EVIDENCE-BASED TEACHING & LEARNING
Lilly Conference - Anaheim, CA - February 23-26, 2017

Plenary Presenters

Stephen Brookfield
University of St. Thomas

Kathleen F. Gabriel
California State University, Chico

Todd Zakrajsek
University of North Carolina, Chapel Hill

Agenda Overview

Thursday
12:30p - 3:30p  Registration Open
1:15p - 1:30p  Welcome & Opening Remarks
1:30p - 2:30p  Plenary Presentation
2:50p - 3:40p  Concurrent Sessions
4:00p - 4:50p  Concurrent Sessions
5:00p - 5:50p  Concurrent Sessions

Friday
8:00a - 5:30p  Registration Open
8:00a - 8:50a  Breakfast Served
9:00a - 9:50a  Concurrent Sessions
10:10a - 11:00a  Concurrent Sessions
11:15a - 12:05p  Concurrent Sessions
12:05p - 1:00p  Lunch Served
1:00p - 2:00p  Plenary Presentation
2:15p - 3:05p  Concurrent Sessions
3:30p - 4:20p  Concurrent Sessions
4:30p - 5:20p  Concurrent Sessions
5:30p - 6:30p  Poster Session Reception

Saturday
7:30a - 2:30p  Registration Open
7:15a - 8:00a  Breakfast Served
8:00p - 8:30p  Round Table Discussions
8:40a - 9:30a  Concurrent Sessions
9:40a - 10:30a  Concurrent Sessions
10:40a - 11:30a  Concurrent Sessions
11:40a - 12:30p  Concurrent Sessions
12:30p - 1:15p  Lunch Served
1:15p - 2:30p  Plenary Presentation

Sunday
7:15a - 8:00a  Breakfast Served
8:00a - 10:30a  Closing Workshop

Conference Information

Meals/Snacks
Registration includes an afternoon snack on Thursday; breakfast, morning coffee, lunch, afternoon refreshments and a reception on Friday; breakfast, morning coffee, lunch, and afternoon refreshments on Saturday; and breakfast on Sunday. Name badges are required for entrance to all sessions, meals, and receptions.

Making Greener Choices
We continue to evolve into a “greener” conference by making conscious decisions to curb waste and reduce our environmental impact. We significantly reduce paper consumption by reducing print materials. Abstracts and session information can be found on our website (lillyconferences-ca.com) and in the Guidebook Mobile App.

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. If you have any concerns during the conference, please come to the conference registration desk and speak to an ITLC staff member.

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 2018 Lilly Conference in Anaheim AND $200 credit toward the 2018 Lilly Conference in Anaheim registration to be given by the poster winner to any ONE person who has never been to a Lilly Conference on College and University Teaching.

More Information
For more information, please visit our website at: www.lillyconferences-ca.com
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00a</td>
<td>Breakfast - Ballroom</td>
</tr>
<tr>
<td>9:00a</td>
<td>Student Choice Motivating Student Engagement</td>
</tr>
<tr>
<td>10:15a</td>
<td>Course Design Done Right</td>
</tr>
<tr>
<td>11:00a</td>
<td>Enhancing Metacognition, Grit, and Growth Mindset</td>
</tr>
<tr>
<td>12:30p</td>
<td>Lunch - Ballroom</td>
</tr>
<tr>
<td>1:00p</td>
<td>Plenary Presentation: Graduation GAPS: What's Teaching Got To Do With It? - Kathleen Gabriel - Ballroom</td>
</tr>
<tr>
<td>2:15p</td>
<td>Increasing Student Engagement through Questions, Reading...</td>
</tr>
<tr>
<td>3:30p</td>
<td>Universal Design in the Higher Education Classroom...</td>
</tr>
<tr>
<td>4:30p</td>
<td>13 Techniques for Responding to Student Contributions in...</td>
</tr>
<tr>
<td>5:00p</td>
<td>Measuring Metacognition: Comparative Validity of the...</td>
</tr>
<tr>
<td>5:30p</td>
<td>Poster Reception - Ballroom</td>
</tr>
</tbody>
</table>

**THURSDAY, FEBRUARY 23, 2017**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:15p - 2:30p</td>
<td>Welcome &amp; Opening Remarks: Todd Zakrjajek - Ballroom</td>
</tr>
<tr>
<td>2:50p - 3:40p</td>
<td>Rooms - Laguna</td>
</tr>
<tr>
<td>5:00p - 5:50p</td>
<td>You Get What You Ask For: Aligning Teaching, Learning and Assessment...</td>
</tr>
</tbody>
</table>

**FRIDAY, FEBRUARY 24, 2017**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00a - 8:50a</td>
<td>Rooms - Laguna</td>
</tr>
<tr>
<td>9:00a - 9:50a</td>
<td>Student Choice Motivating Student Engagement</td>
</tr>
<tr>
<td>10:00a - 10:50a</td>
<td>Course Design Done Right</td>
</tr>
<tr>
<td>11:00a - 11:50a</td>
<td>Enhancing Metacognition, Grit, and Growth Mindset</td>
</tr>
<tr>
<td>12:00p - 1:00p</td>
<td>Lunch - Ballroom</td>
</tr>
<tr>
<td>1:00p - 2:00p</td>
<td>Plenary Presentation: Graduation GAPS: What's Teaching Got To Do With It? - Kathleen Gabriel - Ballroom</td>
</tr>
<tr>
<td>2:15p - 3:05p</td>
<td>Increasing Student Engagement through Questions, Reading...</td>
</tr>
<tr>
<td>3:30p - 4:20p</td>
<td>Universal Design in the Higher Education Classroom...</td>
</tr>
<tr>
<td>4:30p - 5:20p</td>
<td>13 Techniques for Responding to Student Contributions in...</td>
</tr>
<tr>
<td>5:00p - 5:50p</td>
<td>Measuring Metacognition: Comparative Validity of the...</td>
</tr>
<tr>
<td>5:30p - 6:30p</td>
<td>Poster Reception - Ballroom</td>
</tr>
</tbody>
</table>

**SATURDAY, FEBRUARY 25, 2017**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:15a - 8:00a</td>
<td>Breakfast - Ballroom</td>
</tr>
<tr>
<td>8:00a - 9:30a</td>
<td>Rooms - Laguna</td>
</tr>
<tr>
<td>9:10a - 9:30a</td>
<td>Student-Centered Pedagogy and Aff-Laden Coursework...</td>
</tr>
<tr>
<td>9:40a - 10:30a</td>
<td>Who Says Learning Isn't Fun: Incorporating Games into the...</td>
</tr>
<tr>
<td>10:40a - 11:30a</td>
<td>How Mindful Meditation Promotes Active Learning...</td>
</tr>
<tr>
<td>11:40a - 12:30a</td>
<td>The Role of Emotion in Learning and Transfer of Knowledge</td>
</tr>
<tr>
<td>12:30p - 1:15p</td>
<td>Lunch - Ballroom</td>
</tr>
<tr>
<td>1:15p - 2:30p</td>
<td>Plenary Presentation: Becoming a Skilled Teacher - Stephen Brookfield - Ballroom</td>
</tr>
<tr>
<td>7:15a - 8:00a</td>
<td>Breakfast - Ballroom</td>
</tr>
<tr>
<td>8:00a - 10:30a</td>
<td>Closing Workshop: Todd Zakrjajek - Ballroom</td>
</tr>
</tbody>
</table>

**SUNDAY, FEBRUARY 26, 2017**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:15a - 8:00a</td>
<td>Breakfast - Ballroom</td>
</tr>
<tr>
<td>8:00a - 10:30a</td>
<td>Closing Workshop: Todd Zakrjajek - Ballroom</td>
</tr>
</tbody>
</table>
### Friday Evening Poster Session

<table>
<thead>
<tr>
<th></th>
<th>Title</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Lutheran Public Health Programs: A 21st Century Need</td>
<td>C. Albano</td>
</tr>
<tr>
<td>b</td>
<td>Training 21st Century Public Health Scientist: A Proposal for a Public Health Scholars Program</td>
<td>C. Albano</td>
</tr>
<tr>
<td>c</td>
<td>Reason that Encourage Saudi Graduate Students to Study Education-Related Majors in the United States</td>
<td>N. Almutairi</td>
</tr>
<tr>
<td>d</td>
<td>Benefits of Project-Based Learning in an Introductory Engineering Programming Course</td>
<td>M. Andalibi</td>
</tr>
<tr>
<td>e</td>
<td>Assessing the Dynamics of Learning in Novice Researchers</td>
<td>P. Bhattacharyya</td>
</tr>
<tr>
<td>f</td>
<td>Educator’s Barriers to Technology</td>
<td>A. Brown</td>
</tr>
<tr>
<td>g</td>
<td>The Power of Positivity in the Online Classroom Environment</td>
<td>L. Castrogiovanni</td>
</tr>
<tr>
<td>h</td>
<td>Increasing Graduate Teaching Assistant Effectiveness Through Peer and Self-Supervision</td>
<td>D. Cluphf</td>
</tr>
<tr>
<td>i</td>
<td>Online Students, Faculty, and Teams: A Quick Start Guide for Faculty and Students Alike</td>
<td>A. Hankins</td>
</tr>
<tr>
<td>j</td>
<td>Results Comparing Learning Outcomes in Traditional, Flipped, and Partially Flipped Classrooms</td>
<td>A. Holton</td>
</tr>
<tr>
<td>k</td>
<td>The Necessity of Academic Service-Learning for Criminal Justice Majors</td>
<td>H. Lim</td>
</tr>
<tr>
<td>l</td>
<td>Millennial Indifference: Motivating Young Students to Engage in the Political Process Through Blogs and...</td>
<td>V. Martineau</td>
</tr>
<tr>
<td>m</td>
<td>Three Crucial Articles about the Testing Effect That You Need to Know About!</td>
<td>B. McMullen</td>
</tr>
<tr>
<td>n</td>
<td>Strategies towards Enhancing Student’s Motivation in Online Teaching and Learning</td>
<td>P. Okpala</td>
</tr>
<tr>
<td>o</td>
<td>Mindfulness and Meditation in the Academic Arena</td>
<td>W. Pisani</td>
</tr>
<tr>
<td>p</td>
<td>A Comedy of Errors: Navigating Qualitative Research on Faculty Development</td>
<td>K. Pound &amp; N. Sundheim</td>
</tr>
<tr>
<td>q</td>
<td>It's Not Black and White: Teaching Diversity in the Writing Classroom</td>
<td>T. Purcell, et al.</td>
</tr>
<tr>
<td>r</td>
<td>Can Team-Based Learning Replace Simulation for Interprofessional Education</td>
<td>G. Rice &amp; M. Moor</td>
</tr>
<tr>
<td>s</td>
<td>Online Group Test with Scoring Dependent on Sequence of Answers Selected</td>
<td>G. Rice, et al.</td>
</tr>
<tr>
<td>t</td>
<td>Mid-Semester Reviews: Student Perceptions of Impact on the Learning Experience</td>
<td>K. Sackreiter</td>
</tr>
<tr>
<td>u</td>
<td>Improving Teaching and Learning While Changing Learning Management Systems: A Model</td>
<td>M. Samuel</td>
</tr>
<tr>
<td>v</td>
<td>College STAR: Improving Student and Instructional Support for Students with Learning Differences</td>
<td>R. Watson</td>
</tr>
</tbody>
</table>

### Saturday Morning Round Tables

<table>
<thead>
<tr>
<th></th>
<th>Title</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Instructional Strategies in a Diverse Classroom</td>
<td>R. Kalra &amp; A. Leh</td>
</tr>
<tr>
<td>b</td>
<td>Faculty Face: Social Presence Online Using Synchronous and Asynchronous Video</td>
<td>A. Kwinn</td>
</tr>
<tr>
<td>c</td>
<td>Integrating a Service-Learning Project into a University Statistic Course</td>
<td>C. Ridlon</td>
</tr>
<tr>
<td>d</td>
<td>Mediated Means to Pedagogical Ends: Using Mobile Devices in Class to Enhance Student Participation</td>
<td>J. Rodriguez</td>
</tr>
<tr>
<td>e</td>
<td>Strategies for Integrating Sustainability and Climate Change Content Across Disciplines</td>
<td>M. Runnerstrom</td>
</tr>
<tr>
<td>f</td>
<td>Teaching One Another: Connecting Teacher Education Students and International Learners</td>
<td>H. Sackreiter</td>
</tr>
</tbody>
</table>

www.lillyconferences-ca.com