courses to teach is advanced immunohematology, also known as advanced blood banking. In this course the students are expected to take concepts that are learned in basic immunohematology and troubleshoot complex situations. This can be very daunting because poor decision making can cause poor patient outcomes and become highly stressful for students who train in this area of the laboratory. The struggle has become one of how do we get students to take fundamental information that they have learned and use it to problem-solve in the laboratory setting. There is growing evidence that team-based learning (TBL), along with using a guided case-study approach is an effective way of incorporating interactive small group peer teach and enthusiasm for learning. Furthermore, there are a growing number of courses in medical education that have started using the TBL approach to teaching. The focus here was to use TBL, not only for those reasons, but also to study if TBL reduced the perceived difficulty of the course and in turn increased the productivity and learning outcomes for the students.

Session Outcomes: (1) Identify methods to incorporate team-based learning and the use of case studies to help improve the class average and improve "poor performers" outcomes. (2) Understand how useful team-based can be to decrease aversion to advanced topics in challenging courses. (3) Understand how useful team-based can be to decrease aversion to advanced topics in challenging courses.

Tracks: Academic Success, Assessment, Engaging and Motivating Students

Classrooms for Global Audiences: Making the College Classroom Accessible for ESL Students

Amy Mecklenburg-Faenger - *Park University*

This poster offers research-supported strategies for increasing accessibility of classroom practices for ESL students in higher education including effective feedback strategies and assignment redesign.

This poster presentation will offer research-supported strategies for increasing accessibility of classroom practices for ESL students in higher education. Growing numbers

of international students and domestic ESL students in American universities necessities reconsideration and redesign of common classroom practices such as assignment prompts and feedback on writing to ensure that all students succeed. Drawing from research in ESL and technical communication, this poster will offer practical strategies for instructors to redesign assignment prompts for better accessibility for ESL students and to better respond to ESL writers to help them improve their writing.

Session Outcomes: (1) Understand the complexity of the reading and writing process for ESL students. (2) Better and more specifically respond to writing by ESL students. (3) Redesign prompts for ESL student accessibility.

Tracks: Course Design/Redesign

Picturing Pedagogy: Utilizing the Photovoice Methodology to Enhance Student Engagement and Learning

Jessica Moore - *Butler University*

This presentation discusses the multifaceted possibilities of Photovoice methodological procedures to enhance student advising, classroom/online learning, and beyond.

This poster presentation will teach attendees how to use Photovoice methodological procedure to enhance student advising, classroom/online learning, and beyond. Photovoice has traditionally been used to study the social worlds or marginalized individuals, but it can also be used for student learning and advising across a variety of contexts. Photovoice is a method where participants use cameras to document their daily lives or some specific assignment or experience. The photographs then function as artifacts around which individual reflection, dialogue, or group conversations can be centered. This poster will provide conference attendees with ideas for how to incorporate Photovoice for advising and/or instruction.

Session Outcomes: (1) Understand how to use the photovoice method. (2) Use photovoice to enhance student learning in online and classroom environments. (3) Use photovoice to improve connects with students and improve student advising.

Tracks: Innovative Pedagogical Approaches

Engaging in Curricular Redesign: Case Study of a Sociology Capstone

Gretchen Peterson and Kendra Murphy - *University of Memphis*

This project examines the development of a new capstone course and reviews its alignment with program learning

outcomes as well as with best practices. This project involves a case study of curricular redesign of a capstone class. This redesign creates a seminar-style classroom experience with the topic determined by the instructor as an alternative to a thesis. We will review the process of curricular redesign prior to implementation and review the new course for alignment with departmental learning outcomes and with best practices. Following this, assessment measures will be developed to determine the impact of this new course on student learning. The results of this case study project will provide information on the process of deliberate program redesign that can be used across disciplines.

Session Outcomes: (1) Articulate best practices in capstone courses. (2) Understand the process of aligning new curriculum with learning outcomes. (3) Apply information on capstone redesign to their own disciplines and institutions.

Tracks: Assessment, Course Design/Redesign

Flipping a Distance Learning Calculus Class

Amy Riordan - Embry-Riddle Aeronautical University

Flipping a traditional calculus class is not new, but flipping a distance learning calculus is new. ERAU offers several different learning platforms.

Numerous instructors have moved part of the instruction outside class meetings in order to provide more classtime for collaborative or supervised problem-solving and skill-building, often reporting dramatic improvement in the areas of retention, engagement, and achievement. The additional challenge faced by ERAU-Worldwide is the video-conferencing platform that connects groups of students in diverse locations to an instructor in one of the classrooms or teaching from home. This study focuses on the issues inherent in the distance between students and instructor while attempting to replicate other published experiences. Exam scores in flipped, non-flipped, and online courses without the videos are compared.

Session Outcomes: (1) Teach a flipped calculus class. (2) Use different platforms to teach math classes. (3) Keep students actively engaged in a distance learning math class.

Tracks: Innovative Pedagogical Approaches

Training our Future Faculty: What Graduate Teaching Assistants Want

Lisa Rosen and Shazia Ahmed - Texas Woman's University

Graduate teaching assistants do not often receive comprehensive pedagogical training. This poster outlines

challenges that graduate instructors face and offers evidence-based strategies for training.

Graduate teaching assistants (GTAs) are often intimidated by the prospect of teaching their first class. Research suggests that lack of teaching self-efficacy may be a result of lack of training. More than 120 GTAs were surveyed on teaching self-efficacy, and they reported the areas in which additional training would be essential to their success as instructors. This poster will present these findings with attention to how current faculty can draw on evidenced-based practices to assist future faculty to become more effective instructors.

Session Outcomes: (1) Articulate the challenges that Graduate Teaching Assistants face as instructors of undergraduate courses. (2) Identify the types of training Graduate Teaching Assistants face. (3) Describe best practices for training Graduate Teaching Assistants.

Tracks: Preparing Future Faculty

Meaningful Learning in Teams as a Bridge In the Education-Practice Gap

Amy Simmons - Austin Community College

Using frameworks of teamSTEPPS and meaningful learning, students learn to communicate, work in teams, and develop mutual support that translates to safer care for patients.

This project describes using meaningful learning and teamSTEPPS concepts in a teaching/learning project to improve retention and transfer. Students are assigned a topic within the diabetes module and have freedom to decide how to present material. This allows integration of class material, and allows assimilation since anchoring of learning material to relevant concepts occurs. Utilizing this method engages students and allows transfer of knowledge to clinical practice as they learn teamwork and collaboration. A confidence surveys show increased confidence in this topic. In addition, understanding of required care of diabetic patients in the clinical setting has subjectively improved.

Session Outcomes: (1) Meaningful learning in teams is an effective learning modality. (2) State how meaningful learning allows assimilation since anchoring of learning material to relevant concepts occurs. (3) Understand that the goal of improved safety outcomes through teamwork and collaboration must begin in pre-licensure nursing courses and these concepts begin that process.

Tracks: Creating Learning Communities, Innovative Pedagogical Approaches, Education-Practice Gap



Combining Academics and Athletics in Short Term Study Abroad Experiences

Carolyn Stumph and Kimberly O'Connor - *Purdue University Fort Wayne*

In this paper, we explore how academic departments and athletics can work together to provide meaningful short term study abroad experiences for students.

Studying abroad is often referred to as one of the most meaningful experiences a student can have. Student athletes, due to rigorous training schedules, often cannot participate in these programs. This paper considers a way that the benefits of study abroad can be realized for these students. Further benefits from a course experiment recently conducted at our university include increased engagement with faculty across the campus. This course may serve as a model for other universities.

Session Outcomes: (1) Gain new ideas about ways to cooperate with staff in university Athletic departments. (2) Learn ways to engage students from a variety of different majors in this unique format. (3) Come away with some ideas about how to approach getting funding for these types of partnerships.

Tracks: Course Design/Redesign

flight scenarios is an effective method of refresher training for instrument rated pilots who are not instrument current.

Session Outcomes: (1) See how varying levels of active learning can impact student performance. (2) Measure success using self-efficacy in a task. (3) Apply active learning/experiential learning techniques to practical training situations.

Tracks: Assessment, Experiential Learning

Effect of Active Learning on Instrument Pilots' Knowledge and Self-Efficacy

Robert Thomas - *Embry-Riddle Aeronautical University*

Different active learning methods were used to test the effectiveness of their ability to increase non-current instrument rated pilots' knowledge and self-efficacy

The study examined the effect of active scenario-based training on the knowledge and self-efficacy of instrument rated pilots who were not instrument current. Additionally, this study addressed an issue that was not present in the existing literature by validating the potential of using at-home personal computer scenario-based simulation for instrument currency. Sixty-two non-current instrument rated pilots were divided into three experimental groups, where each group received a different training method with varying levels of active learning. Before and after the training, each of the participants took knowledge tests and self-efficacy questionnaires as a measure of training effectiveness. The results show that the increase of knowledge scores between pre-training and post-training was significant regardless of training type. Additionally, the results show that the increase in self-efficacy scores between pre-training and post-training was significant. Using active learning through personal computer-based

LILLY-WORKBOOK

A Guided Reflection for Your Conference Experience

I highly value and enjoy conferences with a focus on effective teaching. I look forward to the wide variety of sessions, facilitated by talented faculty members, who seem to have no end to their wisdom and experiences. I leave these conferences exhausted from extensive networking and learning, and at that same time energized, with a feeling of hope and renewal. That said, for all their value, and it is extensive, conferences do have a decided drawback. Time and again I have returned from conferences with many handouts, resources, web references, and business cards but rarely with a specific plan as to how to put what I have learned into practice.

This section of the conference program includes a workbook that provides a scholarly teaching framework to implement content acquired during this conference to improve your classroom teaching. It is designed to help you organize information gained, articulate ideas to be further developed, and identify contacts for intentional networking. Just as we teach our students to have a growth mindset with respect to learning, we must have a growth mindset about teaching. Reflect on your teaching by setting aside time to progress through the workbook as part of your conference experience. As you complete the workbook, you will develop an individualized action plan for improving your teaching and student learning.

This conference is the ideal place to contemplate the practice of scholarly teaching and possibly to develop a teaching and learning research project as you are literally surrounded by talented people who share your interest and passion. As you fill out the following pages, discuss with others your thoughts and get their feedback and insight. You might even be developing what you will present at a future conference.

To begin your conference experience, if you have not already done so from the online version of this book, please find a quiet place and complete the One Minute Paper that is found on the next page.

Best,



Todd Zakrajsek, PhD
Conference Director



Course Enrichment

Take a moment to think about courses you will teach in an upcoming semester. Identify one concern or challenge you have, or anticipate having, in one of those courses.

a. Describe the issue or challenge that you have identified.

b. Describe the ideal situation or exit behavior for the challenge identified.

c. To what extent are the contributing factors to the identified challenge related to student behavior (or lack thereof) and to what extent are the contributing factors related to your behavior (or lack thereof).

d. What strategies might be implemented to assist in moving toward the desired state?

Action Items

Consider specific things will you do within 2 weeks of the conclusion of the conference. These may include individuals to contact, resources to order, or materials to develop.

To Do List:

1. _____

2. _____

3. _____

4. _____

5. _____



Take-Home Exam

2-3 weeks after the conference, review the issue or challenge you noted on the Course Enrichment page. In light of what you learned at the conference:

1. What strategies have you implemented? Have they been successful? If not, what adjustments can be made.

2. Did you contact any new campus resources upon your return from the conference? If so, how have they helped? If not, who might you contact?

3. Review your notes from the conference and select one new concept or idea to try in the coming two weeks. Describe here briefly what you will attempt.

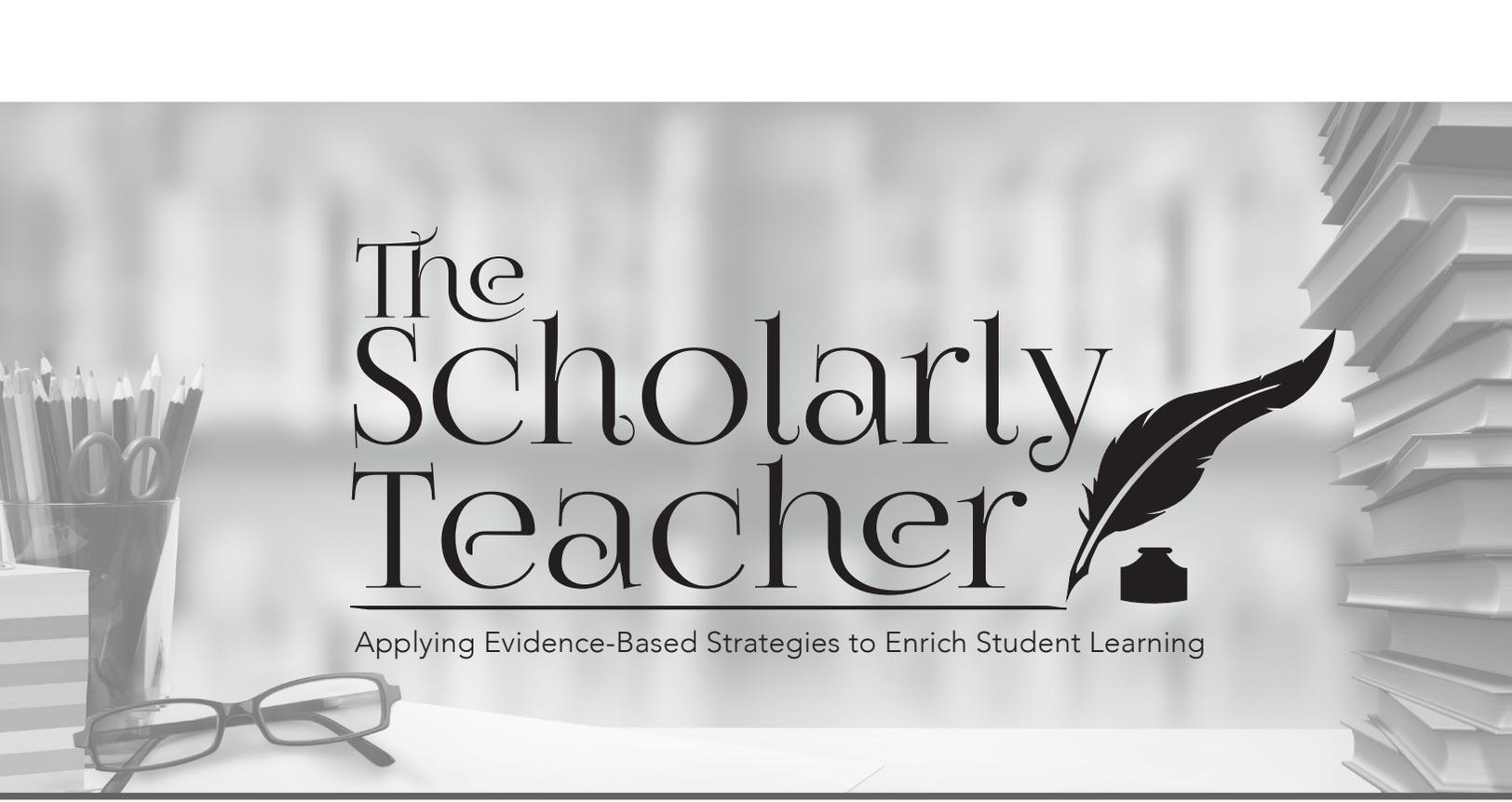
Thank You Note

We encourage you to send a quick note of thanks to the individual(s) responsible for your attendance.

You are welcome to stop by the Conference Registration desk at any time during the conference and select a blank Thank You card and envelope. It is particularly helpful to include one or two very specific changes that will be made in the upcoming semester, any anticipated benefit to students, and mention your willingness to offer a workshop on your campus sharing what you learned from this conference.

Sample verbiage for your “thank you” note:

Thank you for the support you provided that allowed me to attend the Lilly Conference on Evidence-Based Teaching and Learning in Austin, Texas. I was able to network with colleagues from (list one or two peer or aspiration institutions here). Among many things learned at the conference, I discovered (insert achieved personal conference objective; the following sentence is included as an example) a unique method to assign peer projects that I firmly believe will increase the quality of student work in my senior seminar course and have students to produce more work without greatly increasing the time needed on my part to grade the extra material. Thank you again.



The Scholarly Teacher

Applying Evidence-Based Strategies to Enrich Student Learning

The Scholarly Teacher blog is intended to encourage readers to purposefully pause, think critically, reflect on their teaching and their students' learning. Posts address contemporary issues and offer practical implications for our classrooms.

The blog emphasizes the importance of taking an informed and practiced approach to enhancing student learning by systematic improvement of effective teaching.

We invite comments to postings to further and deepen the conversation in positive ways. We also invite you to submit your ideas for future blog posts so that we can continue to learn from each other.

Read, enjoy, learn, share, and contribute!

WWW.SCHOLARLYTEACHER.COM

Helping Students Overcome Barriers to Learning

NEW

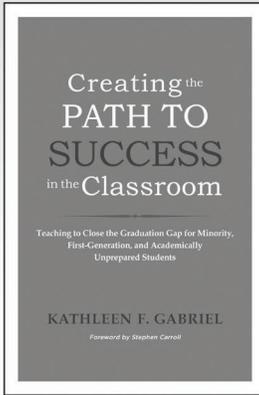
PRESENTER

Creating the Path to Success in the Classroom

Teaching to Close the Graduation Gap for Minority, First-Generation, and Academically Unprepared Students

Kathleen F. Gabriel

Foreword by Stephen Carroll



Paper \$27.50 | eBook \$21.99

THE EXCELLENT TEACHER SERIES

NEW

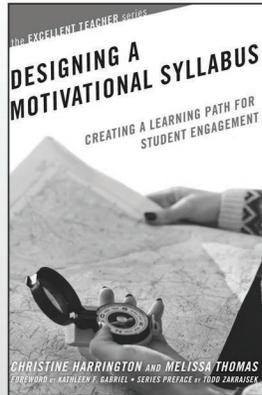
PRESENTER

Designing a Motivational Syllabus

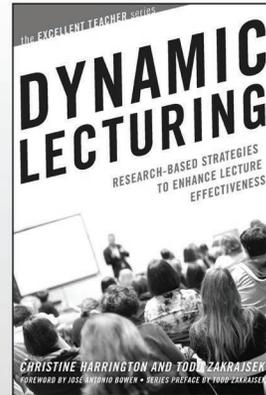
Creating a Learning Path for Student Engagement

Christine Harrington and Melissa Thomas

Foreword by Kathleen F. Gabriel



Paper, \$24.95 | eBook, \$19.99



Paper, \$24.95 | eBook, \$19.99

BESTSELLER

Dynamic Lecturing

Research-Based Strategies to Enhance Lecture Effectiveness

Christine Harrington and Todd Zakrajsek

Foreword by José Antonio Bowen

NEW

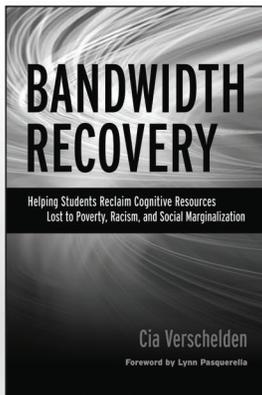
Bandwidth Recovery

Helping Students Reclaim Cognitive Resources Lost to Poverty, Racism, and Social Marginalization

Cia Verschelden

Foreword by Lynn Pasquerella

Published in association with



Paper \$27.50 | eBook \$21.99

NEW

PRESENTER

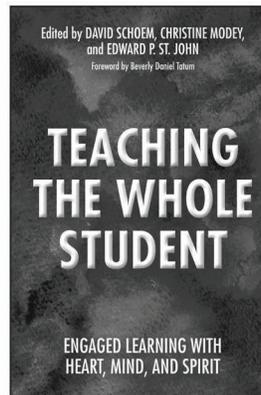
Teaching the Whole Student

Engaged Learning With Heart, Mind, and Spirit

Edited by **David Schoem, Christine Modey, and Edward P. St. John**

Foreword by Beverly Daniel Tatum

Published in association with



Paper \$35.00 | eBook \$27.99

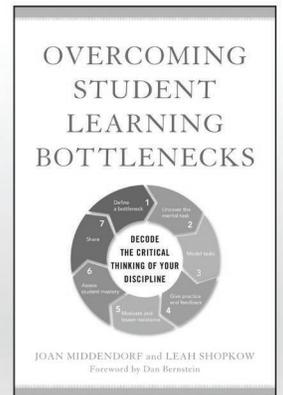
NEW

Overcoming Student Learning Bottlenecks

Decode the Critical Thinking of Your Discipline

Joan Middendorf and Leah Shopkow

Foreword by Dan Bernstein



Paper \$35.00 | eBook \$27.99

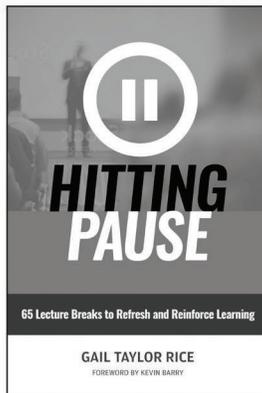
NEW

Hitting Pause

65 Lecture Breaks to Refresh and Reinforce Learning

Gail Taylor Rice

Foreword by Kevin Barry



Paper \$32.50 | eBook \$25.99

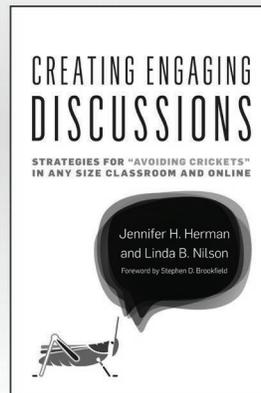
NEW

Creating Engaging Discussions

Strategies for "Avoiding Crickets" in Any Size Classroom and Online

Jennifer H. Herman and Linda B. Nilson

Foreword by Stephen D. Brookfield



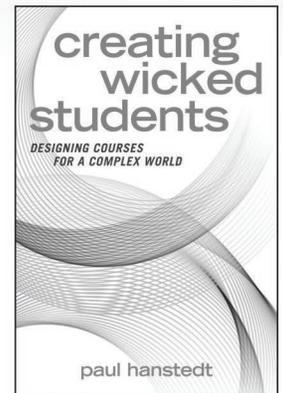
Paper \$27.50 | eBook \$21.99

NEW

Creating Wicked Students

Designing Courses for a Complex World

Paul Hanstedt



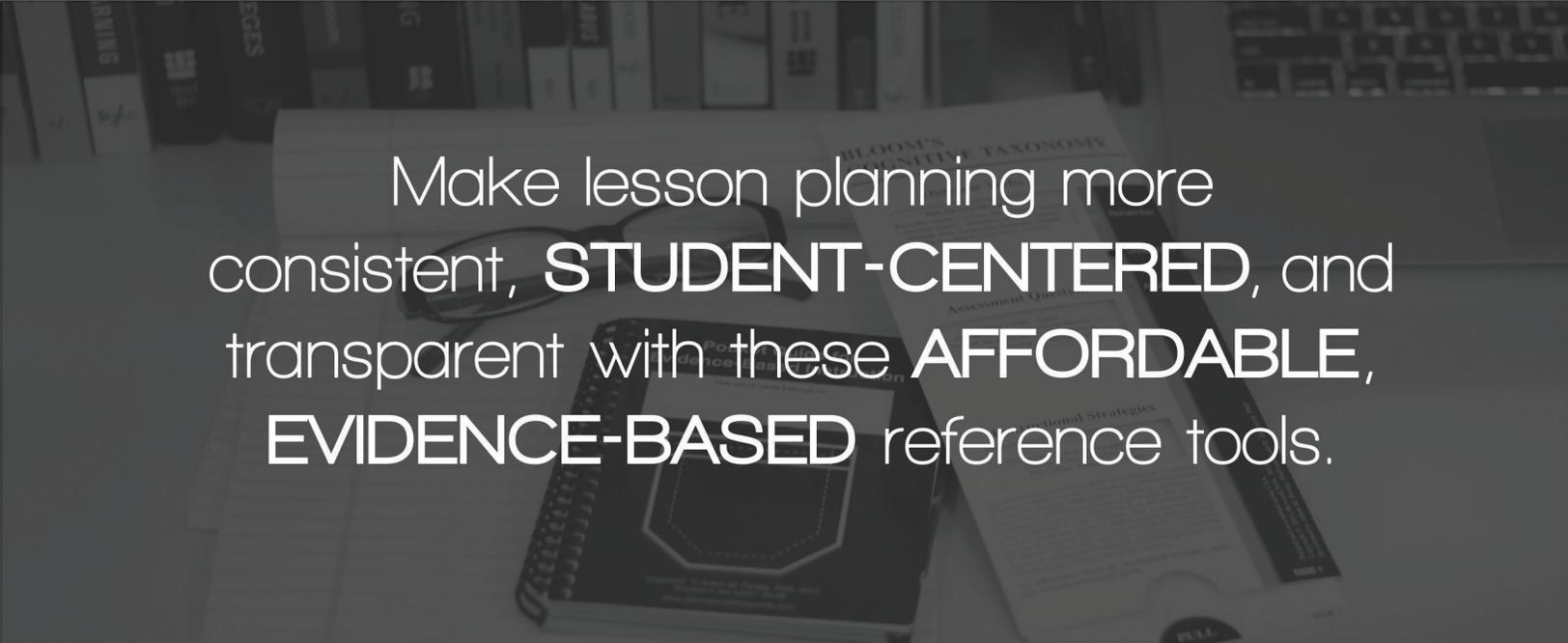
Paper, \$24.95 | eBook, \$19.99



Get up to **30% OFF** at Lilly-Bethesda or visit www.styluspub.com
Use code **EAST18** at checkout. Offer expires June 30, 2018.

Connect with Stylus Online! [f](https://www.facebook.com/StylusPub) [@](https://www.instagram.com/StylusPub) [in](https://www.linkedin.com/company/StylusPub) [YouTube](https://www.youtube.com/channel/UCStylusPub) @StylusPub

TO ORDER: CALL 1-800-232-0223 FAX 703-661-1501 E-MAIL StylusMail@PressWarehouse.com WEBSITE www.Styluspub.com



Make lesson planning more consistent, **STUDENT-CENTERED**, and transparent with these **AFFORDABLE, EVIDENCE-BASED** reference tools.

Educational Blueprints was established with the purpose of providing educational resources to students, faculty, and educational institutions. Our mission is to apply evidence-based pedagogy to improve student learning outcomes. At present, that is accomplished by distributing easy to use desktop reference tools.

BLOOM'S SLIDER

The Bloom's Cognitive Taxonomy Slider is a reference guide for developing course objectives, constructing assessment questions, and suggesting instructional strategies for your classroom. This one simple desktop reference was developed to help faculty to ask good questions; suggest instructional strategies to consider in the classroom; and promote backward design thinking.

POCKET GUIDE

The Pocket Guide on Evidence-Based Instruction describes 32 teaching concepts, strategies, and techniques and includes suggestions for student buy-in and references for each. This pocket sized compendium addresses Active Learning Strategies, Classroom Assessment Techniques, Collaborative Learning Techniques, and Foundational Learning Concepts.

REFLECTION CARDS

The Contemplative Reflections is a boxed set of 10 cards that features an inspirational quote on one side and a teaching resource on the other. Side two describes contemporary teaching issues relevant to the quote on side one and provides suggestions for how faculty may address the issue within the classroom; for student practices; and for further reading on the topic.

LILLY-AUSTIN SPECIAL, ORDER TODAY AND SAVE!

Get 10% off your order when you use promo code: **LILLYTX**.

Valid now through January 20th.

Thank You to Our Co-Sponsors



American Council on Education



Anoka-Ramsey
Community College



Austin Community College



Idea Center



Educational Blueprints



International Teaching Learning
Cooperative



NISOD



Scholarly Teacher



Stylus Publishing



University of the
Incarnate Word



University of Texas
at San Antonio

Please visit our website for information on co-sponsorship opportunities for 2020.

Lilly Conferences

JANUARY 10 - 12, 2019
AUSTIN, TX

FEBRUARY 28 - MARCH 2, 2019
ANAHEIM, CA

MAY 16-18, 2019
HONG KONG

MAY 30 - JUNE 2, 2019
BETHESDA, MD

AUGUST 5 - 7, 2019
ASHEVILLE, NC

OCTOBER 18 - 20, 2019
TRAVERSE CITY, MI

NOVEMBER 16 - 18, 2018
OXFORD, OH



LILLYCONFERENCES.COM