

Lilly Conference

Newport Beach, CA

February 18-21, 2016

EVIDENCE-BASED TEACHING AND LEARNING

Conference Workbook and Program

HOSTED BY THE:

ITLC | INTERNATIONAL TEACHING
LEARNING COOPERATIVE, LLC





Welcome - we're glad you're here!

For over 35 years, the Lilly Conferences on College and University Teaching and Learning have provided opportunities for the presentation of the scholarship of teaching and learning. Individuals from a variety of disciplines have gathered at Lilly Conferences to discuss issues related to teaching and student learning. Over the years, thousands of conversations among a diverse population of teachers have focused on sharing ideas, debating issues, and forming lasting friendships. We sincerely hope this conference extends that fine tradition.

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

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

We are pleased to be in Newport Beach again this year and are encouraged that 250 attendees have come from 105 different institutions to participate in the event. The program showcases 5 plenary speakers, 90 concurrent sessions, 7 round-table discussions, and 12 poster presentations.

In the hundreds of hours of work completed to make this conference possible, right at the forefront was the concept of a close-knit "community of learners" coming together to learn from one another. We hope you notice over the next few days the small touches provided to help that feeling of community develop and grow. The conference pace is brisk, there are many choices among concurrent sessions, and the risk of information overload is always present. If you need a break, please use the Hyatt property to its fullest. Enjoy a quick walk across the property, sit poolside or on one of the many patios, take a walk, or play a round of golf.

Best,

Conference Director



Acknowledgments

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

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

2016 Cosponsors: California Lutheran University, California State University, Chadron State University, Chapman University, Idea Center, Jossey-Bass, Loma Linda University, Loyola Marymount University, Metropolitan State University of Denver, NISOD, Riverside City College, The Scholarly Teacher, and Stylus Publishing.

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.

2016 Reviewers: Lynne Anderson (National University), Ryan Baltrip (Southern Baptist Theological Seminary), Pamela Barnett (Trinity Washington University), Spencer Benson (University of Macau), Jan Byers-Kirsch (Central Washington University), Stephen Carroll (Santa Clara University), Mick Charney (Kansas State University), Summer Cherland (Maricopa Community Colleges), Sarah DeHaas (Juniata College), Matt DeLong (Taylor University), Jacqueline Dewar (Loyola Marymount University), Marcia Dixon (Indiana University-Purdue University, Fort Wayne), Mary Etienne (Trinity Washington University), Bonnie Farley-Lucas (Southern Connecticut State University), Rebecca Foco (UMass Lowell), Lou Foltz (Warner Pacific College), Linda Friend (Wake Tech), Ellen Goldman (The George Washington University), Laurie Grupp (Providence College), George Gubba (Mary Baldwin College), Heather Haverback (The Catholic University of America), Oren Hertz (Johnson and Wales University), Linda Hodges (University of Maryland Baltimore County), Amanda Holton (University of California, Irvine), Karen Kackley (PennState), Stephanie Kemery (University of Indianapolis), Daphene Koch (Purdue University), Lunden MacDonald (Metropolitan State University of Denver), Rich Minoff (University of the Sciences), Carl Moore (The University of the District of Columbia), Rebecca Munmunbonnerjee Chakraborty (Northwood University), Sal Meyers (Simpson College), Jane Nickerson (Gallaudet University), Enrique Ortega (California State University, Dominguez Hills), Maryann Pasda DiEdwardo (University of Maryland University College), Mildred Pearson (Eastern Illinois University), Christopher Penna (University of Delaware), Susan Radius (Towson University), Gail Rice (Loma Linda University), Lorayne Robertson (University of Ontario Institute of Technology), Estrella Romero (Riverside Community College), Gwendolyn Scott-Jones (Delaware State University), Karen Sides (Schreiner University), Brian C. Smith (Graceland University), Jeff Thomas (University of Southern Indiana), Bridget Trogden (Mercer University), Michelle Wang (Borough of Manhattan Community College), Victoria Wangia (University of Cincinnati), Jan Worth-Nelson (University of Michigan-Flint), Christopher Ziemnowicz (University of North Carolina, Pembroke), and John Zubizarreta (Columbia College).

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 over 35 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.



2016 Plenary Presenters



Marilla Svinicki

Marilla Svinicki began her professional life teaching at Macalester College in St. Paul, MN, after which she moved to Texas and began a 30 year journey of development with the Center for Teaching Effectiveness at the University of Texas. In August of 2004, she retired from the Center and became a full time faculty member in Educational Psychology, where she taught undergraduate and graduate courses in instructional psychology, learning, cognition and motivation. She also served the department as the chair of her area. She is the editor of McKeachie's Teaching Tips, and writes a column on teaching for the National

Teaching Learning Forum. In August of 2014 she retired from full time teaching, but is serving in an advisory capacity for the Dell Medical School, which is the newest part of the University of Texas at Austin.

Evidence-Based Foundations for Motivating Students to Learn

Thursday, Feb. 18 at 1:30pm



Terry Doyle

Terry is an author, nationally recognized educational consultant, and Professor of Reading at Ferris State University. He served as the Senior Instructor for Faculty Development and Coordinator of the New to Ferris Faculty Transition Program for the Faculty Center for Teaching and Learning at Ferris State. During the past five years, he has worked with faculty on ways to apply current brain research to improve teaching and students' learning. His newest book, co-authored with Dr. Todd Zakrajsek is titled *The New Science of Learning: How to Learn in Harmony with your Brain*. It has been described as breaking

new ground in helping students understand how learning happens and suggests a new paradigm for how students should prepare themselves for learning.

Understanding How Students Learn: The First Step to Improving College Teaching Practices

Friday, Feb. 19 at 1:00pm



2016 Plenary Presenters



Kathryn Plank

Kathryn M. Plank is Director of the Center for Teaching and Learning at Otterbein University in Westerville, Ohio. She has been an educational developer for over 20 years, working at both Pennsylvania State University and Ohio State University before moving to Otterbein in 2012, and has taught college classes in both English and Education. Her current scholarship focuses on program assessment, diversity, online learning, course design, and team teaching. In 2011, she edited the book, *Team Teaching: Across the Disciplines, Across the Academy*. She is Past President of the POD Network in Higher

Education, the professional association for educational development in the United States, and was recently elected Vice President of the International Consortium for Educational Development.

A Conversation About Inclusion

Saturday, Feb. 20 at 8:15am



Todd Zakrajsek

Todd D. Zakrajsek is Associate Professor in the Department of Family Medicine at The University of North Carolina at Chapel Hill, where he also serves as the Associate Director of Fellowship Programs. In addition to his work at UNC, Todd serves on several boards and is serving a three-year term as an elected core committee member for the Professional Organizational Developers Network. His current academic work and publications pertain to faculty development, effective instructional strategies, and student learning. His two most recent books include *The New Science of Learning* (co-authored with Terry Doyle; Stylus; 2013) and *Teaching for Learning* (co-authored with Claire Major

and Michael Harris, Routledge Publishing; 2015). Todd has delivered keynote addresses and workshops at over 200 campuses and teaching conferences.

Teaching for Learning: Easy to Use Methods to Engage Students in the Learning Process

Saturday, Feb. 20 at 3:15pm



Christopher Hakala

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

Inductive Teaching: What It Is and How We Already Do It

Sunday, Feb. 21 at 9:00am



Name Badges

Please wear your name badge at all times during the conference, as it will help others to learn your name and facilitate a feeling of community. Networking is one of the most valued aspects of this 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 also worked diligently to prepare the materials for your presentation. That said, it is our belief that the absence of such titles for this conference helps to facilitate building community. Your name badge is necessary for entrance to sessions and access to conference meals and refreshments.

Length of Sessions

We strive to build a program offering a variety of session lengths (20 minutes, 50 minutes, and 75 minutes) and session formats (round-table discussions, concurrent sessions, poster presentations, and plenary presentations). The 50 and 75 minute session lengths were purposely implemented as they are the most common lengths of college class sessions.

Attending Sessions

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

Making Greener Choices - We hope you join our efforts

We continue to evolve into a “greener” conference by making conscious decisions to curb waste and reduce our environmental impact. Firstly, we strive to reduce waste by consciously ordering food and beverages as accurately as possible. As a result we *do not* over order food for meals or breaks. While we want everyone to have the opportunity to enjoy a refreshment we make a significant impact on the environment when we avoid over ordering. Secondly, we significantly reduce paper consumption by reducing print materials. We make hardcopies of the conference workbook optional; If you have downloaded the conference workbook in advance, please consider if you need to have a hard copy of the full workbook. Also, we reduce the information found in typical conference programs to a minimal amount of information necessary to navigate through the conference experience. Session abstracts are online for richer details. Additionally, we ask presenters to submit handouts electronically to be linked to session abstracts, rather than bringing multiple hard copies of handouts to their session. We do ask that any extra handouts be placed at a resource table. Stop by and browse. You may find a hand out of interest to you from a session you didn’t attend.

Evaluation of Sessions and Conference

In keeping with our theme of Evidence-Based Teaching and Learning, assessment is important to us. We encourage you to complete session evaluations following each concurrent session; and to complete an overall conference evaluation following the conference. 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.



Conference Workbook

We continue to build on the concept of a dynamic conference workbook that serves as a useful tool for your personal reflection and navigation during your conference experience and as a handy resource to maximize the application of what you gained during the conference. This is *not* intended to be a traditional conference program. There is a self-guided organizational planner designed to aid you in thinking about how you will implement what you are learning at the conference. It serves as a resource to organize your notes, contacts and plans for integrating new information into your classrooms. You will find daily schedule of events and listings of individual concurrent sessions with learning objectives in the second part of the workbook

The Award for Outstanding Poster

This year we again present the Award for Outstanding Poster. The award includes \$200 in credit toward a registration at the **2017 Lilly Conference in Newport Beach** for the winner AND \$200 credit to be given by the poster winner to any ONE person who has never been to a Lilly Conference on College and University Teaching.

Meals/Guest Meals

Your conference registration includes an afternoon snack on Thursday and breakfast, morning coffee, lunch, afternoon refreshments and a reception on Friday and 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, the Hyatt Regency-Newport Beach is the home of SHOR American Seafood Grill.

Book Raffle

Through kind donations from Stylus Publishing and Jossey-Bass Publishing, we have approximately \$500 in value of books to give away to conference participants this year. You received book raffle tickets with your conference registration materials. *Tear each ticket along the perforated edge, place half the ticket in the envelopes next to the books you most desire to win, and keep the other half with you as it will be necessary to claim the book.* 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 3:00 pm at the registration desk. Book winners will be posted at the registration desk by ticket number.

Copy Centers

If you need to print a file or make additional photocopies for your session, the Hyatt offers an automated business center with computer access as well as use of printers. There is also a FedEx Office Print Center from Kinkos at Fashion Island.

EVIDENCE-BASED
TEACHING AND LEARNING

CONFERENCE WORKBOOK





Instructions for Using the Conference Workbook

A Message from the Conference Director

I look forward to attending conferences with a wide variety of sessions, facilitated by talented faculty members who seem to have no end to their wisdom and experiences. I always leave such conferences exhausted from extensive networking and learning, and at that same time energized, with a feeling of hope and renewal. 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; these are often put into a pile with the expectation of things to come, yet all too often the valuable information is not put into practice.

As a result, I developed this workbook as a framework for your conference experience to coincide with your professional goals. The purpose of this workbook is to help you detail and organize information gained, articulate ideas to be further developed, and identify contacts for intentional networking. Just as we teach our students, the more you put into an experience, the more you will get out of it. Within this workbook, you are asked to complete several assignments and reflections throughout the conference. Tasks such as the One-Minute Paper, Goal Setting, and Daily Reflections are included to help you apply what you learn during conference sessions to your classroom and your teaching philosophy/pedagogical approach. Set aside time to purposefully 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.

The conference offers many presentations and round-table discussions. It can be easy to become overwhelmed from information overload. We encourage you to pace yourself. Develop a daily schedule that balances attending sessions with time for reflection.

I trust you will find the conference professionally stimulating and informative. I hope over the next few days, this workbook allows you the opportunity to think seriously about your teaching and how your students best learn. To begin your conference experience please find a quiet place and complete the One Minute Paper, found on the next page.

Best,



One Minute Paper

Set your phone to the stopwatch function or find a clock with a second hand. Give yourself one minute to write a response to the following:

What do you hope to gain by attending this Lilly Conference on Evidence-Based Teaching and Learning?



Application Exercise: Goals and Objectives

Identify three goals or objectives you hope to obtain at the conference that you can apply within the next six months. These can be challenges you currently face with respect to teaching, strategies that you have heard of that interest you, or a desire to find colleagues who share a common interest/passion for a specific topic. Space is also provided to note when resources and individuals are found at the conference pertaining to these items.

Goal or Objective 1

a. List session title for any sessions that might directly address this goal. You may wish to contact the facilitator of the session at a later time for additional information.

b. Quick notes about new information gained or the titles of sessions that specifically relate to this goal.

c. Record the names of any attendees you talked to related to this item and a few key words or phrases of what was discussed.



a. List session title for any sessions that might directly address this goal. You may wish to contact the facilitator of the session at a later time for additional information.

c. Record the names of any attendees you talked to related to this item and a few key words or phrases of what was discussed.



Goal or Objective 3

a. List session title for any sessions that might directly address this goal. You may wish to contact the facilitator of the session at a later time for additional information.

b. Quick notes about new information gained or the titles of sessions that specifically relate to this goal.

c. Record the names of any attendees you talked to related to this item and a few key words or phrases of what was discussed.



Networking

With whom did you speak and wish to have a follow-up conversation at a later time? If you get the person's name and institution, e-mails will be easy to secure online. Try for 10 new contacts at this conference. Use the space below to organize information about the contacts with whom you have exchanged business cards, with during the day. Simply transfer the contact information from the business card to this worksheet. Note: conference tip- when you acquire a business card with the intent of contacting that individual, jot a quick note on the back of the card pertaining to the issue addressed.

Name	Institution/Email	Issue or Reason for Follow-up



Reflections

Quick Reflections for Thursday

Aside from notes listed above pertaining to your application responses, list here any new ideas formed, concepts considered, musings, or anything else that might prove helpful to you in the future.

Quick Reflections for Friday

Aside from notes listed above pertaining to your application responses, list here any new ideas formed, concepts considered, musings, or anything else that might prove helpful to you in the future.



Quick Reflections for Saturday

Aside from notes listed above pertaining to your application responses, list here any new ideas formed, concepts considered, musings, or anything else that might prove helpful to you in the future.



Action Items

Consider specific things will you do within 2 weeks of the conclusion of the conference. These actions can be based either from your application exercise responses or from your reflections. List at least 5 things you will do upon your return. This is designed to keep the momentum from the conference. These may include individuals to contact, resources to order, or materials to develop.

To Do List

1.

2.

3.

4.

5.



Overall Reflections

Overall Quick Reflection and Metacognition Check

Consider what you felt was the best information you learned over the past few days. If you were to facilitate a workshop on your campus that summarizes the best information you learned at this Lilly Conference, what would be the title of your session? There is a strict 15-word limit on this title.

Take Home Final Exam

To be completed a few weeks after the conference.

Review your One Minute Paper, Application Items, and Reflections from previous pages.

1. What have (or will) you change in your courses or teaching strategies this winter as a direct result of the Lilly Conference in Newport Beach? What impact do you anticipate these changes will have on student learning?
2. Who have you contacted since the conference and what has resulted from those interactions?
3. Did you send the thank you note to the person providing support for your attendance at the conference? If not, please send your note of thanks at this time.
4. Is there something you will be doing in your class that could be a presentation at a future Lilly Conference?

Thank You Note

We encourage our participants 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 thank you note, which you may choose to complete on your return trip home. 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. A quick example follows:

Thank you for the support you provided that allowed me to attend the Lilly Conference on Evidence-Based Teaching and Learning in Newport Beach. 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.

EVIDENCE-BASED
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CONFERENCE SCHEDULE





Agenda Overview

Thursday

12:30p - 6:00p	Registration Open
1:30p - 2:45p	Plenary Presentation
3:00p - 4:15p	Concurrent Sessions
4:30p - 5:20p	Concurrent Sessions
5:40p - 6:30p	Concurrent Sessions

Friday

7:15a - 5:00p	Registration Open
7:15a - 8:00a	Breakfast
8:00a - 8:30a	Round Table Session
8:45a - 10:00a	Concurrent Sessions
10:15a - 11:05a	Concurrent Sessions
11:20a - 12:10p	Concurrent Sessions
12:10p - 1:00p	Lunch
1:00p - 2:00p	Plenary Presentation
2:15p - 3:30p	Concurrent Sessions
3:40p - 4:30p	Concurrent Sessions
4:45p - 5:35p	Concurrent Sessions
5:35p - 6:35p	Poster Session Reception

Saturday

7:30a - 3:30p	Registration Open
7:30a - 8:00a	Breakfast
8:15a - 9:30a	Plenary Presentation
9:45a - 11:00a	Concurrent Sessions
11:20a - 12:10p	Concurrent Sessions
12:10p - 1:00p	Lunch
1:00p - 1:50p	Concurrent Sessions
2:10p - 3:00p	Concurrent Sessions
3:15p - 4:15p	Plenary Presentation

Sunday

8:00a - 8:45a	Breakfast
9:00a - 11:00a	Closing Plenary Presentation



Evidence-Based Teaching and Learning

Daily Conference Schedule | Thursday, Feb 18, 2016

12:30p - 6:00p

REGISTRATION OPEN

1:30p - 2:45p

Opening Plenary Presentation: Evidence-Based Foundations for Motivating Students to Learn - Marilla Svinicki - Plaza I

2:45p - 3:00p

BREAK (15 MINUTES)

ROOMS

Plaza III

Pacific

Palm

Patio

3:00p - 4:15p

Building Community to Support Learning

- D. Herreiner

Scaffolded Learning as an Alternative to Traditional Developmental Education Programs

- J. Cullen

Using Discussion Techniques to Create Inclusive Classrooms

- S. Brookfield

"HIP" with Teaching? Using Technology to Facilitate High Impact Practices

- J. Hoffman

4:15p - 4:30p

BREAK (15 MINUTES)

4:30p - 5:20p

In Our Backyard: Using Local Service Learning & Cultural Immersion Experiences to Gauge Early Educators' Dispositions

- R. Dunbar

Helping Your Students Ask Productive Questions

- F. Kowalski

A Case for Cases

- S. Bergstrom

Pedagogy Club: One Approach to Nurturing and Supporting Online Faculty

- D. Grossman Leeman

5:20p - 5:40p

BREAK (20 MINUTES)

5:40p - 6:30p

Rethinking the Study Skills Intervention for Students on Academic Probation: Employing Progressive Pedagogy and Mindset

- R. Schmitt & G. Beyer

Leveraging Faculty Learning Communities to Support Student Success

- M. Chavez, et al.

Flipping the Classroom: A Paradigm Shift in Nursing Education

- G. Salvatierra & A. Cosgrove-Nye

Cultivating a Culture of Informed Instruction: Calibrating the Associate (Adjunct) Faculty Pool

- J. Nideffer, et al.



Evidence-Based Teaching and Learning

Conference Schedule

Daily Conference Schedule | Friday, Feb 19, 2016

7:15a - 5:00p

REGISTRATION OPEN

7:15a - 8:00a

BREAKFAST - PLAZA I

8:00a - 8:30a

Round Table Sessions: (See list of names and titles on page 30) - Plaza I

8:30a - 8:45a

BREAK (15 MINUTES)

ROOMS

Plaza III

Pacific

Palm

Patio

Garden 1

Garden 2

8:45a - 10:00a

Turn Your Lilly Conference Presentation Into a SoTL Publication

- M. Cox

Take a SIP of This: Peer-to-Peer Promotion of Strong Instructional Practice

- L. MacDonald, et al.

Engaging Students Using Inquiry, Active Learning, and Reflective Teaching Practice

- H. Kertyzia

Unifying Faculties Through Shared Vocabulary

- G. Rhoades & D. Bohr

Loma Linda University's Best Practices

- G. Rice, et al.

Academic Integrity in the Classroom and at Your College or University

- M. Shane & T. Weaver

10:00a -10:15a

BREAK (20 MINUTES)

10:15a - 11:05a

Hybrid, Online, Flipped, or Traditional: Designing an Active Learning STEM Course Individualized for Your Students

- A. Holton

Incorporating Practicum Experiences into Online Degree Programs

- T. Berry

Socratic Methodology: Fostering Critical Thinking in a Synchronous Environment

- B. Gilliam

Exploring "Hot Lava" Issues in Cross-Curricular Courses with Narrative Texts and Book Clubs

- J. Stacy

Transform Your "I Don't Know" Teaching Situation into a Scholarly, Teaching Project

- L. Pedro

Best Practices for Blended Learning: Applying Research Findings to Implementation

- A. Kwinn & M. Truong

11:05a -11:20a

BREAK (20 MINUTES)

11:20a - 12:10p

Increase Your Students' Learning: How to Use Metacognition in the Classroom

- D. Quick, et al.

Adaptive Learning: It's Fit in Education

- T. Becker & L. Wilson

Developing and Assessing Learning Outcomes Within and Outside of the Classroom

- S. Desmarais, et al.

Alternatives Approaches to Faculty Development for Design and Delivery of Hybrid Courses

- C. Kahn

Classroom Leadership for Every Day at Any Time

- O. Hertz

Team Integration for Supporting a Program's Transition to a Blended Delivery Format Using "Flipped" Pedagogy

- J. Henle, et al.



Evidence-Based Teaching and Learning

Daily Conference Schedule | Friday, Feb 19, 2016

12:10p - 1:00p

LUNCH - PLAZA I

1:00p - 2:00p

Plenary Presentation: Understanding How Students Learn: The First Step to Improving College Teaching Practices - Terry Doyle - *Plaza I*

2:00p - 2:15p

BREAK (15 MINUTES)

ROOMS

2:15p - 3:30p

Plaza III	Pacific	Palm	Patio	Garden 1	Garden 2	Garden 3
Building Capacity for Diversity and Inclusion: Fostering Conversations About Privilege in Higher Education - <i>S. Fenwick, et al.</i>	My Year Without PowerPoint: Seeking a Meaningful Pedagogy With and Without Technology - <i>S. Cherland</i>	Online and Hybrid Teaching Strategies for Improving Professional Graduate Writing - <i>P. Desrosiers & J. Gabbard</i>	Storytelling in the Classroom to Enhance Learning: The Power of Shared Experience in Health Professions Education - <i>E. Raney & L. Davis</i>	Community Building in Online Environments: Challenges and Solutions - <i>V. Johnson & C. Mayer</i>	Chasing the Elusive Work-Life Balance: Tactics to Select Activities that Support Professional Growth - <i>L. Murti & K. Ringenbach</i>	Performing Classroom Vignettes Using Forum Theater in a Secondary Methods Class - <i>E. Reilich</i>

3:30p - 3:40p

BREAK (10 MINUTES)

3:40p - 4:30p

How Diversity and Inclusion Enhances the Student Experience - <i>F. Monroe</i>	Writing Gains Between First and Third Year College Students - <i>J. Clark & B. Huber</i>	How Time and Space Affect Student Learning - <i>L. Stowe</i> Have a Seat! Understanding the Effects of Classroom... - <i>K. Martin</i>	"I Know I Don't Know, Can You Help Me?" Promoting Learning Through Knowledge Surveys and Reflections - <i>I. Jones</i>	Service Learning and the Professional Development... - <i>H. Lim</i> Service Learning in the Collegiate Classroom: An... - <i>R. Brew</i>	Developing Transparent Assignments Around Archival and Special Library Collections - <i>P. Finley & S. Chung</i>	What are Your Favorite Tech Tools in Teaching? - <i>L. Anderson</i>
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4:30p - 4:45p

BREAK (15 MINUTES)

4:45p - 5:35p

A Rubric-Based Workshop Integrating Student-Centered Course Redesign, Curriculum Review, and Accreditation Preparation - <i>E. Magruder</i>	Personal Research Consultations: ... - <i>C. Aamild & P. Gladis</i> Designing a Teaching Academy to Improve... - <i>L. Rice</i>	Authentic Research Experiences and... - <i>A. Buchmann, et al.</i> Using Workshops to Incorporate the Learning... - <i>N. Dashaputtre & G. Stanton</i>	Embedding Active Learning Strategies Across a - <i>J. Pugh</i> Teaching a Hybrid MBA Course with III-Structured... - <i>M. Metzgar</i>	Using Song Lyrics to Engage Social Work Students in Research - <i>D. Kranke</i>	Let's "Flip" this Classroom - <i>E. Johnson</i>	Flipped Assessment: A Reflective and Interactive Approach to Student Learning in Higher Education - <i>S. Janz</i>
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5:35p - 6:35p

Poster Reception: (See list of names and titles on page 30) - *Plaza Arbor*



Evidence-Based Teaching and Learning

Conference Schedule

Daily Conference Schedule | Saturday, Feb 20, 2016

7:30a - 3:30p

REGISTRATION OPEN

7:30a - 8:00a

BREAKFAST - PLAZA I

8:15a - 9:30a

Plenary Presentation: A Conversation About Inclusion - Kathryn Plank - *Plaza I*

9:30a - 9:45a

BREAK (15 MINUTES)

ROOMS

9:45a - 11:00a

Plaza III

Repeat After Me: Repetitive Strategies to Get Students to Remember and Learn More Deeply

- *J. White, et al.*

Pacific

What I've Learned from Hosting a Higher Ed Podcast, Interviewing 50+ Experts in Teaching

- *B. Stachowiak*

Palm

Experiential Learning Through "Live and Real Time Case Model"

- *K. Mukherjee*

Teaching with Collaborative Learning Strategies in...

- *S. Ghosh Hajra & U. Das*

Patio

E-Learning in Nursing: Effectiveness of Virtual Clinical Excursions

- *A. Abuatiq*

Garden 1

Authentic Assessment

- *D. Taylor*

Garden 2

Autobiography as a Tool for Learning

- *R. Wolfe & H. Antala Crowe*

11:00a - 11:20a

BREAK (20 MINUTES)

11:20a - 12:10p

Do Feedback Delivery Methods Influence Future Writing Performance?

- *S. Dawson*

Using Student Focus Groups to Understand Student Learning and Make Curricular Improvements

- *E. Carney & S. Gizerian*

Student Teaching Abroad: The Advantages and...

- *S. Williams*

The Online Math Community: Providing Tutoring to Support...

- *T. Pao & M. Rosensito*

Bridging the Gap: Strategies for Transforming Teaching into Scholarship

- *L. Rowluk*

Crossing the Divide: Engaging Students in a Virtual International Experience

- *J. Hoffman & M. Perez*

Academic Encounters: Engaging Transfer Students Through Collaborative Interdisciplinary Debate

- *E. Magruder & J. Ball*

12:10p - 1:00p

LUNCH - PLAZA I

1:00p - 1:50p

The Role of Discourse for Teacher Learning and Changes in Practice

- *C. Nguyen*

Industry and Academic Partnerships for Global...

- *K. Ottman*

Transformative Pedagogy Online

- *L. Riggs & S. Hellyer-Riggs*

Utilizing Peer Assessment as an Effective and Accurate Pedagogical Strategy in Your Classroom

- *T. Storjohann*

Engaging Students Through Visual Literacy

- *K. Harrison*

A Picture is Worth a Thousand Words: The Visual Syllabus as a Learning Tool

- *K. Verbeke & H. Robinson*



Evidence-Based Teaching and Learning

Daily Conference Schedule | Saturday, Feb 20, 2016

1:50p - 2:10p

ROOMS

2:10p - 3:00p

BREAK (20 MINUTES)

Plaza III

Developing Resiliency Through
Experiential Learning: El Camino
Al Exito

- J. Penland & T. Francis

Pacific

Lights, Camera, Action:
Enhancing the Learning
Experience Through Video
Lectures and Synchronous
Discussion

- V. Martineau

Palm

Does Self-Directed Learning
Change over Time?
- S. Radtke

The Relationship of Student
Housing and Success in...

- M. Carrillo, et al.

Patio

Using Free Technology Tools to
Create Educational Media
- S. Crowley

Oral Presentations: An
Alternative Practice in..

- S. Ghosh, Hajra, et al.

Garden 1

Cross Discipline Activity-Based
Writing and Reflection

- B. Riddick & K. Celly

Garden 2

Creating Community In and Out
of the Classroom

- L. Maier

3:00p - 3:15p

BREAK (15 MINUTES)

3:15p - 4:15p

Plenary Presentation: Teaching for Learning: Easy to Use Methods to Engage Students in the Learning Process - Todd Zakrajsek - Plaza I

Daily Conference Schedule | Sunday, Feb 21, 2016

8:00a - 8:45a

BREAKFAST - PLAZA I

9:00a - 11:00a

Closing Plenary Presentation: Inductive Teaching: What It Is and How We Already Do It - Christopher Hakala - Plaza I



Friday Morning Round Tables

8:00a - 8:30a

Plaza I

a	Initiating, Implementing and Assessing a Multi-institutional FLC on Volunteering Locally and Abroad - A. Barili
b	Updating or Initiating Your Faculty Learning Community Program - M. Cox
c	Exploring the Link Between Mentoring Functions and Transformative Education - S. Grotrian-Ryan
d	Teaching Concepts of Sustainability: Explain with Conviction, Educate with Evidence, Execute with Confidence - U. Krishnan
e	From the Trenches: First-Hand Experiences in Launching an Online Competency-Based Degree Program- T. Pao
f	Communicating Effectively with Survivors of Sexual Assault: An Evidence-Based Approach for University Teaching - J. Rodriguez
g	Finding Value in the Tradition of the "Other": A Pedagogical "Re-Boot" of Assessing and... - J. Sheridan Moss, et al.

Friday Evening Poster Session

5:35p - 6:35p

Plaza Arbor

a	Formal and Informal Advising: Comparing Students' and Faculty's Perspectives - S. Benack
b	Designing Courses to Promote International Student Success: Foundations Course and Beyond - L. Carson & M. Shane
c	Assessing Performance in Hybrid Versus Web Facilitated Personal Health Courses - M. Cathorall
d	Does Teaching Teamwork Matter? Exploring the Impact of Team Pedagogy in the Classroom - E. Eddy, et al.
e	Closing the Loop: Developing a Sustainable Long-Term Program Assessment Plan for Professional Accreditation - F. Hachtmann
f	If You Only Flip, You Will Likely Flop - E. Johnson
g	Business Intelligence Technology to Promote Evidence-Based Teaching and Learning in Higher Education - S. Kim, et al.
h	Dimensions of Feedback: Faculty and Student Perspectives of Best Practices - K. Ringenbach & R. Wilson
i	Are You Going to Pay for That? Increasing Student Financial Literacy and Decreasing Indebtedness - M. Uden
j	How to Engage Online Students and Improve the Learning Process - S. Silverstone
k	The Rising Costs of Textbooks: Causes and Consequences - C. Foster & S. Jafri
l	Assessing and Promoting Innovation in a Healthcare Care Course - C. Albano & S. Hordesky
m	Formative Dialogues on Teaching: Non-Threatening Peer Coaching - G. Rice
n	Pausing the Lecture - G. Rice

EVIDENCE-BASED
TEACHING AND LEARNING

SESSION OBJECTIVES





Welcome and Opening Plenary Presentation

1:30pm - 2:45pm **Evidence-Based Foundations for Motivating Students to Learn**

Marilla Svinicki - *University of Texas, Austin*

Venue: Plaza I

There is nothing magic about motivation. This session will explain three of the most powerful factors in motivation so you can adapt them for your classes.

Abstract: Sometimes teachers believe that “if only the students were motivated” every problem in education would be solved. It’s not quite that dramatic in reality. There is nothing magic about motivation. This session will explain three of the most powerful factors in motivation based on research in psychology. The three are: self-efficacy, autonomy, and a mastery orientation toward learning. In the session each person will spend some reflection time identifying activities and components of his or her own course that contribute to each factor. We will then share those ideas with others in the same type of class or with the same type of students so you can adapt them for your classes.

Session Objectives: (1) Create your own understanding of the three most powerful factors in motivation for learning. (2) Identify situations or activities from your own classes that support each of the three factors. (3) Gather at least three new ideas (one for each factor) from others in your group and adapt them to your own classes.

Thursday Concurrent Sessions

3:00pm - 4:15pm **Building Community to Support Learning**

Dorothea Herreiner - *Loyola Marymount University*

Venue: Plaza III

Will consider how to include key aspects of personal interaction and community that support and enhance student learning in traditional, hybrid, and online classes.

Abstract: How and why are a sense of belonging important for learning? What are key aspects of personal interaction that support and enhance student learning? How can a course be designed to build student and class community in order to enhance student engagement and learning. We will consider what we know from the literature about the nature of such course design elements and how they can be implemented in traditional, hybrid, and online classes. The presentation will include several activities that allow faculty to explore options for community-building elements in their classes.

Session Objectives: (1) Consider and develop several interventions that purposefully build community to be included when designing your course. (2) Identify key aspects of interpersonal interactions that support student engagement & learning. (3) Take-away options for community building in traditional, hybrid and online courses.



3:00pm - 4:15pm **Scaffolded Learning as an Alternative to Traditional Developmental Education Programs**

Joseph Cullen - *Laboure College*

Venue: Pacific

This presentation will use simulation and didactic teaching methods to present scaffolded learning as a model for working with developmental students at open admission institutions.

Abstract: In Vygotsky's sociocultural theory of learning, effective teaching centers on the concept of instructional scaffolding; an expression used to describe the effective use of hints, prompts, cues, social interactions, strategies, and demonstrations to assist students to achieve mastery of the skill being taught. In that, it is viewed as a more holistic, multimodal approach to instruction, scaffolded learning has been linked to any number of positive cognitive, social and motivational outcomes, especially in multi-cultural settings. Through simulation and didactic teaching, this presentation will explore scaffolded learning as an alternative to developmental courses for students who are under-prepared for college.

Session Objectives: (1) Understand and empathize with the perspective of under-prepared college students. (2) Describe the theory and evidence-base for instructional scaffolding. (3) Compare and contrast the scaffolded learning model with traditional models of developmental education.

3:00pm - 4:15pm **Using Discussion Techniques to Create Inclusive Classrooms**

Stephen Brookfield - *University of St. Thomas*

Venue: Palm

How to create classrooms that provide multiple opportunities for all students to participate, and that work to democratize power dynamics.

Abstract: Discussion is supposed to be the democratic teaching method par excellence yet, unless properly structured, classroom discussions can quickly reproduce unequal power relations in the world outside. For discussions to be genuinely inclusive, there needs to be specific protocols that maximize opportunities for all students to speak; racial and cultural minorities, working class students, those for whom English is not a first language, introverts, those who need time to think before speaking, and anyone who feels an outsider in academe. This session explores some of these protocols.

Session Objectives: (1) Construct a rubric to re-socialize students into collaborative ways of participating. (2) Implement a social media tool to promote maximum participation. (3) Conduct a Circle of Voices exercise.

3:00pm - 4:15pm **"HIP" with Teaching? Using Technology to Facilitate High Impact Practices**

Jaimie Hoffman - *University of Southern California*

Venue: Patio

This session focus on the use of technology for facilitating active learning in the classroom. Bring your tablets or laptops to participate!

Abstract: As educators we need to focus on what we want our students to walk away from training with, what we want them to learn, this is more important than what WE do. This session focus on the use of technology for facilitating active learning in the classroom. We will begin by discussing the pros and cons of having technology in the classroom, and review what active learning is, why it is important. Educators will leave with tangible strategies for using technology for active learning. Bring your tablets or laptops to participate!



Session Objectives: (1) Discuss the pros and cons of using technology in the classroom. (2) Summarize theoretical and evidence-based foundations of, and rationale for, active learning. (3) Identify ways to use technology to create active learning activities or provide more class time for them.

4:30pm - 5:20pm **In Our Backyard: Using Local Service Learning & Cultural Immersion Experiences to Gauge Early Educators' Dispositions**

Rachel Dunbar - *The University of West Georgia*

Venue: Plaza III

This interactive presentation places educators in a mock situation to survive with limited resources and use this experience to examine their dispositions towards students.

Abstract: Participants will engage in an activity called The Grain Game where they will pretend to be "residents" of select third world countries with a pre-determined allotment of food and coins. Their sole job is to survive for 12 months without their families starving. This interactive presentation is intended to demonstrate for educators how the unequal distribution of wealth is key in personal interactions and can potentially impact how educators view students from different socio economic classes.

Session Objectives: (1) Examine the impact service learning has on the dispositions of Pre-service teachers and Social Work majors. (2) Expose early educators to situations that challenge their thought processes when working with students. (3) Determine way in which early educators can be more socially responsible in their interactions with students.

4:30pm - 5:20pm **Helping Your Students Ask Productive Questions**

Frank Kowalski - *Colorado School of Mines*

Venue: Pacific

Engage your students by helping them ask more productive questions! This session presents and demonstrates a clear, concrete method for students in all disciplines.

Abstract: "Are there any questions?" When a student raises a hand to respond, you are excited that the question may potentially trigger a learning opportunity that will stimulate both you and the students as it unfolds. All too often, however, rather than probing a concept more deeply, the questioning student simply wants to confirm what chapters will be covered on tomorrow's exam. The ability to ask productive questions is not innate and can be cultivated. Participants will learn how to help their students generate productive questions that may motivate learning, broaden their understanding, and lead to novel solutions.

Session Objectives: (1) Be more aware of the role of the instructor in helping students ask questions that may lead to increased curiosity to learn more, new student insights about a topic, or creative solutions to research problems. (2) Have experienced (as a student) a process supported by research-based evidence to improve the quality and diversity of questions students ask. (3) Be prepared to use this process in their own classroom to help students ask more productive questions.

4:30pm - 5:20pm **A Case for Cases**

Stephen Bergstrom - *SAIT Polytechnic*

Venue: Palm

One instructor's experience with introducing a semester-long integrated simulation into a third-year undergraduate business course to engage students and enhance student learning.



Abstract: As educators, we are familiar with the advantages of using cases and simulations in our courses to engage students and enhance student learning. Sometimes though, it's hard to know exactly how to introduce these learning tools into an existing course. This session will describe how one instructor changed a course (Internal Audit and Controls) from a “pure theory” course to one that includes a semester-long integrated simulation. Results and student feedback will be discussed. Participants will come away with some inspiration to try a simulation in their own course!

Session Objectives: (1) Provide a practical example of the use of a semester-long simulation. (2) Inspire other educators to adapt a similar simulation to their courses.

4:30pm - 5:20pm **Pedagogy Club: One Approach to Nurturing and Supporting Online Faculty**

Dana Grossman Leeman - *Simmons College*

Venue: Patio

This session explores an enrichment initiative for online faculty called the Pedagogy Club. Through discussion and activities, we will explore best practices and lessons learned.

Abstract: This session explores an enrichment initiative for faculty teaching in an online Masters program called the Pedagogy Club. It was created to support online faculty, and meets monthly in an adobe classroom. It strives to bring faculty from across the country together to explore new approaches to synchronous teaching, nurture evolving pedagogical approaches, and elevate quality of teaching. The implicit objectives are create community, and to have fun in a safe, non-evaluative, and collaborative environment. Pedagogy Club discussions and wall posts predominantly focus on complex classroom challenges, engaging quiet or silent class members, and managing catalytic or “acting out” students.

Session Objectives: (1) Create a community of practice within the session where ideas are explored and best practices are shared. (2) Elucidate the challenges and problems that programs experience and collectively troubleshoot ways to improve or enhance the efficacy of these faculty development offerings. (3) Discuss ways that brick and mortar degree programs can implement and sustain professional learning communities with and without the use of technology.

5:40pm - 6:30pm **Rethinking the Study Skills Intervention for Students on Academic Probation: Employing Progressive Pedagogy and Mindset**

Rory Schmitt and Gina Beyer - *Arizona State University*

Venue: Plaza III

Presenters share new approaches to Academic Success classes through progressive pedagogy (“ProPed”), with a focus on Motivational interviewing, Mindset, and SCARF theories.

Abstract: Is teaching study skills the only intervention for students on academic probation? Presenters share with participants how to re-think approaches to Academic Success classes. They employ progressive pedagogy (“ProPed”) as an alternative intervention for college students on academic probation (cumulative GPA <2.0). Presenters incorporate Dweck’s Mindset theory (2007), which instructors employ in order to cultivate students’ self-efficacy. They also share strategies that focus on supporting students in developing self-awareness, overcoming barriers, and employing interdependence. A dynamic and collaborative learning environment supports participants in both learning and practicing these exciting teaching strategies.



Session Objectives: (1) Explain how using ProPed works with students on academic probation. (2) Identify two methods (Motivational interviewing and SCARF theories) of how educators can embody a ProPed approach in higher education classroom settings. (3) Articulate two curricular interventions for supporting students in uncovering and transforming their mindsets.

5:40pm - 6:30pm **Leveraging Faculty Learning Communities to Support Student Success**

Marisela Chávez, Helen Oesterheld, and Keisha Paxton - *California State University, Dominguez Hills*

Venue: Pacific

This session will show how FLCs can be used to promote faculty engagement and student success and demonstrate use of FLCs for institutional change.

Abstract: Faculty learning communities (FLCs) can be an effective method for engaging faculty and can be tailored to address the specific needs of the faculty, students, and the institution. In 2014, we launched FLCs at CSUDH. Fifty faculty members participated in 8 FLCs ranging from high-impact teaching practices to university history to program development. In this interactive presentation, we will introduce the myriad ways FLCs can be used to promote faculty engagement and student success, and facilitate work related to institutional priorities. We will demonstrate how other campuses can tailor FLCs to be an instrument of change at their institutions.

Session Objectives: (1) Learn strategies to engage faculty via faculty learning communities. (2) Generate ideas for implementing faculty learning communities. (3) Devise methods to facilitate an organic structure for FLCs based on institutional objectives (but thriving on faculty interest and commitment) and develop appropriate outputs support institutional priorities and improve teaching practices.

5:40pm - 6:00pm **Flipping the Classroom: A Paradigm Shift in Nursing Education**

Gail G. Salvatierra and Alecia Cosgrove-Nye - *California State University, San Marcos and Seattle University*

Venue: Palm

Flipping the classroom has particular benefits as a pedagogical strategy in teaching healthcare and other professionals.

Abstract: Healthcare and other professions benefit from classroom learning environments that encourage active participation and the acquisition of critical thinking and process skills as well as the accumulation of applicable knowledge. Flipping the classroom achieves that objective by changing the emphasis from instructor-focused unilateral communication and learning to student-focused multilateral communication. We will describe the mechanics and results of implementing a flipped classroom in an undergraduate nursing course.

Session Objectives: (1) Learn how to shift direct learning out of a large group learning space and move into individual learning space with the help of one of several technologies. (2) Compare and contrast the shift from traditional teacher-driven instruction to an alternative, innovative student centered pedagogical approach. (3) Apply the four pillars of flipped learning to a case study. (4) Understand faculty & student barriers and rewards to successful implementation of student centered learning.



6:10pm - 6:30pm **Applying Transformation: From the Classroom to the Workplace, Seven Steps for Students to Apply Transformations**

Helen Eckmann and Laura Galloway - *Brandman University*

Venue: Palm

Students that are transformed in the classroom now will have seven steps on how to apply that transformation to their careers. This session explains these steps for faculty to pass on to transformed students.

Abstract: This session is intended to help teachers encourage their student take the next step in the transformation process – to take the change from the classroom to the workplace. This presentation offers seven practical ways students can apply their new knowledge in useful and relevant ways to their professional lives.

Session Objectives: (1) Be able to recognize an opportunity for students. (2) Develop ways to help students to use a classroom transformation to a workplace transformation. (3) Apply transformational theory in new ways.

5:40pm - 6:30pm **Cultivating a Culture of Informed Instruction: Calibrating the Associate (Adjunct) Faculty Pool**

Julie Nideffer, Debby Hailwood, and Jeffrey Hall - *Ashford University*

Venue: Patio

This interactive session facilitates the development of targeted professional development aimed at establishing collective goals and practices to support best in class teaching and learning.

Abstract: This session will discuss the results of a comparison of instruction prior to, and after, targeted professional development designed to collectively identify best practices, promote transparency with evaluative processes, and calibrate grading practices of student work to examine the impact on quality of instruction. Session attendees will be invited to participate in several of the Professional Development activities designed for this study, they will be provided with meeting goals, instructional samples, and calibration rubrics. Through collegial collaboration, we aspire to brainstorm additional strategies to cultivate a culture of informed instruction.

Session Objectives: (1) Identify best in class instructional practices. (2) Support student retention through best in class instructional practices. (3) Encourage innovation and risk taking aligned with research supporting best in class practices to support teaching and learning.



Friday Round Table Session

8:00am - 8:30am, *Plaza I*

A. Initiating, Implementing, and Assessing a Multi-Institutional FLC on Volunteering Locally and Abroad

Amelia Barili - *University of California, Berkeley*

I will describe how this on-line multi-institutional FLC on Volunteering was initiated, how it thrives, and will share tips on how to move forward in similar projects.

Abstract: Our multi-institutional faculty learning community (FLC) is a group of faculty from five 4-year research institutions who meet on line monthly to share ideas and resources developed through our experience in designing courses in which our students volunteer with Latino communities locally and/or abroad. In this new FLC we are exploring best ways for students to transfer knowledge and skills learned in the classroom to real life situations serving the community. I will describe how this FLC came together, how it thrives, and will share tips on how to move forward in similar projects.

Session Objectives: (1) Discuss challenges and opportunities for creating a FLC. (2) Identify ways to build community and foster teaching and learning research. (3) Discuss assessment of this FLC and of volunteering locally and abroad.

B. Updating or Initiating Your Faculty Learning Community Program

Milt Cox - *University of Miami*

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

Abstract: Many colleges and universities have faculty learning communities (FLCs) as part of their faculty/educational development programs. Research results about the effectiveness of FLC impact on faculty and staff participants, student learning, and implementation strategies are helpful in designing and implementing FLCs. In this session we will discuss 16 recommendations for building and sustaining FLCs and FLC programs. This session 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 Objectives: (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.

C. Exploring the Link Between Mentoring Functions and Transformative Education

Sheri Grotrian-Ryan - *Peru State College*

This session will examine which mentoring functions lend themselves as most useful or beneficial toward fostering transformative education.

Abstract: Mentoring relationships in higher education continue to receive increased attention due to many positive outcomes for all individuals involved. For the purpose of this presentation, faculty-to-student mentoring has been investigated as a means to foster transformative education. Mentors portray a multitude of functions, and these functions have been examined to determine their level of benefit for student learners. Knowing specific functions have shown to create deeper-level learning, there exists an opportunity for guidance those serving as both mentors and mentees.

Session Objectives: (1) Understand the various functions of mentoring. (2) Realize the value of transformative education for student learners. (3) Provide dialogue for explaining which functions are most beneficial toward higher-level learning and why.



D. Teaching Concepts of Sustainability: Explain with Conviction, Educate with Evidence, Execute with Confidence

Uma Krishnan - *Kent State University*

The presentation will focus on how transformative teaching using evidence allows students to understand concepts of sustainability better and provides them an opportunity to implement solutions in meaningful ways.

Abstract: The goal of this presentation is to show how transformative teaching in the form of: Explanation using evidence - provides conviction to students that sustainability is a concept worth studying. Education in the form of seeing evidence- using social media and theory allows students to understand that acts performed by humans across the globe have an impact on our lives. Execution in the form of implementing students' research projects based on inquiry and evidence -allows students a voice in the university and makes them comprehend that sustainability should be a way of life and not just a concept.

Session Objectives: (1) Comprehend the role evidence (in the form of field experience) plays in understanding concepts of sustainability. (2) Understand why is it important to teach the theory behind sustainability for students to learn concepts for long term memory. (3) Learn how these two enable students to implement sustainable projects in their own and University environment.

E. From the Trenches: First-Hand Experiences in Launching an Online Competency-Based Degree Program

Tammy Pao - *Brandman University*

What does an online competency-based degree program look like? This presentation details the first-hand experience in launching Brandman University's Bachelor of Business Administration degree.

Abstract: What does an online competency based degree program look like? Brandman University has developed a Competency-Based Education (CBE) Bachelor of Business Administration (BBA) degree that is fully online. There are no textbooks; students can access the content from their tablet, smartphone or computer. This presentation details the first-hand experience in launching Brandman University's Bachelor of Business Administration degree program.

Session Objectives: (1) Learn about Competency-Based Education. (2) Learn about a nontraditional online Bachelor in Business Administration degree program. (3) See a fully interactive online learning platform.

F. Communicating Effectively with Survivors of Sexual Assault: An Evidence-Based Approach for University Teaching

Jose Rodriguez - *California State University, Long Beach*

This presentation discusses original research, demonstrating how college students can respond emphatically in conversations with sexual assault survivors to cultivate compassion in university settings.

Abstract: This presentation discusses original research, demonstrating how college students can respond emphatically in conversations with sexual assault survivors to cultivate compassion in university settings. The session demonstrates how individuals can respond humanely in conversations with sexual assault survivors, and thereby, promote ethical conduct, compassion, and proactive social change in academic communities.

Session Objectives: (1) Understand the significance of empathy in situations involving sexual assault. (2) Clarify the role of empathic concern in comforting communication with sexual assault survivors. (3) Facilitate expressions of concern for survivors of sexual assault, using comforting or supportive messages.



G. Finding Value in the Tradition of the “Other”: A Pedagogical “Re-Boot” of Assessing and Integrating Western and Eastern Cultural Tropes in the Classroom

Jennifer Sheridan Moss and Saeed Kahn - *Wayne State University*

In this workshop, we will explore an approach to bridging the cultural gaps between students of Eastern and Western backgrounds.

Abstract: In this session, we will address the need to reshape the standard humanities curriculum to take a more global approach as the demographics of American universities diversify; by mid-century, America will be a “majority-minority” nation. We invite other scholars in the humanities and social sciences to discuss how the humanities can be kept relevant among an increasingly heterogeneous student population. We will share our plans for a course taught by scholars of both the Western and Eastern traditions that will challenge students to re-frame an approach to understanding human experience that bridges cultural gaps.

Session Objectives: (1) Learn about an academic course on orientalism that teaches the origins of anti-Eastern sentiments. (2) Identify pro-Western/anti-Eastern bias in teaching materials normally used in college classrooms. (3) Brainstorm the application of academic learning from the class to real-world engagement in a learning community.

Friday Morning Concurrent Sessions

8:45am - 10:00am **Turn Your Lilly Conference Presentation Into a SoTL Publication**

Milt Cox - *Miami University*

Venue: Plaza III

Participants will discuss and engage two steps that can help them organize their Lilly Conference presentation into a draft outline for a SoTL publication.

Abstract: You have now prepared and delivered (or soon will deliver) a Lilly Conference presentation. The presenter of this workshop is an editor-in-chief of a journal that publishes the scholarship of teaching and learning (SoTL) and is a director of a Lilly Conference. He will facilitate participants through two steps that can help organize a Lilly Conference presentation into a draft outline for a SoTL publication. We will use two templates that can assist a transition from SoTL conference presenter to manuscript author. We will review reasons why submitted manuscripts may not be accepted for publication.

Session Objectives: (1) Describe SoTL and templates that can help organize a draft for a SoTL manuscript. (2) Organize a draft outline for a SoTL publication by transforming a SoTL presentation. (3) Give reasons why some manuscripts are not accepted for publication.

8:45am - 10:00am **Take a SIP of This: Peer-to-Peer Promotion of Strong Instructional Practice**

Lunden MacDonald, Tina Herring, Elizabeth Kleinfeld, Ann Morrison, and Greg Sullivan - *Metropolitan State University of Denver*

Venue: Pacific

A group of professors describes how they disseminated techniques for employing Universal Design for Learning in the classroom and in student interactions university-wide.

Abstract: Universal Design is a method of instruction that promotes inclusion of a variety of learning styles and methods. Although faculty are aware of the increasing diversity of college students and the need for flexibility in instructional design to better meet the needs of their diverse student population, many do not know how to successfully use UDL-inspired strong instructional practices in their courses. This presentation discusses a grassroots effort by a group of professors who set out to devise a no-cost, low-input, high-



impact way to support campus-wide acquisition of strong instructional practices that would enhance teaching and learning at their institution.

Session Objectives: (1) Identify a range of strong instructional practices, based on principles of Universal Design for Learning that impact teaching and learning across disciplines. (2) Discuss how information on these strong instructional practices can be effectively disseminated to an entire campus community. (3) Identify possibilities for similar dissemination at the participants' institutions.

8:45am - 10:00am

Engaging Students Using Inquiry, Active Learning, and Reflective Teaching Practice

Heather Kertyzia - *California State University, Dominguez Hills*

Venue: Palm

Participants develop a brief outline for a course using an Inquiry-Based Active Learning format, and consider the use of feedback in reflective teaching practice.

Abstract: Participants will be invited to consider a course that they are currently teaching or would like to teach and the course's desired learning outcomes. Using classes currently being taught at a university with a very diverse student population as an example, we will re-frame learning outcomes as inquiry questions. We will explore how active learning activities can be used to answer those inquiry questions, and develop a few ideas for implementation. Finally, we will discuss how student feedback can be used to guide a reflective teaching process that improves both learner and professor experiences.

Session Objectives: (1) Develop inquiry questions that guide both the structure of a course and individual sessions. (2) Consider active learning activities that help students to answer those inquiry questions. (3) Create questions for feedback from students regarding learning objectives and learning activities to guide further development of course teaching strategies.

8:45am - 10:00am

Unifying Faculties Through Shared Vocabulary

Georgia Rhoades and Dennis Bohr - *Appalachian State University*

Venue: Patio

Our Writing Across the Curriculum Program has developed two long-term projects that can be relevant to any program seeking to establish university and system-wide presence.

Abstract: Our Writing Across the Curriculum Program has developed two long-term projects that can be relevant to any program seeking to establish university and system-wide presence. These include a glossary of pedagogical terms to aid in faculty development for those teaching writing courses in our vertical writing curriculum (drawn from faculty interviews and scholarship about writing in the disciplines) and a cross-institutional free annual conference for community college writing teachers. Both projects support seamless transfer for students in writing courses and rely on shared information from members of divergent groups of faculty.

Session Objectives: (1) Encourage cross-faculty pedagogical vocabulary regarding instruction. (2) Develop and sustain program projects. (3) Create connections for cross-institutional projects.



8:45am - 10:00am

Loma Linda University's Best Practices

Gail Rice, Richard Rice, Peter Gleason, Ehren Ngo, Jacqueline Williams-Reade, Ryan Sinclair, and Willie Davis - *Loma Linda University*

Venue: Garden 1

Loma Linda University faculty will use a panel presentation describing some of its "Best Practices"

Abstract: Get inspired to develop games for teaching, replace traditional assignments with new "techie" opportunities that inspire and excite your students, integrate spirituality into your teaching, and more.

Session Objectives: (1) Describe a minimum of 5 of LLU's "best practices" in teaching the health professional student. (2) Illustrate creative ways to integrate technology into assignments. (3) Develop plans to utilize faculty resources to create games for teaching key concepts.

8:45am - 10:00am

Academic Integrity in the Classroom and at Your College or University

Mary Jo Shane, Timothy Weaver, Mark Edwards, and Loredana Carson - *California Lutheran University*

Venue: Garden 2

Academic integrity has become headline news. Leave this session with a better understanding of how to identify, prevent and remedy academic dishonesty.

Abstract: All academic institutions and instructors face the reality of academic dishonesty. Due to technology and the changing global landscape, there is a renewed sense of urgency to stem its rise. California Lutheran University's School of Management established a task force to provide guidance on addressing this topic. Members of the task force will provide a blueprint for how they created policies and procedures at their school. Topics include: what constitutes academic dishonesty, how and why students cheat, measures to deter, and prevent academic dishonesty, and appropriate remedies for both the classroom and the school at large.

Session Objectives: (1) Discuss preventative methods and measures to deter academic dishonesty. (2) Provide examples of remedies and solutions to address violations of academic dishonesty. (3) Provide a blueprint developed by the presenters as members of an academic integrity task force for addressing academic dishonesty in a medium-sized university.

10:15am - 11:05am

Hybrid, Online, Flipped, or Traditional: Designing an Active Learning STEM Course Individualized for Your Students

Amanda Holton - *University of California, Irvine*

Venue: Plaza III

Participants will learn about and create an action plan for implementing active learning, hybrid, or flipped classroom methodologies appropriate to their classrooms.

Abstract: Participants will be given information on the efficacy of various types of active learning in the STEM classroom. This will include discussions of how much active learning is appropriate for the students, course, and instructor, from simple use of Iclicker questions, to fully flipped classrooms. After introducing evidenced based teaching practices, they will work collaboratively to develop a plan for beginning or changing the integration of active learning in their classrooms. Demos, resources, and a planning guide will all be given to help participants make an action plan for including active learning in their own courses.



Session Objectives: (1) Determine the level of active learning, on a scale of traditional to flipped is best for their students. (2) Gain knowledge of various resources, both free and paid that will help them tweak their classrooms active learning to the level applicable to their students. (3) Start to plan the implementation of active learning in their classrooms through answering a series of given questions and conversations with other participants.

10:15am - 11:05am **Incorporating Practicum Experiences into Online Degree Programs**

Tricia Berry - *Kaplan University*

Venue: Pacific

This session will provide learners with insight regarding the obstacles and processes for creating a practicum experience within online degree programs.

Abstract: Moving academic programs from within the walls of a traditional institution to a fully online delivery method requires educators to think creatively and develop solutions for what have been routine tasks in a brick and mortar delivery venue. One such challenge is incorporating hands-on learning, such as that provided by practicum programs. During this session, participants will learn how Kaplan University has incorporated hands-on learning practicum/internship experiences into fully online programs, and receive practical advice on how to incorporate those types of practicum experiences into their own online programs.

Session Objectives: (1) Gain insight into the challenges of incorporating practicum experiences into online degree programs. (2) Identify methods of removing or compensating for obstacles related to incorporating practicum into an online degree program. (3) Review models of practicum administration within online programs.

10:15am - 11:05am **Socratic Methodology: Fostering Critical Thinking in a Synchronous Environment**

Brian Gilliam - *National University*

Venue: Palm

This presentation will introduce participants to a discussion technique used to engage students and prompt higher order thinking in online synchronous environments.

Abstract: Tired of superficial, contrived responses in online chats? So are your students. Unfortunately, online chats are often viewed by students as worthless busywork. Moreover, many think that technology cannot support the tried and true methods of face-to-face discussion. However, this presenter will demonstrate how Socratic methodology can be applied to today's virtual environments to stimulate higher order learning and compel students to generate spontaneous, relevant, and interesting responses in an online environment. This presentation will provide participants with samples of the different types of questions used in Socratic discourse and an understanding of their application.

Session Objectives: (1) Understand the benefits of using the Socratic method to stimulate critical thinking. (2) Apply the Socratic method to online synchronous discussions. (3) Generate questions to be used in online discussions.



10:15am - 11:05am **Exploring “Hot Lava” Issues in Cross-Curricular Courses with Narrative Texts and Book Clubs**

Jennifer Stacy - *California State University, Dominguez Hills*

Venue: Patio

Learn about the integration of narrative texts and book clubs in cross-curricular college courses to facilitate students’ study of “hot lava” topics personally and theoretically.

Abstract: This session focuses on integrating narrative texts and book clubs in cross-curricular college courses in order to facilitate students’ in depth study of “hot lava” topics or difficult topics regarding cultural and political issues, as they are related to self and theory. Participants will examine the case of a class titled School and Society in which students study the historical, sociological, and anthropological underpinnings of American education. Participants will complete adaptations of course assignments about Brofenbrenner’s ecological systems theory and Labaree’s zero-sum game of education theory in connection with the narrative *There Are No Children Here* by Alex Kotlowitz.

Session Objectives: (1) Acquire knowledge about the benefits of utilizing narrative texts and book clubs in a cross-curricular college course. (2) Through active participation, attendees will learn how to connect a narrative text first to self and then to two theoretical frameworks. (3) Share ideas about how they might use this approach in their course.

10:15am - 11:05am **Transform Your “I Don’t Know” Teaching Situation into a Scholarly, Teaching Project**

Leli Pedro - *University of Colorado Denver*

Venue: Garden 1

Turn your “I don’t know” teaching situations into scholarship of teaching and learning projects with the help of a practical worksheet and peer support.

Abstract: Have you ever been assigned to teach a course you had no clue how to teach? Have you hesitated to admit to yourself or to your students that you “don’t know”? If so, this is the session for you! The presenter will share how she transformed her “I don’t knows” about a course she was assigned to teach into a researchable question, a systematic inquiry, and public, peer-reviewed products. You will have the opportunity to complete the same Scholarship of Teaching and Learning (SoTL) Worksheet she used to change her “I don’t know” situation into a SoTL project.

Session Objectives: (1) Name what keeps them from admitting “I don’t know”. (2) Use a SoTL Worksheet to transform their “I don’t knows” into SoTL projects. (3) Reach out to colleagues for guidance with turning their teaching into SoTL projects.

10:15am - 11:05am **Best Practices for Blended Learning: Applying Research Findings to Implementation**

Ann Kwinn and Mark Truong - *Azusa Pacific University*

Venue: Garden 2

Participants will see the findings of a blended learning study and brainstorm how to deliver the essential elements associated with better outcomes in blended courses.

Abstract: In this session, participants will be shown the findings of a university-based blended learning research study and share what other researchers have found are the design elements that predict better student outcomes in a blended learning environment. These are: Learner Control, Learner Reflection, Collaboration, Social Presence, and Motivation. In a



jigsaw format, faculty will brainstorm how to deliver these elements and receive a handout of a superset of possible activities. The group will also discuss blended learning standards for their own universities.

Session Objectives: (1) Identify some of the most important factors related to effectiveness in blended learning. (2) Articulate at least three ways these factors can be implemented in blended courses. (3) Write blended learning standards for your university.

11:20am-12:10pm **Increase Your Students' Learning: How to Use Metacognition in the Classroom**

Devon Quick, Lori Kayes, and Jessica White - *Oregon State University*

Venue: Plaza III

Join us to learn how to utilize current research and strategies on metacognition to increasing student learning, helping you and your students develop metacognitive awareness.

Abstract: How do you know what your students know? How do they know what they know? Do your students understand how they learn? Can you increase students understanding of how they learn using in-class reflective activities? This session will review research demonstrating the role of metacognition in learning and student success and will help you develop strategies to increase your students' metacognition in the classroom and out. We will share data from our classes about increased student metacognition and ways to facilitate students increasing their metacognition. Finally, participants will develop their own strategies for implementing metacognitive enhancing strategies in their courses.

Session Objectives: (1) Discuss the influence of metacognition in student learning and success. (2) Identify metacognitive enhancing strategies in courses of varying size and discipline. (3) Develop a metacognitive enhancing activity for use in your own classroom.

11:20am-12:10pm **Adaptive Learning: It's Fit in Education**

Tim Becker and Leigh Ann Wilson - *Southern Oregon University and Brandman University*

Venue: Pacific

Take a look! "Adaptive" is here to stay! Implementation steps, benefits, tactics, and demonstrations provide you with evidence to "Adapt."

Abstract: Teachers, departments, and schools are stretched trying to determine how to meet requirements of "scorecards," department mandates, and the changing demands and styles of students' learning along with increased use of technology. Now is your turn to explore or fine-tune the many opportunities of "Adaptive Learning" as a strategy to provide real-time and cumulative evidence of student learning and retention (not just of enrollment, but also the content of courses). This presentation will provide you with reasons and justification to take the next steps for yourself, your classes, and your university to better serve stakeholders and students that respond willingly and quickly to "Adaptive" technology to learn, know, and retain.

Session Objectives: (1) Identify the components and tactics of Adaptive Learning – a key to retention. (2) Explore and explain two models of Adaptive Learning in Evidence-Based Education. (3) Share implementation experiences of evidence-based Adaptive Learning from the perspectives of teachers, universities, and students.



11:20am-12:10pm **Developing and Assessing Learning Outcomes Within and Outside of the Classroom**

Serge Desmarais, Maureen Mancuso, and Brenda Whiteside - *University of Guelph*

Venue: Palm

Our presentation will provide an overview of our institutional strategies to develop, assess, and track learning outcomes within and outside of the classroom.

Abstract: Learning outcomes have become an essential feature of curricula in colleges and universities. While learning outcomes provide a clearer sense of the skill sets students acquire, two key aspects of a comprehensive learning outcomes framework still remain either poorly defined or weakly incorporated. First, an accurate and flexible means of assessing and keeping track of learning outcomes across a student's entire program of studies remains elusive. Second, most learning outcomes frameworks fail to capture the impact of activities that take place outside of the classroom. Our presentation will provide an overview of institutional strategies we developed to address these challenges.

Session Objectives: (1) Learn about our institutional strategy for learning outcomes assessment. (2) Learn about our tracking strategy for student activities that take place both in and out of the classroom. (3) Learn about the opportunities and challenges of developing a comprehensive approach to students' learning outcomes assessment.

11:20am-12:10pm **Alternatives Approaches to Faculty Development for Design and Delivery of Hybrid Courses**

Cub Kahn - *Oregon State University*

Venue: Patio

This session will describe six methods to develop faculty capacity to design, develop, and deliver hybrid courses as part of an institutional hybrid course initiative.

Abstract: This session will present six methods used to develop faculty capacity and motivation to design, develop, and deliver hybrid ("blended") courses that have been implemented as part of a 4-year-old university-wide hybrid course initiative: 1) faculty learning communities, 2) faculty study groups, 3) one-off workshops or webinars, 4) one-on-one consultations, 5) faculty showcases, and 6) websites. Identifiable advantages and disadvantages of each faculty development method will be described. Recommendations will be provided for how these five methods can be used in a complementary way to build a resilient support system to foster successful hybrid course development.

Session Objectives: (1) Describe six approaches to develop faculty capacity to design, develop, and deliver hybrid courses. (2) Enumerate advantages and disadvantages of each of the six approaches. (3) Apply the information presented in this session to aid in establishing institutional or departmental programs to support hybrid course redesign.

11:20am-12:10pm **Classroom Leadership for Every Day at Any Time**

Oren Hertz - *Johnson & Wales University*

Venue: Garden 1

Leadership is a broad topic that includes many facets. The focus on the small details in leadership that make a significant positive impact on student learning.

Abstract: The purpose of this presentation is to discuss day-to-day traits that can be delivered with ease by professors who embrace leadership in the classroom. Leadership is a broad



topic that includes many facets. The focus on the small details in leadership that make a significant positive impact on student learning. The presentation will seek to make the connection between professors and leadership styles, and what it means to lead (teach) from the heart.

Session Objectives: (1) Understanding how professors' leadership skills contribute to student engagement and learning. (2) Review applicable leadership styles that work well in the classroom. (3) Identify the connection between leadership and teaching from the heart.

11:20am-12:10pm **Team Integration for Supporting a Program's Transition to a Blended Delivery Format Using "Flipped" Pedagogy**

Joseph Henle, Minyan He, Lisa Buono, Cindy Grether, Cynthia DeMartino, and Harry Starn - *California Lutheran University*

Venue: Garden 2

Participants will learn how we used a team approach to transition courses in a bachelors program to "flipped", blended courses on a shoe string budget.

Abstract: Transitioning a face-to-face, bachelor-degree program to blended, "flipped" delivery is a challenging proposal. It is particularly daunting at small schools with limited support staff and other resources. Issues include: finding the proper mix of online and face-to-face, training faculty, recording and editing lectures, ADA compliance, reasonable timelines, and mitigating stress. In this session, we will discuss how three university organizations came together to create, implement, and continuously improve a blended curriculum. Workshop participants will hear presenter perceptions and experiences, and then get to map their communities' resources to the process we've developed, to identify any potential gaps or support issues.

Session Objectives: (1) Apply practical strategies that can be used when transitioning a program to blended pedagogy or upgrading support processes. (2) Leverage effective video-production techniques including: video and transcription capture and audio-video editing. (3) Develop a sustainable, collaborative process that would support online and blended curriculum transitions, and/or develop their own flipped, blended course outline.

Friday Plenary Presentation

1:00pm - 2:00pm **Understanding How Students Learn: The First Step to Improving College Teaching Practices**

Terry Doyle - *Ferris State University*

Venue: Plaza I

By better understanding how the human brain learns teaching practices can be improved. This presentation explores current research on learning and its application to teaching.

Abstract: This session will explore current research on how the human brain takes in, processes, and retrieves information. As higher education professionals, we must enhance our understanding of this learning process, or we are limited in building effective learning experiences. The decision as to what learning activities, assessments, and teaching approaches will be most effective depends on our understanding of how the brain learns. Otherwise, we are just guessing, which is not fair for our students.



Session Objectives: (1) Better understand how the brain uses attention to take in new information and what happens to that information in its initial processing. (2) Learn strategies for teaching students how to process new information so it can be better understood and better connected to prior knowledge. (3) Learn strategies for teaching students how to make connections leading to long-term recall of new learning. (4) Gain a better understanding as to where the field of brain research and learning research is currently at in fully understanding how learning happens in the brain.

Friday Afternoon Concurrent Sessions

2:15pm - 3:30pm **Building Capacity for Diversity and Inclusion: Fostering Conversations About Privilege in Higher Education**

Stephanie Fenwick, Rukshan Fernando, and Jody Fernando - *Azusa Pacific University*
Venue: Plaza III

This session examines how fostering conversations about privilege is a critical element in building capacity for diversity and inclusion in higher education settings.

Abstract: This session examines how fostering conversations about privilege is a critical element in building capacity for diversity and inclusion in higher education settings. Utilizing works from key researchers in the field of diversity, psychology, and higher education, participants in this interactive workshop will explore power and privilege dynamics embedded in institutional norms that hinder dialogue across difference. Participants will leave with three engagement tools to be used towards contextualizing and leading change at their own institutions both systemically and individually, including the facilitation of difficult discussions about the impact of privilege and unacknowledged microaggressions in higher education learning communities.

Session Objectives: (1) Increase understanding and awareness of what it takes to build capacity for diversity both institutionally and individually. (2) Define and describe the concept of privilege and its manifestations in higher education settings. (3) Actively engage the concept of microaggressions through a hand out learning activity and discussion.

2:15pm - 3:30pm **My Year Without PowerPoint: Seeking a Meaningful Pedagogy With and Without Technology**

Summer Cherland - *Maricopa Community Colleges*
Venue: Pacific

Please join us ready to experiment with new technological tools, while also supporting traditional practices! Bring your computer or tablet, and be ready to innovate!

Abstract: In this session, participants will learn about some of the many useful tools available for free to educators, and a personal perspective regarding usefulness will be provided. The researcher will share some of the pitfalls and successes, as well as the observed benefits to students. Participants will then experiment with some of the most successful tools employed by this researcher, and will create a specific goal for incorporating a new tool immediately in practice. Finally, the session will wind down with an “unplugged” approach, demonstrating to educators that innovation in the classroom does not require high-tech sophistication.

Session Objectives: (1) Evaluate their own teaching strategies including lecture, game-based learning and active learning, and classroom discussions. (2) Experiment with some technological teaching tools to incorporate in their classrooms. (3) Assess their own practices regarding technology in the classroom, and consider implementing one new strategy.



2:15pm - 3:30pm **Online and Hybrid Teaching Strategies for Improving Professional Graduate Writing**

Patricia Desrosiers and Jay Gabbard - *Western Kentucky University*

Venue: Palm

Programmatic changes to improve writing including best practice for teaching graduate writing online, use of a writing rubric, and student engagement will be explored.

Abstract: This session will focus on strategies for improving graduate students' writing skills. We will describe our graduate program's evidence-based, systematic approach, including an online writing course component. Then, we will lead participants in a guided discussion of additional strategies and approaches, including developing a plan for change in their particular graduate program.

Session Objectives: (1) Evaluate the utility of a systematic approach to address writing challenges. (2) Articulate various strategies utilized or considered to improve writing practice skills of graduate students. (3) Generate a personal plan for impacting professional graduate student writing practice through incorporation of individual student support, classroom and programmatic strategies explored during this workshop.

2:15pm - 3:30pm **Storytelling in the Classroom to Enhance Learning: The Power of Shared Experience in Health Professions Education**

Erin Raney and Lindsay Davis- *Midwestern University College of Pharmacy-Glendale*

Venue: Patio

Storytelling can enhance classroom lecture techniques in various educational settings to uniquely emphasize skills and context of any complex professional environment.

Abstract: Health professions students must learn both the foundational science and art of practice. Storytelling allows educators to engage with learners by contextualizing the attributes, values, and tacit knowledge germane to practice within a unique field of study. The value of storytelling in lecture is debated; a central concern is time "wasted" on entertainment. Purposeful use of storytelling requires forethought in terms of timing and delivery. The educator must have an awareness of students' perspectives and knowledge gaps, and craft stories that evoke emotion, instill values, and promote reflection to meet the needs of learners entering dynamic and complex work environments.

Session Objectives: (1) Review the history and describe the role of storytelling in education. (2) Identify the challenges of incorporating storytelling in the traditional lecture setting. (3) Recommend an approach to incorporating stories into individual lecture styles.

2:15pm - 3:30pm **Community Building in Online Environments: Challenges and Solutions**

Vivian Johnson and Carol Mayer - *Hamline University*

Venue: Garden 1

This session presents solutions for creating an online learning community, and why explicit attention to it must take place throughout the course design process.

Abstract: Tremendous growth has occurred in the enrollment of online courses. This growth increases access to higher education but must also engage learners in constructivist learning. Structuring online courses as learning communities is an essential element of constructivist learning. This session addresses the challenges and solutions of creating online learning



communities, and the need for explicit attention to it throughout the course design process. It also addresses faculty and students expectations regarding what it means to be a member of a professional online community. This session provides participants a developmental model for building an online community, and examples of tools and activities for this purpose.

Session Objectives: (1) Assess self-awareness of the nature of online learning communities. (2) Review research-based rationale of the relationship between structuring online courses as learning communities and student success. (3) Receive access to an electronic resource

2:15pm - 3:30pm

Chasing the Elusive Work-Life Balance: Tactics to Select Activities that Support Professional Growth

Lata Murti and Kathleen Ringenbach - *Brandman University*

Venue: Garden 2

Faculty face challenges in juggling work and personal lives, creating stress and burnout. Personal reflection can lead to ways to find balance and harmony.

Abstract: Full time faculty generally work long hours (48-52 hours per week) and must juggle teaching loads, developing and updating curriculum, research, mentoring, and service, which often lead to burnout, primarily in the form of emotional exhaustion. The presentation will provide a framework for developing a professional and personal work load plan.

Session Objectives: (1) Share research on burnout and stress and how they impact higher education teachers. (2) Demonstrate establishing a framework on how to determine importance of tasks in order to move toward work life balance. (3) Provide an opportunity to develop and reflect on personal mission statements, goals, and values.

2:15pm - 3:30pm

Performing Classroom Vignettes Using Forum Theater in a Secondary Methods Class

Eileen Reilich - *Saint Martin's University*

Venue: Garden 3

Vignettes captured from secondary (or any) classrooms are performed using Forum Theater. During performance, interactional expertise is developed via spec-actor roles.

Abstract: This Action Research project is a continuation of work done previously in a Secondary Methods class in an effort to help individual teacher candidates develop interactional expertise. Methods used include vignettes captured from secondary classrooms which are then performed using Forum Theater. Data collection and analysis include grounded theory and phenomenological designs which show that teacher candidates enjoy, are engaged by, and learn from this activity more effectively than other methods typically used in university classes. Participants will participate in a sample of this activity at this presentation.

Session Objectives: (1) Engage in a model vignette to experience this activity. (2) Participate as spec-actors in this activity. (3) Learn how to successfully facilitate Forum Theater in their classes.



3:40pm - 4:30pm **How Diversity and Inclusion Enhances the Student Experience**

Felicia Monroe - *Sinclair Community College*

Venue: Plaza III

In this presentation we will examine the enriched educational benefits students receive from culturally diverse instruction and curricula.

Abstract: The presentation focuses on the educational benefits a diverse curriculum provides students of all cultural backgrounds. This presentation explores theoretical concepts through discussion and best practices. In this session, participants will be invited to step into the minds of minority students and gain a perspective of their learning experience with both culturally diverse and non-culturally diverse instruction. The goal of this session is for each participant to learn how to incorporate a more diverse curriculum in an effective way to maximize the student's learning experience.

Session Objectives: (1) Create awareness of cultural self in relation to students. (2) Create cultural awareness from both represented and non-represented cultural student perspectives. (3) Enhance the repertoire of learning tools and strategies to include culturally diverse curricula.

3:40pm - 4:30pm **Writing Gains Between First and Third Year College Students**

Irene Clark and Bettina Huber - *California State University, Northridge*

Venue: Pacific

This presentation discusses a project concerned with improvement in college students' writing between their first and third years and the impact of assignment prompts.

Abstract: This presentation will discuss a study that is concerned with the extent to which students at a large, Hispanic serving university improved in writing between their first and third years. The study, which involved the assessment of paired texts of argumentative or thesis driven essays that they had submitted during their Freshman and Junior years, indicates that most students do make modest gains in their ability to write thesis-driven, argumentative essays between the two assessment points. The presentation will also address survey responses from students and examine the potential effect on student writing of junior level assignment genres.

Session Objectives: (1) Report on a study concerned with student improvement in writing between their Freshman and Junior years (2) Report on student's responses about what was most useful for them in their First Year Writing course. (3) Examine the potential effect on student writing of junior level assignment genres.

3:40pm - 4:00pm **How Time and Space Affect Student Learning**

Lisa Stowe - *University of Calgary*

Venue: Palm

This session will show how one program's structure and intensity fostered lifelong learning attributes amongst students and will explore ways faculty can transfer such strategies to their classes.

Abstract: Short term travel study programs (STTSP) are sometimes maligned, due to their short time in the field, for not having significant learning outcomes. I claim that it is precisely the compressed period of time in the field that is key to understanding the unique learning that takes place in these programs. Session participants will understand how



compression of time and expansion of space creates intensity in the learning environment and will then brainstorm how to replicate that intensity and compression on campus in their own classes.

Session Objectives: (1) See how a short term travel study program (STTSP) structure and instructor intentionality with group formation can foster self directed learning. (2) Explore how the unique learning environments in STTSPs foster lifelong learning attributes. (3) Develop suitable strategies for on campus learning that adopt some of the learning strategies in a STTSP.

4:10pm - 4:30pm

Have a Seat! Understanding the Effects of Classroom Seating on Rapport, Immediacy, and Learning

Kaela Martin - *Embry-Riddle Aeronautical Engineering, Prescott*

Venue: Palm

This session will demonstrate how rearranging classroom furniture into groups positively affects student learning and student/instructor rapport.

Abstract: Adapting physical classroom space can be an effective way to increase student/instructor rapport and student learning. This session discusses the difference in student-instructor rapport for two classes of the same course. For one class, students were seated in elevated rows at fixed tables with chairs on wheels. In another section of the same course and a similarly sized classroom, students rearranged the movable tables into pods of four on the first day of class. By simply changing the physical layout of the classroom, it was predicted that students would report greater student-instructor rapport, instructor immediacy, and course learning.

Session Objectives: (1) Demonstrate a simple solution to increase student/teacher rapport and immediacy. (2) Recognize benefits of rearranging traditional classroom space. (3) Apply the information presented in this session to redesign current classroom space for improved learning.

3:40pm - 4:30pm

"I Know I Don't Know, Can You Help Me?" Promoting Learning Through Knowledge Surveys and Reflections

Ida Jones - *California State University, Fresno*

Venue: Patio

Use knowledge surveys to ask learners what they know and assess how well. Use eportfolios for reflection and development of new learning strategies.

Abstract: Metacognition, or thinking about thinking, is important to promote life-long learning. If learners don't know that they are not accurately evaluating their own learning strengths and weaknesses, then they will not know that they need to develop different learning methods. Use of knowledge surveys combined with ePortfolios to encourage reflections is a useful way for learners to identify their knowledge inadequacies, consider how that knowledge is reflected in their performance on exams and identify different methods of studying to improve performance. This session shows how that can be done in a face-to-face and online environments.

Session Objectives: (1) Knowledge surveys and their impact on student learning. (2) ePortfolios as reflection tools for students as they identify content strengths and weaknesses. (3) Assisting students develop a strategy to improve learning.



3:40pm - 4:00pm **Service-Learning and the Professional Development of Students in Higher Education**

Helen Lim - *California Lutheran University*

Venue: Garden 1

This presentation examines service-learning and the professional development of students in higher education and refers to survey responses from criminal justice majors to illustrate the benefits.

Abstract: Research supports the importance of service-learning as a vital component of student academic development among college and university students. Research also indicates how service-learning can improve the professional development of students. This presentation, therefore, examines the benefits of service-learning, and how service-learning contributes to the professional development of students. I also refer to summary results of a survey conducted in 2014. The survey includes responses from criminal justice majors (N=65 respondents who are seniors or alumni). The responses illustrate the benefits of service-learning among these respondents, and possible implications for service-learning and the professional development of students in higher education.

Session Objectives: (1) Better understand the core components of service-learning. (2) Understand how service-learning deepens coursework learning for students. (3) Better understand how service-learning enhances the professional development of students.

4:10pm - 4:30pm **Service-Learning in the Collegiate Classroom: An Innovative Approach to University and Community Partnership**

Ranelle Brew - *Grand Valley State University*

Venue: Garden 1

This presentation will describe and highlight a unique pedagogical approach to university curriculum and a community-based partnership through service learning.

Abstract: This presentation will describe and highlight a unique university and community-based partnership using service-learning in the curriculum. Innovative approaches will be highlighted through the developmental stages of a community-based health assessment survey, implementation of survey collection, results of the data, and future planning for health programs to address the issues identified that were used.

Session Objectives: (1) Describe the university and community partnership and importance of service-learning in the classroom curriculum. (2) List the benefits and barriers to university and community service-learning collaborations. (3) Identify examples of ways to integrate service-learning with the classroom environment.

3:40pm - 4:30pm **Developing Transparent Assignments Around Archival and Special Library Collections**

Priscilla Finley and Su Kim Chung - *University of Nevada, Las Vegas*

Venue: Garden 2

Students plus library special collections can equal creative, original analysis. Participants will design projects using transparent design principles where students interpret real-world records and documents.

Abstract: Students plus library special collections can equal creative, original analysis. This presentation will get participants thinking about assignments that expose students to real-



world records and documents. After articulating the skills and knowledge that students need to practice in courses they teach in any discipline, participants in this session will develop a plan to consult with a librarian to identify relevant collections of primary sources at their own institutions. We'll then review transparent design principles and discuss ways to structure tasks and milestones for the project so that students can get feedback along the way from peers, librarians, and the instructor.

Session Objectives: (1) Develop a plan to identify archival or special library collections relevant to course content. (2) Create assignments that balance student interest, course goals for building skills and knowledge, and available resources. (3) Apply principles of transparent assignment design.

3:40pm - 4:30pm **What are Your Favorite Tech Tools in Teaching?**

Lynne Anderson - *National University*

Venue: Garden 3

In this facilitated session, participants will be invited to share, demonstrate, and expand faculty use of tech tools in the classroom.

Abstract: The goal for the session is: to share favorite tech tools used in teaching and to expand faculty use of tech tools. Participants will be invited to share their experience in teaching with their favorite tech tools. Essentially, this session will be used to share best practices in teaching with technology tools and to analyze commonalities and distinctions.

Session Objectives: (1) Share favorite tech tools in teaching. (2) Group discussion of using tech tools in teaching. (3) Group analysis of common tech tools used in teaching.

4:45pm - 5:35pm **A Rubric-Based Workshop Integrating Student-Centered Course Redesign, Curriculum Review, and Accreditation Preparation**

Emily Magruder and Kaye Bragg - *California State University, Dominguez Hills*

Venue: Plaza III

This session shares the design of workshop that uses a rubric to promote student-centered course redesign and integrate it with curriculum review and accreditation preparation.

Abstract: Ample evidence confirms that active learning and other student-centered approaches boost achievement, yet many college courses are still designed to cover content. While curriculum review and external accreditation have potential to prompt pedagogical innovation, these processes are effectively disconnected from term-to-term instructional planning and day-to-day teaching at many institutions. This session presents a template for a "make and take" workshop that uses the Quality Matters rubric to promote student-centered course redesign across modalities (face-to-face, hybrid, and online). It explores ways a common rubric could integrate student-centered course redesign with curriculum review and efforts to meet accreditation requirements.

Session Objectives: (1) Review common barriers to (a) implementation of active and student-centered learning pedagogies in higher education and (b) coordination of course design and delivery with curriculum review and accreditation preparation. (2) Examine a template for a "make and take" faculty workshop based on a rubric structured to assess courses for student-centered learning design. (3) Brainstorm ways to use a student-centered teaching rubric to integrate course redesign, curriculum review, and accreditation preparation.



4:45pm - 5:05pm

Personal Research Consultations: Collaborating in the Process of Research with Students

Cindy Aamlid and Pam Gladis - *Southwest Minnesota State University*

Venue: Pacific

This session will share a process of collaboration between a librarian and a faculty member to incorporate personal research consultations into a semester-long research project for students.

Abstract: Our past experiences have been that faculty typically asked librarians to come to class to teach one session on how to use and access online databases through the library website. This may have been the extent of collaboration for semester-long projects. This session describes a new method: personal research consultations with each student. We will share how the process worked and the benefits for the students, the librarian, and the faculty member. The implications of research consultations on a university-wide level will be discussed.

Session Objectives: (1) Describe collaboration between a librarian and a faculty member that resulted in personal research consultations for a semester-long project. (2) Explain benefits of using personal research consultations for students, the librarian, and the faculty. (3) Discuss application of research consultation for the university as a whole.

5:15pm - 5:35pm

Designing a Teaching Academy to Improve Undergraduate Teaching and Learning

Linda Rice - *Ohio University*

Venue: Pacific

Tenured award-winning faculty partner with pre-tenure faculty in a yearlong experience including whole group meetings, classroom observations, and homework to improve undergraduate teaching and learning.

Abstract: This presentation will explain how four faculty members secured funding and developed a yearlong Teaching Academy that annually pairs seven tenured award-winning faculty with seven pre-tenure faculty, not for the purpose of mentoring, but with the idea that all of us are on a continuous path of growth in improving undergraduate teaching and learning. The yearlong experience involves whole group meetings every third week and classroom observations, readings, and homework assignments between meetings. The fall semester focuses on Alignment (learning outcomes, activities, assessment), and the spring semester focuses on Tools You Can Use (Team-Based Learning, plagiarism, rubrics, portfolios).

Session Objectives: (1) Identify components of a yearlong Teaching Academy, a faculty learning community focused on improving undergraduate teaching and learning. (2) Examine full-scripting as a tool for classroom observation and subsequent peer feedback and teacher reflection. (3) Recognize the range of data generated by the work of the Teaching Academy that can be used for research and funding proposals and to inform and promote institutional change.



4:45pm - 5:05pm

Authentic Research Experiences and Inquiry-Based Learning in Biology Courses

Ann Buchmann, Joyce Hardy, and Wendy Jamison - *Chadron State College*

Venue: Palm

This session will explore ways to bring authentic scientific activities and learning experiences into undergraduate classes, in cross-disciplinary, majors and non-majors courses.

Abstract: Research indicates that students learn science best by doing science. A conflict occurs in undergraduate science classes which need to impart both extensive content knowledge while developing critical thinking, communication, and cooperative learning skills. Authentic scientific research experiences and inquiry-based learning support both developing critical professional skills while learning scientific concepts. We will discuss the use of case studies, research experiences, inquiry-based labs, and problem-based learning in a wide variety of courses as mechanisms to facilitate student learning in an understaffed program, an approach that has been successful in cross-discipline, majors, and non-majors courses.

Session Objectives: (1) Understand the importance of active learning in the sciences and across disciplines and appreciate the tension between teaching content and higher order thinking skills. (2) Discuss how critical thinking and analytical skills can be built by scaffolding between freshman and senior level courses. (3) Gain practical ideas from active learning modules used in several classes with the opportunity to discuss the successes and challenges of active learning across the curriculum from freshman courses to senior capstone courses.

5:15pm - 5:35pm

Using Workshops to Increase the Learning Outcomes in Cumulative STEM Courses

Neeraja Dashaputre and Gretchen Stanton - *Claremont Mckenna College and Fullerton College*

Venue: Palm

This session summarizes a workshop series to increase learning outcomes in a cumulative science course and how these skills can be applied to other courses.

Abstract: Organic chemistry courses occupy a critical place in the STEM education and pre-health pipeline and can be challenging for students to complete successfully. We have designed workshops introducing students to various study techniques such as concept mapping, reading science text effectively, and organizing course materials. Additionally, the series includes tools improving science literacy such as maintaining a laboratory notebook, effectively reading/writing a scientific manuscript, and conducting a literature survey. This session will focus on our approach to design workshops to contribute to the current framework of the course. We will also discuss applying these workshops to a community college setting.

Session Objectives: (1) Discuss the pedagogical approaches toward designing a workshop series to increase student success in cumulative STEM courses and improve science literacy. (2) Engage in exercises that illustrate the designed STEM workshops. (3) Learn how the acquired skills can be applied to classes outside of the STEM disciplines/how workshops can serve as platform to connect STEM faculty with campus resources. (4) Discuss applications of this approach in a community college setting.



4:45pm - 5:05pm

Embedding Active Learning Strategies Across a Multi-Discipline Faculty of Business, Education and Law

Jim Pugh - *Staffordshire University*

Venue: Patio

This collaborative session will explore the barriers and opportunities in attempting to embed active learning strategies within a multi-discipline Faculty of Business, Education and Law.

Abstract: This session explores the barriers and opportunities in attempting to embed active learning strategies within a multi-discipline Faculty of Business, Education and Law. The presenter will explain the journey that this Teaching Excellence Fellowship project has taken, including the impact upon both students and lecturers from each of the Schools. The presentation will include examples of improved practice from the University and the remaining challenges.

Session Objectives: (1) Understand the UK-based learning and teaching approaches. (2) Gain an understanding of the implementation of in Faculty academic teaching development has taken place. (3) Gain knowledge of the resulting successes and remaining challenges.

5:15pm - 5:35pm

Teaching a Hybrid MBA Course with Ill-Structured Problems

Matthew Metzgar - *University of North Carolina, Charlotte*

Venue: Patio

This session shows a different approach to a hybrid course design by focusing on ill-structured problems.

Abstract: Hybrid courses often replace a portion of in-class instructional time with online-based assignments, including videos and multiple-choice problems. These computer-based hybrids are becoming more popular as they provide rich data on student learning. The author decided to take a different approach to a hybrid course by focusing on ill-structured problems. These vague, real-world problems have potential advantages over computer-based individual work, including improved student reasoning and natural incentives for group work. The author will document changes in learning with this hybrid approach versus traditional teaching. Quantitative and qualitative evidence will be presented, as well as any changes in teaching evaluations.

Session Objectives: (1) Be introduced to ill-structured problems. (2) Have an expanded view of what constitutes a “hybrid” course. (3) Utilize ill-structured problems in their own courses if desired.

4:45pm - 5:35pm

Using Song Lyrics to Engage Social Work Students in Research

Derrick Kranke - *University of California, Los Angeles*

Venue: Garden 1

This presentation describes the innovative use of a pop culture source-song lyrics, to enhance graduate-level social work students' knowledge in the scientific research process.

Abstract: The use of pop culture sources has demonstrated efficacy as learning tools in the Master of Social Work (MSW) curriculum because it allows students to connect with events that affect their world, while also promoting more sophisticated understanding. However, limited research applies these techniques in an introductory MSW research class. This article describes the innovative use of a pop culture source-song lyrics, to enhance MSW students' knowledge in the scientific research process. Students (N=14) responded favorably to the approach as it enhanced their interest and self-efficacy in conducting qualitative research. They also expressed interest in conducting higher level qualitative analyses.



Session Objectives: (1) Recognize how song lyrics can be used as a pedagogical approach for engaging graduate Social Work students in research. (2) Identify the success of this pedagogical approach through student evaluations. (3) Learn how to apply this method in your own class.

4:45pm - 5:35pm **Let's "Flip" this Classroom**

Eric Johnson - *Loma Linda University*

Venue: Garden 2

This highly interactive workshop will provide educators a firsthand experience being in a "flipped" classroom versus hearing someone tell them about one.

Abstract: Today's "millennial" college students present unique challenges in higher education as research suggests a sharp decline in societal empathy and a more pervasive narcissist attitude. Overcoming some of these challenges resides in the rapidly changing landscape of educational design. Additionally, generational gaps between educators and learners can further complicate the geography of best practice in higher education. One method of engaging students that is becoming more pervasive across academic disciplines is the "flipped" classroom. This highly interactive workshop will provide educators a firsthand experience being in a "flipped" classroom versus hearing someone tell them about one.

Session Objectives: (1) Participate in a "flipped" classroom session. (2) Experience several techniques used in "flipped" classrooms. (3) Gain perspective on pro's and con's of "flipping" classrooms.

4:45pm - 5:35pm **Flipped Assessment: A Reflective and Interactive Approach to Student Learning in Higher Education**

Steve Janz - *SAIT Polytechnic*

Venue: Garden 3

Many of us have created a flipped classroom environment. Our students love it and we'll never go back. What is our next step? Flipped assessment!

Abstract: Flipped assessment, just like the flipped classroom environment, reverses the learning process. Students, working with their peers, mark their assessments first (before the instructor). Student's complete reflective journals on the knowledge they have acquired, self-assess their performance to date and reflect on where they can improve. During this session, participants will be engaged in a short flipped assessment exercise, hear about the intricate details of my process, hear about my SoTL qualitative and quantitative research results, receive a copy of my student flipped assessment requirements and view actual student reflective journals and student (and then instructor) marked quizzes.

Session Objectives: (1) Appreciate the instructor and student benefits of the flipped assessment process. (2) Understand the key strategies to successfully implement the flipped assessment process within their courses.



Friday Poster Session

5:35pm - 6:35pm, *Plaza Arbor*

A. Formal and Informal Advising: Comparing Students' and Faculty's Perspectives

Suzanne Benack - *Union College and Siena College*

This poster compares students' and faculty's perceptions of the role and the importance of the formal advising system vs. advising that occurs in informal student-faculty interactions.

Abstract: Students' and faculty's perceptions of the role and the relative importance of formal and informal student-faculty advising were examined through surveys sent to all students and faculty at a small liberal arts college. We present quantitative and qualitative data to describe students' formation of formal and informal positive helping relationships with faculty and staff, and faculty members' reports of their participation in formal and informal advising. Finally, we examine the characteristics of the 15-20% of students who report never establishing a positive advising relationship.

Session Objectives: (1) Become familiar with the formal and informal contacts with faculty that students report as being important and helpful. (2) Become aware of student characteristics that are related to forming (and not forming) helpful relationships with faculty and staff. (3) Understand similarities and differences in students' and faculty's perception of the role and importance of formal and informal advising.

B. Designing Courses to Promote International Student Success: Foundations Course and Beyond

Loredana Carson and Mary Jo Shane - *California Lutheran University*

International student success in an American university requires a multi-faceted approach with a diverse team and enhanced coordination among providers.

Abstract: This poster session is intended to provide faculty/attendees with the information to design an effective course to increase international student success in graduate studies. These tips and components of a Foundations class can be transferred to any class if the institution does not provide a Foundations class. The work described in the poster took place in a small/medium university without a comprehensive program for international student success. The poster will describe: 1) assumptions that many have about international student preparedness and knowledge of graduate studies; and 2) learning and changes made in an 11-week Foundations class.

Session Objectives: (1) Design an entry-level course for international students in a small/medium sized college or university. (2) Examine assumptions about international student preparation for graduate school. (3) Create an entire Foundations class that promotes student success through explicitly teaching necessary skills for graduate school success (writing, citing, presenting, research & more).

C. Assessing Performance in Hybrid Versus Web Facilitated Personal Health Courses

Michelle Cathorall - *Southern Illinois University Edwardsville*

Student scores were compared for quizzes and projects for two delivery formats of a Personal Health course. No significant differences in objective scores found.

Abstract: Research comparing student learning outcomes for four sections of a Personal Health course was conducted during the fall semester of 2014. Two sections were taught as hybrid classes and two sections were taught as web facilitated classes. The same instructor taught all four sections using the same materials, assignments, and exams. Student scores were compared for quizzes and projects. Withdrawal rates and the instructor ratings were also compared. Results indicate that student-learning gains were similar regardless of delivery format. There were no significant differences in objective quiz, exam, or assignment scores or withdrawal rate between the delivery formats.



Session Objectives: (1) Define hybrid and web facilitated course formats. (2) Summarize findings of student outcomes from the study. (3) Describe differences in instructor ratings for hybrid versus web facilitated courses.

D. Does Teaching Teamwork Matter? Exploring the Impact of Team Pedagogy in the Classroom

Erik Eddy¹, Caroline D'Abate², Melinda Costello¹, and Peter Gregory³ - ¹*Siena College*, ²*Skidmore*, and ³*Baruch College, CUNY*

Given expectations that college graduates will be skilled teammates, this session examines the effectiveness of two team pedagogies and provides guidance for implementing team assignments.

Abstract: Teamwork has become increasingly important in organizations and is often cited as the top-rated skill employers are looking for in new graduates. Given such demand, it is important to explore the effectiveness of the pedagogies faculty in undergraduate programs use to prepare students for future careers spent working in teams. This poster reports on the findings of two studies that explored the use of team pedagogy in the classroom. Findings indicate that teaching teamwork content, when combined with ongoing teamwork support, leads to enhanced individual and team effectiveness. These efforts maximize student engagement and learning in the classroom.

Session Objectives: (1) Recognize the driving forces behind team-based pedagogies. (2) Describe the different effects of two pedagogies: “teaching teamwork content” vs. “ongoing team support”. (3) Imagine ways for faculty to design team experiences to maximize student engagement and learning.

E. Closing the Loop: Developing a Sustainable Long-Term Program Assessment Plan for Professional Accreditation

Frauke Hatchmann - *University of Nebraska, Lincoln*

This poster shows how to close the assessment loop by developing and executing a meaningful and sustainable long-term assessment plan in preparation for accreditation.

Abstract: As a professionally accredited journalism education program, the College of Journalism and Mass Communications at the University of Nebraska-Lincoln is required to assess student learning across 12 professional values and competencies. In addition, the College needs to regularly complete assessments required by the university. Responding to multiple assessment requirements can be time-consuming and burdensome, and lead to faculty burnout as well as unstructured changes to the curriculum. This poster shows how to align university and professional accrediting assessment requirements and to spread them over a 6-year cycle resulting in meaningful and sustainable long-term assessment.

Session Objectives: (1) Align university and professional accreditation assessment goals. (2) Administer direct and indirect measures of student learning outcomes. (3) Close the program-level assessment loop by using results to make changes to the curriculum.

F. If You Only Flip, You Will Likely Flop

Eric Johnson - *Loma Linda University*

Poster illustrating several techniques used in converting a teacher-centered Doctor of Physical Therapy course into a learner-centered mixed-delivery mode course emphasizing “flipping” the classroom.

Abstract: Today’s “millennial” college students present unique challenges in higher education. Overcoming some of these challenges resides in the rapidly changing landscape of educational design. This poster illustrates several of the techniques used in converting a traditional teacher-centered Doctor of Physical Therapy neurology course into a learner-centered mixed-delivery mode course with an emphasis on “flipping” the classroom. Students reported higher levels of engagement and deeper learning resulting from carefully crafted synchronous and asynchronous learning activities. Educational re-design is an arduous and daunting task but can lead to transformational learning that is more engaging for students and educators alike.



Session Objectives: (1) Discuss process of flipping classroom. (2) Discuss synchronous and asynchronous activities. (3) Discuss challenges faced is course re-design.

G. Business Intelligence Technology to Promote Evidence-Based Teaching and Learning in Higher Education

So Young Kim, Gary Hughes, and Bryan Emerson

This presentation will discuss Business Intelligence technology to promote evidence-based educational practice based on the evidence drawn from data and analysis.

Abstract: This presentation will discuss Business Intelligence as an effective tool to promote evidence-based teaching and learning adopting the evidence from empirical data and data analysis for the foundation of educational practice and instructional decision. The authors will present a developmental model of Business Intelligence solutions implemented for foreign language instructional settings to support their educational practice. The presentation will address the characteristics, benefits, and capacity of BI as an integral part of evidence-driven teaching and learning to guide a range of instructional planning and decision to achieve student outcome increase.

Session Objectives: (1) Discuss Business Intelligence as an effective tool to promote evidence-based teaching and learning. (2) Learn about a developmental model of Business Intelligence solutions implemented for foreign language instructional settings to support their educational practice. (3) Discuss the characteristics, benefits, and capacity of BI to guide a range of instructional planning and decision to achieve student outcome increase.

H. Dimensions of Feedback: Faculty and Student Perspectives of Best Practices

Kathleen Ringenbach and Rebecca Wilson - *Brandman University and Chapman University*

Feedback enhances student learning. Research is often from the perspective of the feedback provider, rather than the receiver. This poster addresses feedback from both perspectives.

Abstract: Assessment is the hallmark of measuring student learning. Feedback is seen by faculty as a key component in leading students to meet learning outcomes. However, little is known about students' perceptions of how helpful feedback is in nurturing learning. Quality feedback needs to not only build self-reflective, organizational, and critical thinking skills, but it needs to be accepted and used by students in order for learning to be enhanced. This poster will focus on the connection between quality feedback by faculty and perceptions of students who receive it.

Session Objectives: (1) Summarize positive, high quality feedback techniques. (2) Compare viewpoints about quality feedback from perspectives of instructor and student. (3) Analyze impact of feedback on student learning.

I. Are You Going to Pay for That? Increasing Student Financial Literacy and Decreasing Indebtedness

Michael Uden - *Concordia University, Wisconsin*

This session will detail how and why a "Personal Finance" seminar was piloted and the immediate impact it had on university students and broader stakeholders.

Abstract: Higher education costs, which exceed the general rate of inflation, coupled with increased media and public scrutiny of student indebtedness have made the financial literacy of university students a significant issue. The author proactively sought to address this crisis by piloting an experiential financial literacy seminar for first- and second- year undergraduate students. Many factors were considered in the pilot, including identification of students most at risk (and with the greatest opportunity to lower indebtedness upon graduation), incentives for participation, correlation between student attitudes and actions, and longitudinal measures of the seminar's impact.



Session Objectives: (1) Trace current research on financial literacy, student indebtedness, and related constructs regarding traditionally aged college students. (2) Describe parameters of “Foundations of Personal Financial Literacy” seminar pilot, including targeted audience, marketing efforts, total costs and funding sources, and volunteer faculty and staff facilitators. (3) Analyze pre- and post-seminar student survey data and preview future longitudinal program evaluation.

J. How to Engage Online Students and Improve the Learning Process

Susan Silverstrone - *National University*

Students in Online marketing Courses at NU are required to prepare an audio-visual Chat assignment answering specific questions using material from an assigned text chapter.

Abstract: The School of Business and Management (SOBM) requires students attend a weekly synchronous chat session. NU uses Blackboard Collaborate as a virtual classroom. In each class, each student is required to choose one text Chapter Assignment and deliver a 7-10 minutes PowerPoint presentation with audio to their classmates. They must deliver a formal response to the Questions posed using material from the assigned text chapter. At the end of the course the students are asked this question. Is this a Useful Learning Exercise? The responses are positive they enjoy learning from one another. They find it a great learning experience.

Session Objectives: (1) Synchronous chat sessions. (2) Weekly chat assignments. (3) Engage and motivate students.

K. The Rising Costs of Textbooks: Causes and Consequences

Christi Foster and Syed Jafri - *Tarleton State University*

Why are textbook prices increasing? Are frequent “new” editions necessary? These questions are addressed, and results from a student/faculty textbook survey are shared.

Abstract: The price of textbooks has been rising across multiple disciplines, making the cost of education higher for students. Unlike other choices students make, the prices they pay is determined almost entirely by faculty. We investigate the causes of the increase in textbook prices and through a case study, examine the need for the frequency of “new” editions. We will also summarize the results of surveys administered at a state university to both students and faculty on the use and usefulness of textbooks with the expectations that this presentation will lead to this discussion being held at more campuses.

Session Objectives: (1) Discuss strategies that participating faculty at the conference employ to keep textbook costs down for their students and share results from a faculty survey at a state university. (2) Learn how students at a state university perceive the use and usefulness of textbooks, as well as their strategies to keep textbook costs down. (3) Discuss a case study that tracks the cost (adjusted for inflation) and content changes of several editions of a popular text book used on our campus.

L. Assessing and Promoting Innovation in a Healthcare Care Course

Christian Albano and Scott Hordesky - *Concordia University, Wisconsin*

Creativity and innovativeness are traits that are valuable in students and organizations. We introduced an in-class activity demonstrating innovation and an assessment to measure innovativeness.

Abstract: To break away from and complement our class lecture and to promote active learning, we extended our flip lectures with an innovation exercise that was hands-on, team-based, and competitive, which was followed by a student assessment/questionnaire: “How Innovative are you? The activity gave us flexibility for both hands on active learning as well as a related assessment. This was a win-win because it promoted active learning, gave us an understanding of the importance of innovativeness and creativity, but was also enjoyable for the students. Creativity and innovativeness are traits that have been shown in successful employees, leaders, and innovators. They are key indicators in an organizations prosperity.

Session Objectives: (1) Learn how to break away from and complement a class lecture to promote active learning and innovation. (2) Assess student innovativeness and creativity. (3) Promote and instill innovativeness in professional students.



M. Formative Dialogues on Teaching: Non-Threatening Peer Coaching

Gail Taylor Rice - *Loma Linda University*

Formal Dialogues on Teaching, a peer -to-peer confidential approach, provides faculty with formative coaching for improved teaching and learning.

Abstract: Formative Dialogues on Teaching is a program which encourages faculty-to-faculty observation of and conversation about teaching. The list of certified faculty “Colleagues” is published as “someone to talk to” about teaching. Faculty members who wish a dialogue will contact a Colleague and have them observe their teaching and then discuss their observations. Rather than being summative, this confidential process provides teachers with opportunities to engage in formative peer coaching for improved teaching and learning.

Session Objectives: (1) Describe the difference between summative evaluation and formative dialogues. (2) List advantages of formative discussions about teaching between colleagues. (3) Prepare for and discuss teaching observations.

N. Pausing the Lecture

Gail Taylor Rice - *Loma Linda University*

Come learn about making your lecture interactive, without totally redesigning them, to increase student motivation to learn.

Abstract: How do we save our lectures? How do we make our lectures interactive without totally redesigning them? Is it possible to take those tried and true lectures that have stood the test of time and update them with some simple tweaks which will allow us to increase student motivation to learn? The answer is a resounding YES. By building introductory pauses (SET), concluding pauses (Closure) and intermediate pauses (Active Learning Breaks) into our lectures, we can multiply student engagement and interest, increase active participation and transfer of learning, and cause students to leave our classrooms and laboratories inspired to propel the learning forward. As we discover the exciting power of pausing with our students, we will allow learning to sink in, to take on its own life, and to embed itself into each learner’s experience.

Session Objectives: (1) Indicate reasons for pausing the lecture during each of the four phases of learning. (2) Describe the four phases of learning. (3) Illustrate types of pauses appropriate to each of the phases of learning.



Saturday Plenary Presentation

8:15am - 9:30am **A Conversation About Inclusion**

Kathryn Plank - *Otterbein University*

Venue: Plaza I

This session is an opportunity to explore our narratives of inclusion and exclusion, understand how others experience things that may seem trivial to us, and see how we can help make our classes and campuses more inclusive for all.

Abstract: As teachers and scholars, we strive to create an inclusive environment in which students can learn and to create an academic community that nurtures growth. And yet, every day in the news we hear voices of students (and others) talking about their experiences with bias and inequity in higher education. How can we reconcile our good intentions with the harsh realities that these voices describe? This isn't a session about blame or guilt, but rather an opportunity to 1) explore our own individual narratives of inclusion and exclusion, 2) understand how others experience things that may seem trivial or even completely invisible to us, and 3) see how we as individuals can help disrupt the dominant narrative and make our classes and campuses more inclusive for all.

Session Objectives: (1) Gain a better understanding of concepts such as microaggressions, privilege, stereotype threat, and intersectionality. (2) Develop a strategy for listening to and recognizing alternate perspectives. (3) Plan at least one practice to incorporate in your classes to make them more inclusive.

Saturday Concurrent Sessions

9:45am-11:00am **Repeat After Me: Repetitive Strategies to Get Students to Remember and Learn More Deeply**

Jessica White, Lori Kayes, and Devon Quick - *Oregon State University*

Venue: Plaza III

(Re)consider the idea of repetition in learning and examine why it is important to learners' retention and understanding, plus leave with effective strategies for doing so in your learning context.

Abstract: Why don't my students remember what we just covered in class? Why doesn't the information "stick?" Participants in this session will (re)consider the idea of repetition in learning, discuss theories of how people learn, and examine why repeating concepts in different ways at different times can be important to retention and understanding. Participants will leave this session with effective strategies for incorporating repetitive yet engaging practices across a variety of contexts and disciplines. Don't worry, this session will not require to you repeat after us!

Session Objectives: (1) Define and discuss the value of repetition in adult teaching and learning contexts. (2) Identify examples of effective use of repetition in adult teaching and learning contexts. (3) Develop concrete ideas for effectively incorporating repetition into the educational work they do.



9:45am-11:00am **What I've Learned from Hosting a Higher Ed Podcast, Interviewing 50+ Experts in Teaching**

Bonni Stachowiak - *Vanguard University*

Venue: Pacific

This session will recap 50+ podcast interviews on teaching and give participants a chance to engage. Educational technology will be used during the session.

Abstract: After interviewing more than 50 experts in teaching and learning for my podcast, a number of lessons have emerged. This session will recap the experts' research and interviews and give participants a chance to weigh in. Educational technology will be used during the session to model the experts' advice.

Session Objectives: (1) Leverage technology to engage learners, but also know when to "teach naked." (2) Avoid making assumptions about students and their motives. (3) Demonstrate high regard for students in the classroom and when engaging on social media.

9:45am-10:05am **Experiential Learning Through "Live and Real Time Case Model"**

Kingshuk Mukherjee - *College of Saint Benedict/Saint John's University*

Venue: Palm

The "live and real time case model" is an experiential learning pedagogy aiming to develop student capacity for problem-solving through exposure to current business situations.

Abstract: The "Live and real time case model" involves a pedagogy which seeks to develop skills for solving existing problems, working in real time, in a team environment, under corporate supervision over a 6 weeks period. This methodology is unique being for example in sharp contrast to the static model which focuses on past events as in a "past case study model" Further, unlike simulated situation analysis, the "live and real time case model" is dynamic in its approach of exposing students to real business situations and the business environment they will likely face in future. Hence, this pedagogy acts like a bridge or a stepping stone between academia and working world. Businesses too stand to gain from this process, by allowing them to gain a fresh outside view of their projects, possibly from alternate perspectives, which might also help in their final decision making process.

Session Objectives: (1) Encouraging experiential learning through student participation in "hands-on" problem situations. (2) Facilitating experience in solving existing and current problems facing companies as opposed to static and/or simulated case study models. (3) Training students to perform as a team to solve a particular company-specific problem, working alongside the managers of the corporation.

10:15am-10:35am **Teaching with Collaborative Learning Strategies in Mathematics**

Sayonita Ghosh Hajra and Ujjaini Das - *University of Utah and Cottey College*

Venue: Palm

This presentation examines students' perceptions of using collaborative learning strategies in a differential equations mathematics course.

Abstract: Collaborative learning strategies have been used in numerous disciplines including mathematics. However, majority of the studies have emphasized on its positive aspects. Here we investigate three collaborative learning strategies used in a differential equations mathematics course for undergraduates. These strategies have been unexplored in this area of mathematics. We discuss on both positive and negative perceptions of students on these collaborative strategies. Our findings suggest that collaborative learning strategies might not



always be effective and it calls for the need to redesign the activities in other mathematics and STEM courses as well.

Session Objectives: (1) Learn about the collaborative learning strategies that were used in an undergraduate mathematics course. (2) Discuss students' perceptions about those collaborative learning strategies. (3) Discuss successes and challenges of using those strategies and possible modifications for use in mathematics courses.

9:45am-11:00am **E-Learning in Nursing: Effectiveness of Virtual Clinical Excursions**

Alham Abuatiq - *California State University, San Marcos*

Venue: Patio

Effectiveness of Virtual Clinical Excursions (VCE) is an online program that guides nursing students through a virtual hospital in which they can provide basic nursing care to virtual patients.

Abstract: Background: Virtual Clinical Excursions (VCE) is an online program that guides nursing students through a virtual hospital in which they can provide basic nursing care to virtual patients. Objectives: 1) investigate nursing students' perceptions about the effectiveness of implementing the VCE in improving their learning experiences; 2) to evaluate the effectiveness of (VCE) in improving students assessment skills; and 3) to investigate if the (VCE) improved students oral and written communication skills. Methodology: Mixed methods descriptive design, virtual clinical excursions (VCE) was integrated in the theory course during the last hour of the lecture. Findings: 26.2 % (n=11) of students reported that the VCE was very effective (Score=10) in improving their nursing learning experience.

Session Objectives: (1) Learn about online learning product used in nursing Virtual Clinical Excursions (VCE). (2) Hear findings of conducted study effectiveness of using VCE on students' learning experiences.

9:45am-11:00am **Authentic Assessment**

Diana Taylor - *Mount Saint Mary's University*

Venue: Garden 1

The Authentic Informal Assessment tool provides valid and reliable data on an individual's performance from year to year, and is quick and easy to use.

Abstract: When assessing student progress, coordinated and accurate, informal assessment practices must be in place in order to obtain valid and reliable pre and post performance results. Using a reliable assessment tool to obtain comparable data on the observed progress of a student throughout the year, allows the IEP team to report the student's learning behaviors with accuracy, on the selected common core standards and IEP goals. Currently, informal assessment results are commonly vague, inconsistent, unreliable, and generally difficult to replicate a year later. This assessment tool may be used to secure valid and reliable informal data on an individual's performance.

Session Objectives: (1) Use a 15 point scale to measure student performance on a specific skill or task. (2) Document valid & reliable-comparable data from year to year. (3) Apply to RtI or IEP documentation process with ease, within a long or short timeframe.



9:45am-11:00am **Autobiography as a Tool for Learning**

Robert Wolffe and Heljä Antola Crowe - *Bradley University*

Venue: Garden 2

Engage the concept of personal experiences to promote learning. Participants' experiences and evidence from student biographies will involve all with benefits of this instructional approach.

Abstract: The presentation focuses on learning actively with the intention of engaging and motivating student learning. Workshop delivery is participatory and socially engaging. Concepts of theory and research are connected to experiential learning and reflective practice. Focus is on a pedagogical approach using the power of connecting learning with personal experience, such as autobiographies, to support student interest in motivation while enhancing attainment of course objectives through conceptual learning required in coursework. Evidence of the impact of this instructional approach will be demonstrated with student artifacts. Participants will work with course content from their own practice to apply the pedagogical approach.

Session Objectives: (1) Explain benefits of including experiential learning in faculty's pedagogical approaches and strategies by making connections to course content and concepts. (2) Describe challenges to overcome when promoting students' life experiences as a part of course design. (3) Discuss the connection between metacognition as supported by the use of experiential learning.

11:20am-12:10pm **Do Feedback Delivery Methods Influence Future Writing Performance?**

Sierra Dawson - *University of Oregon*

Venue: Plaza III

Discussion of how our chosen feedback delivery methods may affect student performance on weekly writing assignments, and interpretation of our research findings.

Abstract: This session will shine a spotlight on the various ways educators provide feedback to students on weekly writing assignments and how those may impact student performance over time. We conducted an IRB-approved study with our 300-student classroom to better understand whether the use of paper versus electronic rubrics, or additional comments, impacted student learning and performance on seven weekly writing assignments. We will invite participants to interpret the findings and come up with their own take-home messages related to their classroom practices

Session Objectives: (1) Reflect on the current literature regarding how feedback methods, related to student writing, affects performance. (2) Identify the selections we are each making in our classrooms regarding how feedback is delivered to students. (3) Interpret the findings of our research study, and develop personal take-home messages related to their own classrooms.

11:20am-12:10pm **Using Student Focus Groups to Understand Student Learning and Make Curricular Improvements**

Elizabeth Carney and Samantha Gizerian - *Washington State University*

Venue: Pacific

Student focus groups can inform faculty conversations that lead to curricular improvements. This session offers practical tips for facilitating focus groups and interpreting results.



Abstract: As experts, faculty can have “blind spots” about the difficulties experienced by novice learners. Student focus groups can provide great insight into how students experience their learning in the curriculum, offering an opportunity for them to reflect, for example, on the learning objectives of their degree program and whether the sequence of courses has enabled them to build knowledge and skills effectively. At our university, focus group results have informed faculty conversations about student learning and curriculum and led to the redesign of courses and other changes.

Session Objectives: (1) Define the potential benefits of using student focus groups to understand student learning and make curricular improvements. (2) Judge whether student focus groups would be a good choice for you/your program/your institution. (3) Analyze and interpret a sample of focus group results: categorize comments, discern patterns, and pose discussion questions for faculty.

11:20am-11:40pm

Student Teaching Abroad: The Advantages and Challenges of Participating in a Consortium

Sherie Williams - *Grand Valley State University*

Venue: Palm

This session will share the advantages and challenges of supporting teaching abroad for pre-service teachers. It will also share experiences of managing a multi-university consortium.

Abstract: In recent decades, the United States has experienced an ever-increasing number of culturally diverse students in US schools. This session will share the advantages and challenges of supporting teaching abroad for pre-service teachers. It will also share experiences of managing a multi-university consortium, developed to facilitate placement of pre-service teachers abroad. COST, the Consortium for Overseas Student Teaching, is a well established, long standing, collaboration that has served universities and students for over 34 years. Supporting research will be shared, as well as original presenter research that confirms the impact teaching abroad while preparing for teaching has on future teachers.

Session Objectives: (1) Recognize the impact of student teaching abroad on pre-service teachers. (2) Understand the advantages and challenges of a teaching abroad program. (3) Explore the aspects of building a successful consortium for overseas teaching.

11:50am-12:10pm

The Online Math Community: Providing Tutoring to Support Success in Math

Tammy Pao and Michelle Rosensito - *Brandman University*

Venue: Palm

This presentation details the firsthand experience in launching Brandman University's Online Math Community, an online tutorial resource that promotes student success.

Abstract: What does an online math community look like? This presentation details the firsthand experience in launching The Online Math Community (OMC)--an online tutorial resource that promotes student success. The OMC is a free math help service for university students. The goal of The OMC is to support students by offering the highest quality online tutoring for adult learners, to collaborate with faculty members in support of students, and to serve as a model for state-of-the-art online math support delivery throughout the academic community.

Session Objectives: (1) See an Adobe Connect online faculty office. (2) Learn how online math tutoring works. (3) See examples of live interactive online math workshops.



11:20am-12:10pm **Bridging the Gap: Strategies for Transforming Teaching into Scholarship**

Louise Rawluk - *Grande Prairie Regional College*

Venue: Patio

Scholarship of teaching is essential to higher education as it is through scholarly work that educators determine the best practices for developing student learning.

Abstract: Scholarly teaching and the scholarship of teaching both have merit in higher education. However, over the years, debate and confusion have persisted as to what constitutes as scholarly teaching versus scholarship of teaching. Scholarship of teaching endeavors to understand how students learn thereby improving education. Educators from all disciplines have the potential to transform their teaching and learning activities, ideas, and experiences into scholarship of teaching. This session will promote awareness among educators regarding the differences between scholarly teaching and scholarship of teaching, and offer strategies to publicize work in various venues including public presentations and faculty development activities.

Session Objectives: (1) Understand the importance of scholarship of teaching in higher education. (2) Learn the differences between scholarly teaching and scholarship of teaching. (3) Discover strategies to transform classroom teaching and learning activities into future conference poster and/or podium presentations and build a scholarship of teaching portfolio.

11:20am-12:10pm **Crossing the Divide: Engaging Students in a Virtual International Experience**

Jaimie Hoffman and Mario Perez - *University of Southern California and Kwansei Gakuin University*

Venue: Garden 1

This presentation will explore two faculty members' experience and research with an online module between students at a university in Japan and students in America.

Abstract: This presentation will explore two faculty members' experience and research with an online module between students at a university in Japan and students in America. An overview/context of the module will be shared with the audience followed by the successes and challenges experienced by the faculty members and data the faculty members' research. The presentation will culminate by unpacking strategies for faculty at other institutions to partner together in creating similar connected experiences.

Session Objectives: (1) Describe the successes and challenges associated with collaborating internationally utilizing technology. (2) Synthesize key findings regarding students perceptions about the module. (3) Analyze strategies for connecting with faculty internationally to engage in a similar experience.

11:20am-12:10pm **Academic Encounters: Engaging Transfer Students Through Collaborative Interdisciplinary Debate**

Emily Magruder and Jason Ball - *California State University and University of California, Los Angeles*

Venue: Garden 2

This session shares a group oral debate project linking a literature course in a transfer bridge program with a writing intensive based in political theory.



Abstract: This session shares lessons learned from a group oral debate project that has been used in the context of a summer bridge program for transfer students to link a course on interethnic encounters in American literature with a writing intensive based in political theory. We will outline the collaborative methods used to link two courses in different disciplines and invite attendees to deepen exploration of the session topic by dividing them into groups to debate whether debate is an inclusive or exclusive pedagogy and the best method of assigning students to groups for collaborative assignments.

Session Objectives: (1) Review debates over the role of debate in academic discourse and its propensity to engage or exclude students from historically underrepresented groups. (2) Practice incorporating debates as a form of active, collaborative learning. (3) Brainstorm prompts for engaging controversies across disciplines.

1:00pm - 1:50pm **The Role of Discourse for Teacher Learning and Changes in Practice**

Claudia Nguyen - *University of Southern California*

Venue: Plaza III

The role of discourse for professional/teacher learning and changes in practice during meetings, and contextual factors influencing professional learning opportunities.

Abstract: Developing teachers' skills and knowledge for talk that centers on real classroom dilemmas leads to their engaging in conversations that can change cognitive patterns and improve their content-related and pedagogical practice. To achieve this, principals create and foster the appropriate conditions for teachers to take up substantive conversations leading to professional learning. This study examined the ways an elementary, grade-level team of teachers utilized discourse as a tool for learning and explored the extent to which the principal's leadership practice influenced grade-level meeting time, content, and the coach to foster professional learning opportunities leading to changes in practice.

Session Objectives: (1) Make connections between authentic professional learning and teacher discourse. (2) Explore the implications a leader's paradigm of learning has on professional learning. (3) Understand the role contextual factors play in shaping, supporting, and sustaining professional learning opportunities leading to changes in practice.

1:00pm - 1:20pm **Industry and Academic Partnerships for Global Acumen**

Carolyn Ottman - *Milwaukee School of Engineering University*

Venue: Palm

Corporate partners and faculty discuss promoting global acumen through traditional and non-traditional teaching/learning strategies delivered through corporate partnerships.

Abstract: This session centers on the integration of industry and academics in the design and delivery of a program to promote global acumen. Based on a Doing Business with China program case study, a corporate partner and faculty member will discuss traditional and non-traditional teaching and learning strategies delivered through partnerships domestically and internationally. The value of bi-directional teaching and learning with and between students, faculty, and corporate partners will be cited. Participants will explore and discuss benefits and challenges to partnerships through nominal group exercises. Learnings can be applied beyond a business context.

Session Objectives: (1) Learn strategies to develop mutually beneficial industry and academic partnerships to promote global acumen. (2) Explore and examine an array of strategies to promote bi-directional experiential learning through global partnerships. (3) Understand the pros and cons to partnerships from the lenses of a corporate partner and a faculty member, as well as from feedback from students and corporate employees.



1:30pm - 1:50pm **Transformative Pedagogy Online**

Larry Riggs and Sandra Hellyer-Riggs - *Butler University and Indiana University – Purdue University Indianapolis*

Venue: Palm

Online strategies described include listing transformative learning objectives on syllabi and rubrics, and using discussion forums. We explain how the online environment can enhance transformative learning.

Abstract: Online strategies described here include listing transformative learning objectives on syllabi and rubrics, and using online discussion forums. Including transformative learning in course objectives emphasizes progress toward reflective thinking when designing and evaluating assignments. In discussion forums, students often provide each other's activating events. Instructors must design forum issues likely to elicit engaged participation. As we use them, the discussion forums require each student to post both an initial response to the topic(s) and a response to a classmate's initial post. We will explore specific examples of our implementation of these and other strategies and of our assessment of their results.

Session Objectives: (1) Appreciation of learning advantages of online discussion forums. (2) Transformative learning in specific courses. (3) Awareness of some research advocating and defining transformative learning.

1:00pm - 1:50pm **Utilizing Peer Assessment as an Effective and Accurate Pedagogical Strategy in Your Classroom**

Tara Storjohann - *Midwestern University*

Venue: Patio

This session provides the methods by which a peer assessment method is utilized in a pharmacy curriculum. Student perceptions and validity will be discussed.

Abstract: Peer assessment has been shown to be a valuable form of assessment in higher education for a variety of assignments. This method has been incorporated into a series of active learning experiences for pharmacy students utilizing a written documentation format for patient care plans. This session will provide insight into the peer assessment method utilized in a pharmacy curriculum. Research done to determine student perceptions and validity of this method will be discussed. Participants will be guided through how this process

is carried out with 150 students to determine if this pedagogical approach would be effective in their classrooms.

Session Objectives: (1) Describe the value of peer- and self-assessment in the classroom. (2) Discuss how peer- and self-assessment is utilized as an accurate and effective pedagogical strategy in a college of pharmacy curriculum. (3) Determine if a peer-assessment activity can be effectively utilized in your classroom.

1:00pm - 1:50pm **Engaging Students Through Visual Literacy**

Kimberly Harrison - *Midwestern University*

Venue: Garden 1

Join in a lively discussion of visual literacy: what it is, why it matters, and how to incorporate it into your classroom!



Abstract: What is visual literacy, and how does it fit within the 21st century classroom? What are some easy-to-use, cheap (or free!) tools that teachers can utilize to motivate students? How can students interpret visual images, and how can they use them to effectively communicate? Whether you teach students straight out of high school or adults approaching graduation, have utilized visual literacy or are new to the idea, please join in a discussion of these ideas. By using the strategies discussed, teachers can employ these tactics into almost any subject matter and engage students in higher level thinking. Tools to be demonstrated include Glogster, Pixton, and Weebly.

Session Objectives: (1) Define visual literacy and its relevancy to 21st century learners. (2) Articulate how incorporating visual literacy into the classroom can increase student motivation. (3) Describe methods for increasing students' ability to interpret visual images.

1:00pm - 1:50pm **A Picture is Worth a Thousand Words: The Visual Syllabus as a Learning Tool**

Kristi Verbeke & Heidi Robinson - *Wake Forest University*

Venue: Garden 2

Recapture missed opportunities to communicate learning and bring your syllabi alive with visuals.

Abstract: Syllabi can often be text-heavy and overwhelming, containing so many details that students may not see the "forest for the trees". Providing a visual representation of the structure of the course allows students to begin to understand and organize the course for themselves in a more holistic, cohesive manner. In this session, we will discuss how visuals might be used in syllabi to link together the course learning outcomes, assessments, and other learning activities. We will also provide examples and conduct an exercise to get you thinking about how you might adapt a more visual syllabus in your own course.

Session Objectives: (1) Identify the potential pedagogical benefits of a visual syllabus (for both students and instructors). (2) Examine and discuss different types of visuals used to convey learning in syllabi. (3) Draft a visual conveying the learning in their own course.

2:10pm - 3:00pm **Developing Resiliency Through Experiential Learning: El Camino Al Exito**

Jennifer Penland and Theron Francis- *Sul Ross State University*

Venue: Plaza III

This presentation proposes that academic institutions would significantly benefit from increased community collaboration and experiential learning opportunities.

Abstract: Resiliency theory is an expanding body of ideas that attempts to provide explanations for the source and role of change in adaptive systems, particularly the kinds of change that are transforming in higher education. Scholars from various disciplines have contributed to the current state of this formulation. This presentation proposes that academia would benefit from an increased collaboration with community leaders, who would provide a long-term perspective on adaptive cycles, such as resiliency theory. We suggest colleges 1) strengthen external support systems such as experiential learning programs, 2) personalize academic learning environments and 3) affirm the "value" in higher education.

Session Objectives: (1) Discover specific components relative to external assets of resiliency. (2) Discover the value of experiential learning at the undergraduate level. (3) Discover the importance of motivation, in the context of learning.



2:10pm - 3:00pm **Lights, Camera, Action: Enhancing the Learning Experience Through Video Lectures and Synchronous Discussion**

Vicki Martineau - *National University*

Venue: Pacific

This presentation will demonstrate how video lectures and synchronous discussion enhance instructor presence and foster student learning in online and onsite classes.

Abstract: Online students often complain that they do not have the opportunity to get to know their instructors as they would in a face-to-face class. On the other hand, onsite students complain that they understand concepts while in class but feel lost when they attempt to tackle assignments at home. This presentation will show participants how the use of video lectures and synchronous discussion in online and onsite classes can increase instructor presence and enhance student learning. Participants will watch several examples of these tools in action and will then have the opportunity to apply these techniques to their own instruction.

Session Objectives: (1) Understand the benefits of using video instruction in online and onsite classes. (2) Understand the benefits of online synchronous discussion as a supplement to online and face-to-face instruction. (3) Apply these tools to a participant's individual instructional needs.

2:10pm - 2:30pm **Does Self-Directed Learning Change over Time?**

Sarah Radtke - *Aurora University*

Venue: Palm

A three year-longitudinal study was conducted to assess student self-directedness development over time in an undergraduate athletic training education program.

Abstract: As students continue through higher education, they move from being a dependent student, to an interested student, to a more involved student, and finally to a self-directed student. I conducted a three-year longitudinal study on students' self-directed learning readiness (SDLR) in an undergraduate athletic training education program. Results showed overall athletic training students did not develop self-directedness. Males' self-directedness actually decreased while females increased. This presentation will discuss means of assessing SDLR, present current research on SDLR in undergraduate and graduate education, and facilitate a discussion on the role of the educator in SDLR.

Session Objectives: (1) Develop an understanding of the theoretical framework of self-directed learning. (2) Know how to assess student self-directed learning readiness. (3) Learn current research on self-directed learning in an athletic training program.

2:40pm - 3:00pm **The Relationship of Student Housing and Success in Computer-Based Learning**

Marlene Carrilho, Siera Heidorn, Ariel Ligowski, and Kaitlyn Radka - *Liberty University*

Venue: Palm

Current research related to technological learning strategies suggests a relationship between type of student housing and academic success in computer-based math courses.

Abstract: The rapid growth of technology provides an opportunity to revitalize academic success. Educators have benefited by formatting math courses with a focus on computer-based learning, hoping to promote self-efficacy in learners. Like-minded researchers have examined the impact of on-campus housing versus off-campus housing in relation to student academic success. The body of research affirms that on-campus housing is beneficial to the



student, promoting academic success, retention, and psychological sense of community. In this presentation, participants will learn innovative, technological approaches to teaching and learning, and identify the benefits of on-campus housing with computer-based learning environments.

Session Objectives: (1) Identify potential factors for optimizing student success in computer-based courses. (2) Create a college climate that yields academic success and benefits. (3) Implement technological strategies in asynchronous learning environments.

2:10pm - 2:30pm **Using Free Technology Tools to Create Educational Media**

Sasha Crowley - *Brandman University*

Venue: Patio

By using free technology tools (Prezi, PowToon, and Screencast-O-Matic), instructors can effectively connect with students and support their learning by creating educational media.

Abstract: In distance learning, the best courses are robust with technology tools and media. However, although technology is important in online courses, it is still “secondary to value of good pedagogy for course design and instructional effectiveness” (Grant and Thornton, 2007). And it is important to keep this in mind when considering the challenges that face online students, especially the psychological distance they can experience with their instructor. By using free technology tools (Prezi, PowToon, and Screencast-O-Matic), instructors can effectively connect with students and support their learning. In this session, we will discuss examples for each tool to help make the process of creating educational media effective and efficient.

Session Objectives: (1) Explain the value of instructors creating educational media for their courses. (2) Explore free technology tools (Prezi, PowToon, and Screencast-O-Matic) that can be used by instructors to create educational media. (3) Discuss examples of educational media created using free technology tools.

2:40pm - 3:00pm **Oral presentations: An Alternative Practice in Assessing Students' Learning in Mathematics and Statistics**

Sayonita Ghosh Hajra and Abeer Hasan - *University of Utah and Humboldt State University*

Venue: Patio

We report on a study of assessment based oral presentation tasks in mathematics and statistics courses.

Abstract: Assessment is an important part of teaching. Traditional assessment instruments like quizzes and tests tend to focus on the final answer and routine procedures. However, they might not accurately measure a student's understanding. Oral presentations can be a valuable learning and assessment tool that goes beyond memorizing facts and procedures. Here, we present the findings of a study of incorporating oral presentation tasks in mathematics and statistics courses at two different universities. We present students' reflections on their experience of using oral presentations in these courses. Our data indicate that oral presentations improve students' confidence and engagement in learning.

Session Objectives: (1) Discuss the importance of oral presentations in learning. (2) Learn techniques and best practices for using oral presentations in mathematics and statistics courses. (3) Discuss the overall improvement in students' learning and their attitudes towards the subject matter.



2:10pm - 3:00pm **Cross Discipline Activity-Based Writing and Reflection**

Brenda Riddick and Kirti Celly - *California State University, Dominguez Hills*

Venue: Garden 1

Active learning strategies deepen learning, shifting emphasis from memorization and regurgitation to application, integration, and creation. Two faculty designed their courses to include a similar structure.

Abstract: Escalating concerns about student success and graduation rates revolve around encouraging students to actively engage with the course content to demonstrate core competency and content knowledge. Active learning strategies deepen learning, shifting emphasis from memorization and regurgitation to application, integration, and creation. Two faculty in varied disciplines teaching undergraduates at a large, diverse public university designed their courses to include a similar structure. Our findings suggest that in addition to student self-reports of learning, their written work provides evidence of various levels of deep learning consistent with past research, engagement, and choice that are related to higher levels of learning.

Session Objectives: (1) Demonstrate an ability to apply content from two different disciplines to develop three writing samples. (2) Understand the ease of adapting the structure across disciplines to create communities of learners. (3) Recognize the importance of reflection and writing for deep learning.

2:10pm - 3:00pm **Creating Community In and Out of the Classroom**

Linda Maier - *California State University, Dominguez Hills*

Venue: Garden 2

This session will share best practices from the literature on how to create a culture that supports community and learning, along with what practices the presenter has found to be effective in building community in face-to-face and blended classes.

Abstract: The Chronicle of Higher Education states in its article, “An Epidemic of Anguish” that colleges are seeing a 58% rise in anxiety disorders and an 89% rise in clinical depression; many students are feeling overwhelmed, isolated and depressed. What can faculty do to construct their classes so that they are welcoming, supportive, and create connections and community among their students?

Session Objectives: (1) Recognize the importance of building community in a classroom and online. (2) Identify research that supports the need and best practices for creating community within a class. (3) Understand and generate strategies to further develop community building among students in both a face-to-face and online venue.



Saturday Plenary Presentation

3:15pm - 4:15pm **Teaching for Learning: Easy to Use Methods to Engage Students in the Learning Process**

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

Venue: Plaza I

A primary goal will be for you to leave this session with a better understanding of how students learn and some specific strategies for engaged learning.

Abstract: Research is very consistent that the best way for students to learn new material is for them to be an active participant in the learning process. That said, activity alone is not enough to facilitate learning. In this session we will both review the literature on the specific components of active learning that promotes long-term retention of information AND practice some easy to use methods to engage students in the learning process. A primary goal will be for you to leave this session with a better understanding of how students learn and some specific strategies for engaged learning.

Session Objectives: (1) Describe three primary components to learning any new material. (2) Adapt at least one new engaged learning strategy for any course. (3) Identify at least one resource to find additional material regarding learning centered teaching.

Sunday Plenary Presentation

9:00am - 11:00am **Inductive Teaching: What It Is and How We Already Do It**

Chris Hakala - *Quinnipiac University*

Venue: Plaza I

In this session, inductive teaching, a strategy strongly supported by the science of learning and cognitive psychology, will be described and practiced by attendees.

Abstract: Trends come and go in higher education. At one time, the blackboard was considered innovative. Today, many assume that just the use of technology increases learning. However, as proponents of the science of learning have shown, an understanding of the basic principles of learning, coupled with the application of those principles in the classroom often leads to better learning outcomes. In this talk, participants will learn about how and why inductive teaching provides students with the opportunities to learn in ways that transcend trends or fads, but rather capitalizes on what we know about student learning to create effective teaching environments.

Session Objectives: (1) Learn various inductive teaching strategies. (2) Learn how to apply in appropriate contexts. (3) Learn times when some strategies are not effective.



Institutions Represented

Arizona State University <i>Phoenix, Arizona</i>	Cotley College <i>Nevada, Missouri</i>	Lone Star College <i>Conroe, Texas</i>
Ashford University <i>Scottsdale, Arizona</i>	Danish School of Media and Journalism <i>Copenhagen, Denmark</i>	Loyola Marymount University <i>Los Angeles, California</i>
Augusta University <i>Augusta, Georgia</i>	Elmhurst College <i>Villa Park, Illinois</i>	Maricopa Community Colleges <i>Goodyear, Arizona</i>
Aurora University <i>Waterman, Illinois</i>	Embry-Riddle Aeronautical University <i>Prescott, Arizona</i>	Metropolitan State University <i>Minneapolis, Minnesota</i>
Azusa Pacific University <i>Azusa, California</i>	Fairmont State University <i>Fairmont, West Virginia</i>	Metropolitan State University of Denver <i>Denver, Colorado</i>
Biola University <i>La Mirada, California</i>	Fresno City College <i>Fresno, California</i>	Miami University <i>Oxford, Ohio</i>
Bradley University <i>Peoria, Illinois</i>	Front Range Community College <i>Westminster, Colorado</i>	Middle Tennessee State University <i>Murfreesboro, Tennessee</i>
Brandman University <i>Irvine, California</i>	Fullerton College <i>Fullerton, California</i>	Midwestern University <i>Glendale, Arizona</i>
Brigham Young University <i>Provo, Utah</i>	George Mason University <i>Manassas, Virginia</i>	Minnesota State University Moorhead <i>Moorhead, Minnesota</i>
Brigham Young University Idaho <i>Rexburg, Idaho</i>	Grand Valley State University <i>Grand Rapids, Michigan</i>	Morningside College <i>Sioux City, Iowa</i>
California State University, Dominguez Hills <i>Carson, California</i>	Hamline University <i>Saint Paul, Minnesota</i>	Mount Saint Mary's University <i>Los Angeles, California</i>
California State University, Fresno <i>Fresno, California</i>	Heartland Community College <i>Normal, Illinois</i>	Mt. San Antonio College <i>Walnut, California</i>
California State University, Long Beach <i>Long Beach, California</i>	Hennepin Technical College <i>Brooklyn Park, Minnesota</i>	National University <i>Fresno, California</i>
California State University, Northridge <i>Northridge, California</i>	Hillsborough Community college <i>Tampa, Florida</i>	National University <i>La Jolla, California</i>
California State University, San Bernardino <i>San Bernardino, California</i>	Humboldt State University <i>Arcata, California</i>	North Dakota State University <i>Fargo, North Dakota</i>
Caltech <i>Pasadena, California</i>	ITLC <i>Chapel Hill, North Carolina</i>	Northwest Iowa Community College <i>Sheldon, Iowa</i>
Chadron State College <i>Chadron, Nebraska</i>	Johnson & Wales University <i>Charlotte, North Carolina</i>	Ohio University <i>Athens, Ohio</i>
Claremont McKenna College <i>Claremont, California</i>	Johnson & Wales University <i>North Miami, Florida</i>	Oregon State University <i>Corvallis, Oregon</i>
College of Saint Benedict/Saint John's University- <i>Saint Joseph, Minnesota</i>	Kaplan University <i>Johnston, Iowa</i>	Peru State College <i>Peru, Nebraska</i>
Collin County College <i>McKinney, Texas</i>	Kent State University <i>Kent, Ohio</i>	Red Deer College <i>Lacombe, Canada</i>
Colorado School of Mines <i>Golden, Colorado</i>	Laboure College <i>Milton, Massachusetts</i>	Saint Martin's University <i>Olympia, Washington</i>
Concordia University Wisconsin <i>Mequon, Wisconsin</i>	Liberty University <i>Lynchburg, Virginia</i>	SAIT Polytechnic <i>Calgary, Alberta</i>
Cornell College <i>Mount Vernon, Iowa</i>	Loma Linda University <i>Loma Linda, California</i>	Santa Clara University <i>Santa Clara, California</i>



Institutions Represented

Siena College <i>Loudonville, New York</i>	University of Nevada, Las Vegas <i>Las Vegas, Nevada</i>
Simmons College <i>Boston, Massachusetts</i>	University of North Carolina, Chapel Hill <i>Chapel Hill, North Carolina</i>
Sinclair Community College <i>Dayton, Ohio</i>	University of North Carolina, Charlotte <i>Charlotte, North Carolina</i>
Skidmore College <i>Saratoga Springs, New York</i>	University of North Carolina, Pembroke <i>Pembroke, North Carolina</i>
South Texas College <i>McAllen, Texas</i>	University of Oregon <i>Eugene, Oregon</i>
Southern Illinois University Edwardsville <i>Edwardsville, Illinois</i>	University of San Diego <i>San Diego, California</i>
Southern Oregon University <i>Ashland, Oregon</i>	University of Southern California <i>Long Beach, California</i>
Southwest Minnesota State University <i>Marshall, Minnesota</i>	University of Southern California <i>Los Angeles, California</i>
Staffordshire University <i>Stoke-on-Trent, England</i>	University of St. Thomas <i>Minneapolis, Minnesota</i>
Stockton University <i>Galloway, New Jersey</i>	University of Utah <i>Salt Lake City, Utah</i>
Sul Ross State University <i>Alpine, Texas</i>	University of Waterloo <i>Waterloo, Ontario</i>
Texas Woman's University <i>Denton, Texas</i>	University of West Georgia <i>Carrollton, Georgia</i>
Union College <i>Schenectady, New York</i>	Utah Valley University <i>Orem, Utah</i>
University of Calgary <i>Calgary, Alberta</i>	Vanguard University <i>Costa Mesa, California</i>
University of California, Berkeley <i>Berkeley, California</i>	Walsh University <i>North Canton, Ohio</i>
University of California, Davis <i>Davis, California</i>	Washington State University <i>Pullman, Washington</i>
University of California, Irvine <i>Santa Ana, California</i>	West Coast University <i>San Dimas, California</i>
University of California, San Diego <i>La Jolla, California</i>	Western Kentucky University <i>Bowling Green, Kentucky</i>
University of Colorado <i>Aurora, Colorado</i>	Western State Colorado University <i>Gunnison, Colorado</i>
University of Connecticut <i>Storrs, Connecticut</i>	Whatcom Community College <i>Bellingham, Washington</i>
University of Guelph <i>Guelph, Ontario</i>	Wright State University <i>Dayton, Ohio</i>
University of Minnesota Crookston <i>Crookston, Minnesota</i>	
University of Nebraska, Lincoln <i>Lincoln, Nebraska</i>	

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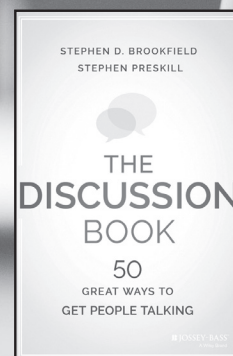
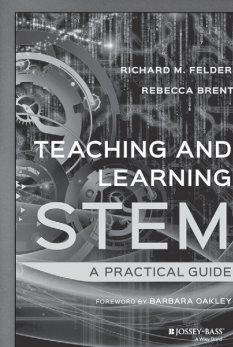
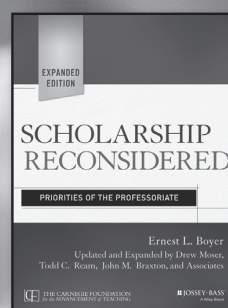
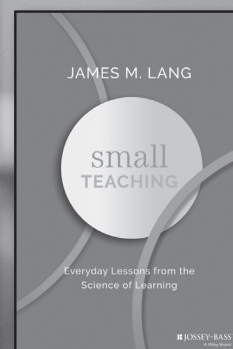
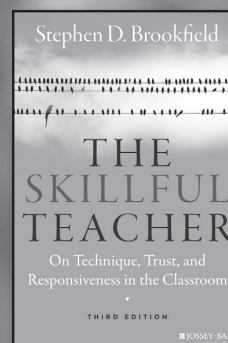
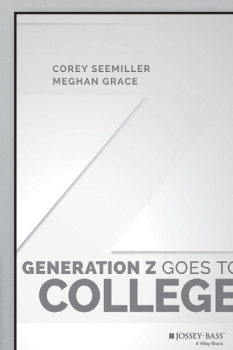
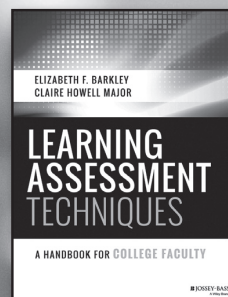
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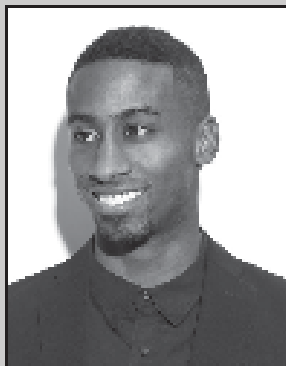
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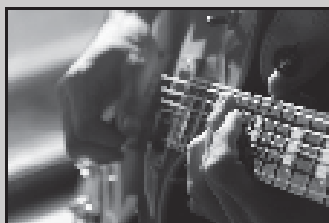
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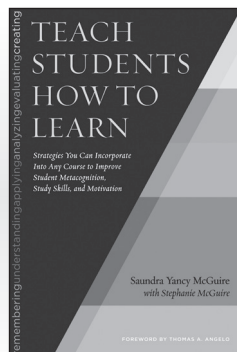
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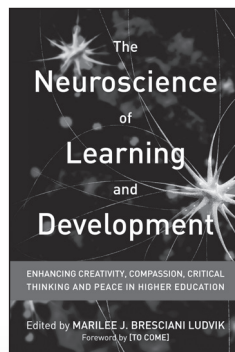
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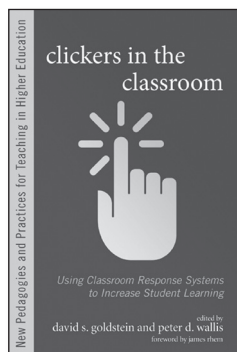
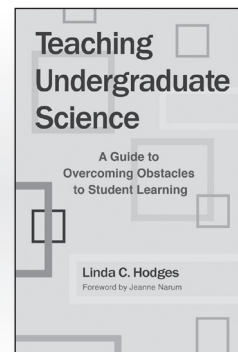
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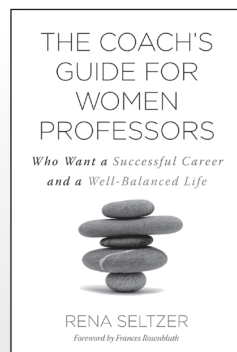
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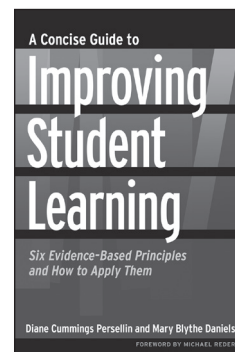
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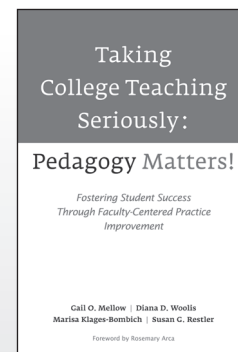
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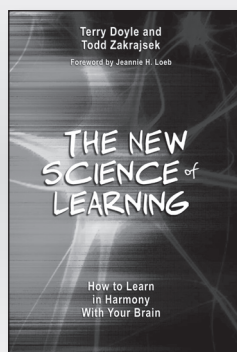
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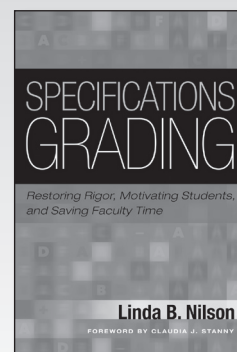
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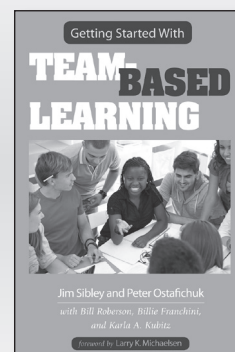
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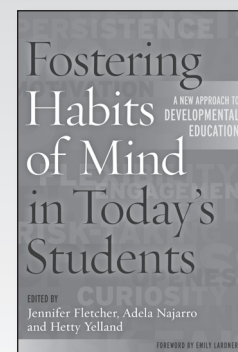
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