



ITLC LILLY CONFERENCES

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**INNOVATIVE  
STRATEGIES TO  
ADVANCE STUDENT  
LEARNING**

*Evidence-Based Teaching & Learning*

SAN DIEGO, CA | JANUARY 5-7, 2023

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CONFERENCE PROGRAM & WORKBOOK



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## Welcome to ITLC San Diego!

Of all the uncertainty currently around us, one constant in my professional life is the ITLC-Lilly Conference series. I look forward to every ITLC-Lilly Conference event because I know that I am going to meet extraordinary individuals who care deeply about student learning and who will be colleagues and friends for years to come. For that reason,



above all others, I look forward to these coming days with exuberance. Lilly Conferences have been bringing committed members of higher education together for 42 years, and we have spent those 42 years building a strong, positive reputation of being a conference that cares about our participants. We have been told that the community formed at these events often has the sense of a “Lilly Spirit.” We hope that over the next few days, you notice the small touches provided to help that feeling of community develop and grow into that Lilly Spirit. As a Lilly participant, you are part of a truly remarkable gathering of individuals. Enjoy this opportunity to focus on student learning and discover new strategies, concepts, and practices that may be put into action as the Spring begins.

It is a rare opportunity to be around such amazing colleagues, people who traveled to this location from across the country to take part in an interdisciplinary conference focused squarely on evidence-based teaching and learning. Besides our presentations, posters, and roundtables, much learning at this conference will come from your more personal reflection and dialogues. Make time to

network with participants, students, and mentors throughout the conference. For those of you who are returning, we're happy to see you again. For those of you at this event for the first time, we welcome you.

We encourage you to spend an evening with a few of your new colleagues and explore the area while you are here—this city has so much to offer! San Diego is a dynamic, urban metropolis that is home to world-renowned family attractions, sophisticated arts and dining, exciting nightlife, trendy neighborhoods, popular shopping, endless outdoor recreational opportunities, and much more. We want your conference experience to be valuable and to exceed your expectations. We hope you return to your institution with new contacts, new ideas to implement, and a renewed energy for teaching.

Our conference staff looks forward to making this one of the best conferences you have ever attended. Please do not hesitate to let us know if we can be of assistance.

Best,

A handwritten signature in black ink, reading "Todd Zakrajsek". The signature is fluid and cursive, with the first name "Todd" and last name "Zakrajsek" clearly legible.

Todd Zakrajsek  
Conference Director

# Navigating the Conference

## General Information

Lilly events strive to provide a community whereby individuals feel safe to work and interact in an environment that is supportive and focused on the Lilly Conference Spirit.

As a result, we must insist that individuals participating in the conference:

- Respect all their colleagues at the conference and speak in a supportive and nonthreatening way.
- Refrain from self-promotion with the intent to generate income. If an individual at the conference is interested in engaging your professional services, please ask them to contact you at the conclusion of the conference.

**Conference drawings** will be held during the networking session on Friday afternoon and at the Round-table session on Saturday morning. Drawings include: one free ITLC Lilly conference registration, Books-on display at the conference registration area, and Lilly Swag.

The mobile app **Sched** is used for navigating the conference content. Download the app to your mobile device. Build your own schedule, upload/download session handouts, create your conference profile, and more! Schedule changes will be posted to Sched in real-time.

Keep in the loop with conference announcements via text using **Remind**. Remind lets you stay informed with easy access and up to the minute changes, while keeping your contact information private.

Please wear your name badge at all times during the conference; **name badges are required for entrance to all meals and receptions**. It is the tradition of Lilly Conferences to omit titles/credentials on name badges. We certainly value and understand the work required to earn such distinctions. That said, we believe referring to each other by first name more quickly familiarizes us with each other and builds community between us as colleagues.

Your conference registration includes: an afternoon snack on Thursday; Breakfast lunch, afternoon refreshments and reception on Friday; and breakfast on Saturday. Please present your name badge to the ITLC Lilly Staff hostess as you join us for meals. Unfortunately, due to space limitations & banquet costs guests are not allowed to join conference meals or receptions.

This is an evidence-based conference. We ask that you complete **session evaluations** for presentations you attend, using the link from the QR code posted. Evaluations are anonymous and each presenter receives the packet of session evaluations as submitted, following the conference. These evaluations are intended for professional growth and may be included in tenure and promotion materials. They are important feedback to the presenters; your feedback is appreciated.

It is expected that participants and presenters alike attend the whole conference to build community, however, you do not have to attend every single concurrent session! The conference pace is brisk, there are many choices among concurrent sessions, and the risk of information overload is always present. Please be sure to take a break and skip a session if needed to reflect on what you are learning, organize your notes, or check-in with the office or your family.

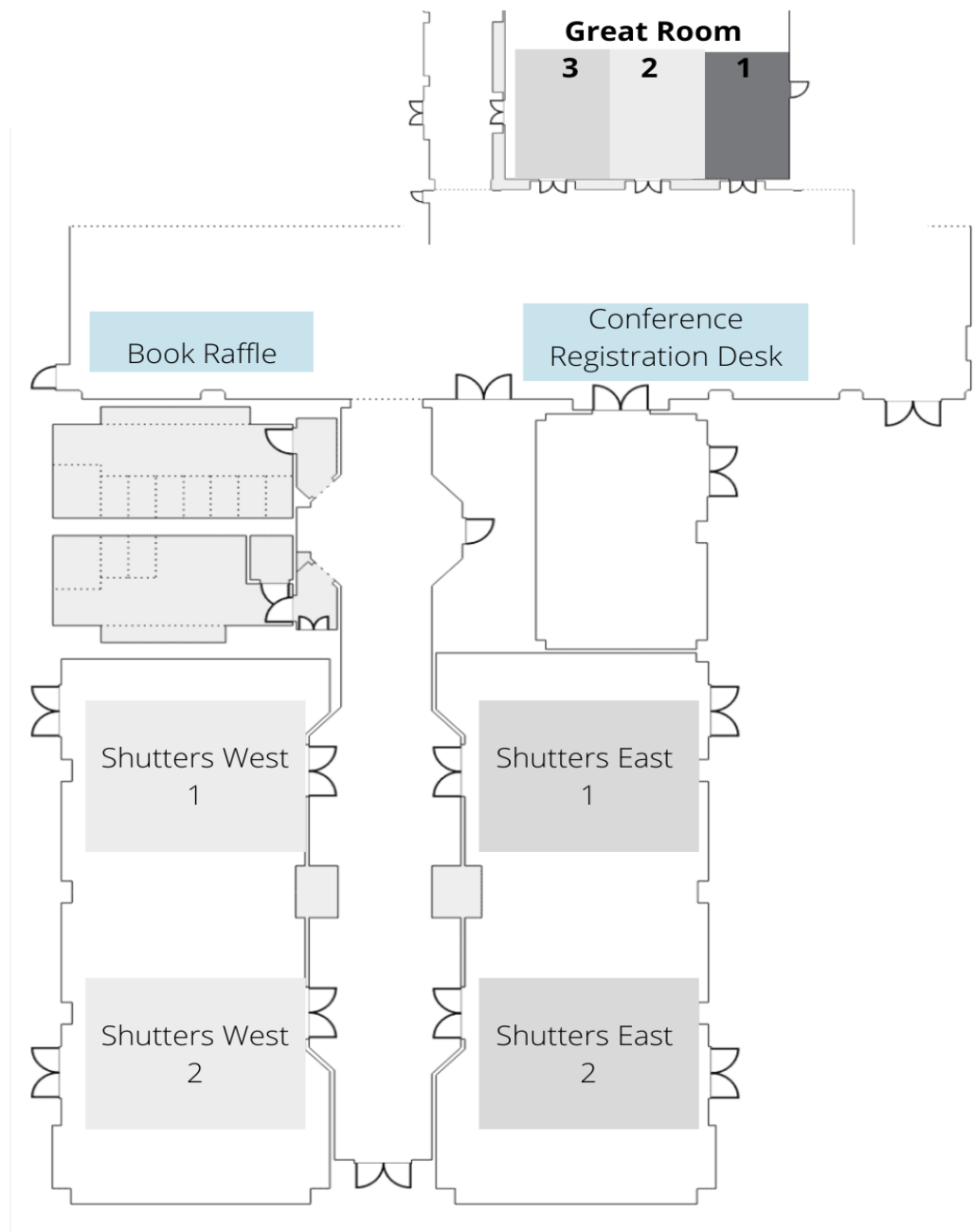
We encourage participants to take the evenings off to network and socialize together. San Diego is an amazing city with much to see and do. Some favorite places to visit include: Balboa Park, Embarcadero, San Diego Old Town, and the Gaslamp Quarter. The hotel is adjacent to a stop for the San Diego Trolley, offering easy transportation to a variety of the city's top attractions.

Lastly, please use care and safe respiratory practices while gathering together. Wash your hands using hand sanitizer between sessions and please wash your hands with soap and water prior to joining the buffet lines or refreshments. Masks are no longer mandatory but are encouraged. Please adhere to respiratory hygiene practices. If you are not feeling well, coughing, or have a fever please rest in your room and complete a COVID19 test.

*If you have any concerns during the conference, please come to the conference registration desk to speak with an ITLC Lilly Staff Member.*

# Conference Floor Plan

## DoubleTree By Hilton Mission Valley





# AGENDA

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## AT A GLANCE



# Thursday, January 5, 2023

## Opening Day

	THURSDAY, JANUARY 5, 2023					
	REGISTRATION DESK OPEN Noon - 5:00pm					
	LUNCH ON YOUR OWN					
1:30 - 2:00 PM	Conference Welcome - Great Rooms 4 & 5					
2:00 - 3:00 PM	Plenary Presentation: Bonni Stachowiak - Great Rooms 4 & 5					
	Great Room 1	Great Room 2	Shutters East 1	Shutters East 2	Shutters West 1	Shutters West 2
3:20 - 4:00 PM	1a Designing Instruction for Equity, Justice, and Inclusion	1b Multimodal Formative Assessments: Harnessing Student Creativity for Deeper Learning	1c Do Videos Make a Difference in an Asynchronous Online Course?	1d Promoting Student Learning Through Test Retakes	1e The Missing Ingredient: Creating Transparent Assignments Using the TILT Framework	1f Teach Students to Learn About Learning and Think About Thinking
4:20 - 4:40 PM	2a Using Social Annotation Programs to Support Student Engagement and Learning	2b Edibles and Edification: The Evolution of a Lunch Hour Series	2c COIL Virtual Exchange: Developing Student Understanding of Multiple Perspectives	2d Success Stool: A Simple Framework for Continually Improving Teaching	2e Measuring Engagement Via Students Teaching Students in Social Science Classes	2f Professionalism. Excellence. Competence: The Keys to Student-Centered Professional Growth
4:50 - 5:30 PM	3a Development and Implementation of a New Curriculum: Vision to Outcomes	3b Efficacy and Decisional Balance, Guiding the Use of Effective Learning	3c Active Learning and Occupational Therapy Theory: A Course Redesign	3d "Lost in the Sahara": An Experiential Activity to Teach Decision-Making	3e The Pedagogical Lab: A Comprehensive Training Program For Adjunct Faculty	3f Reading Strategies for Graduate Student Success
5:40pm - 6:30 pm	MEET & GREET RECEPTION BRICKSTONE					

Friday, January 6, 2023

# Morning Session

	FRIDAY, JANUARY 6, 2023					
	REGISTRATION DESK OPEN 6:45 AM - 4:50 PM					
	BREAKFAST 7:00 - 7:45 AM - Great Rooms 4 & 5					
TIME	Great Room 1	Great Room 2	Shutters East 1	Shutters East 2	Shutters West 1	Shutters West 2
8:00 - 8:40 AM	4a Communities of Practice as Levers for Collaborative Instructional Change	4b Boosting Student Success in Undergraduate Research by Improving Faculty Mentoring	4c Decolonized Grading	4d Ungrading: A Cautionary Tale	4e The Importance of Timing, Purpose, and Delivery in Providing Feedback	
9:00 - 9:20 AM	5a Beyond Belonging: Strategies to Communicate to Students That They Matter	5b Overcoming Barriers to Learning: Getting Students to Do the Reading	5c Increasing Understanding of Well-Being Through Community, Storytelling, and Practice	5d Effective Coalitions in Redesigning Teacher Education	5e Mentor Behaviors That Lead to Successful Mentee Experiences	5f Reading About Writing: What it Takes to Write a Lot
9:40 - 10:20 AM	6a Improving Outcomes for Students With ADHD	6b Relationship Between Basic Psychological Needs to Online Learning Among Undergraduates	6c Leveraging Asynchronous Modules: Adaptable Instruction Using Existing Resources and Partners	6d Co-Creating Participation Rubrics With First-Year English Composition Students	6e Stories: The Ultimate Lecture Hack	
10:40 - 11:20 AM	7a Connection, Clarity, Focus: Building and Enjoying the "New Normal" Course	7b The Art of Moving From Summary to Synthesis	7c Creating a Classroom Culture: Engaging With the Diverse Learning Environment	7d Engaging Students Through Compassionate Teaching	7e Technology-Enabled Active Learning in General Education	
11:30 AM - 12:30 PM	POSTER PRESENTATIONS Brickstone					
Lunch 12:30 - 1:20 Great Room						

# Friday, January 6, 2023

## Afternoon Session

1:30 - 2:10 PM	8a A Flexible Future: Supporting Student Success Through Multiple Modalities	8b Teaching Teamwork and Conflict Resolution Using Problem-Based Learning	8c Are Educators Systems Conveners? Discussing Etienne and Beverly Wenger-Trayner's Book	8d Cognitive Distortions: Roadblocks to Learning and Strategies to Overcome	8e Agreements for Self-Care: Myths, Monsters, and Mitote	
2:30 - 2:50 PM	9a Sharing Workplace Health Insights From Students (WHIS) Survey Findings	9b Midterm Reflection as a Metacognitive Tool to Enhance Learning	9c Grading 101: Providing Students' Richer Feedback Using Rubrics	9d The Social Reader in Higher Education	9e Beyond Intelligence: The Role of Noncognitive Factors in Student Success	9f C-PAD's Graduate Online Teaching Practicum: Fostering Community and Collaboration
3:00 - 3:20 PM	10a Student-Driven Learning in a Dental Education Setting	10b Integrative Interdisciplinary Teaching	10c Bidialectal Writers and Academic Discourse	10d Supporting Faculty in Warming the STEM Environment for Minoritized Students	10e How to Cultivate Ethicality in the College Classroom	10f Exploring Conceptual Understanding in Mechanics Using Student Explanations of Reasoning
3:40 - 4:30 PM	11a An Analysis of Students' Transition Back to Face-to-Face Instruction	11b Dental Mini Bites: Innovative Learning With Effective Bite-Sized Curricula	11c Strategy for Supporting "Learning That Matters" in Uncertain Environments	11d Adaptive Equity-Oriented Pedagogy: A Framework for Increasing Student Engagement and Success in Your Classrooms		
4:30 - 5:30 PM	SOCIAL HOUR NETWORKING The Gallery					
	DINNER ON YOUR OWN					

# Saturday, January 7, 2023

## Closing Day

	SATURDAY, JANUARY 7, 2023
	REGISTRATION DESK OPEN 7:30 AM - 11:00 AM
	BREAKFAST 7:30 - 8:30 AM - Great Rooms 4 & 5
<b>Roundtable Discussions</b> <b>8:30 - 9:00 AM</b> Great Rooms 4 & 5	Thinking Out Loud - M. Chowdhury Sustaining and Initiating Faculty Learning Communities - M. Cox Best Methods to Teach College-Level Econometrics Courses - S. Erden Striving for Digital Equity - T. Boulder & M. Okojie Am I On Track?: Effective Feedback for Tenure-Track Faculty - J. Griffith High-Quality Feedback That Yields Results in Clinical Education S. Myrick & E. Weeks
<b>9:10 - 10:30 AM</b>	Plenary Presentation 2: Quick and Easy Strategies Faculty Can Use to Improve Student Learning Todd Zakrajsek - Great Rooms 1

# Quick Reference

## Digital Graphic Organizers

Session ID Number	Presentation Title/Presenters
1	<b>Teaching With Spent: An Interdisciplinary Virtual Poverty Simulation</b> <i>Jessica Parks, Nevada State University</i>
2	<b>Small Talk in Zoom Rooms: Intercultural Awareness Through Virtual Exchange</b> <i>Candice Muñoz, Mott Community College</i>
3	<b>A Catholicon for Teacher Preparation: A Year-Long Residency Program</b> <i>Martin Miller, Wisconsin Lutheran College</i>
4	<b>Opportunities and Limitations of Community College Prior Learning Assessment Programs</b> <i>Terri Sullivan, Montgomery County Community College</i>
5	<b>The Impact of Individual, Social, and Societal Development on Learning</b> <i>Greg Mullen, Exploring the Core</i>
6	<b>Metaphor as Conceptual Anchor: Using the Iceberg to Teach Stuttering</b> <i>Kerry Mandulak, Pacific University</i>
7	<b>Shifting Pedagogy Towards Authentic Learning</b> <i>Suzanne E. Szucs, Rochester Community &amp; Technical College, Minnesota State</i>

8	<b>Overcoming and Embracing the Imposter Syndrome Amongst Faculty of Color and Their Diverse Students</b> <i>Carmen Saunders Russell, California State University Northridge</i>
9	<b>Promoting Antiracism: A Co-Curricular Initiative Developed Through Student-Faculty Collaboration</b> <i>Jeni Dulek, Pacific University</i>
10	<b>Pandemic Lessons Learned: Course-Based Research in Remote/Hybrid Environments</b> <i>Leocadia Paliulis, Bucknell University</i>
11	<b>Veterinary Student Perspectives on Differing Viewpoints After Role-Play Case Study</b> <i>Kathryn Proudfoot, University of Prince Edward Island</i>
12	<b>Developing Wellness Practices With Graduate Candidates Using Mindfulness Exercises</b> <i>Dione Taylor, Point Loma Nazarene University</i>
13	<b>Student Experience in New MSW Saturday Cohort</b> <i>Gabrielle Sousa, Bridgewater State University</i> <i>Kathy Bailey, Bridgewater State University</i>
14	<b>The Power of Community in Implementing Classroom Undergraduate Research Experiences</b> <i>Carina Howell, Lock Haven University</i>
15	<b>Enhanced Student Engagement During Synchronous Learning: Using Breakout Rooms</b> <i>Nicole Arkadie, California State University San Bernardino</i>

16	<p>The Effect of Sleep Pattern on University Students' Academic Performance</p> <p><i>Jeffrey Steinke, Advent Health University</i></p>
17	<p>The CERIC Reading Method for Primary Literature</p> <p><i>Genevive Bjorn, Johns Hopkins University</i></p> <p><i>Adam Burgasser, University of California San Diego</i></p>

[Click here](#) to view the gallery of graphic organizers online  
Please join the presenters for conversations about their work.

# Quick Reference

## Roundtable Discussions

Session ID Number	Discussion Topic/Facilitator
RT a)	<b>Thinking Out Loud: The Role of Discourse in Student Success</b> <i>Facilitated by:</i> <i>Madeleine Chowdhury, Mesa Community College</i>
RT b)	<b>Striving for Digital Equity</b> <i>Facilitated by:</i> <i>Tinukwa Boulder, University of Pittsburgh</i> <i>Mabel CPO Okojie, Mississippi State University</i>
RT c)	<b>Sustaining and Initiating Faculty Learning Communities</b> <i>Facilitated by:</i> <i>Milton D. Cox, Miami University Emeritus</i>
RT d)	<b>High-Quality Feedback That Yields Results in Clinical Education</b> <i>Facilitated by:</i> <i>Susan Myrick, Louisiana State University of Alexandria</i>
RT e)	<b>Am I On Track? Effective Feedback for Tenure Track Faculty</b> <i>Facilitated by:</i> <i>John Griffith, Embry-Riddle Aeronautical University – Worldwide Campus</i>
RT f)	<b>Best Methods to Teach College-Level Econometrics Courses</b> <i>Facilitated by:</i> <i>Seyhan Erden, Columbia University</i>



# OVERVIEW

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# Overview of Conference Schedule

## Thursday, January 5, 2023

12:00 pm	Registration Opens
1:30 pm - 2:00 pm	Welcome - Opening Remarks
2:00 pm - 3:00 pm	Plenary Presentation: Bonni Stachowiak
3:20 pm - 4:00 pm	Concurrent Session 1
4:20 pm - 4:40 pm	Concurrent Session 2
4:50 pm - 5:30 pm	Concurrent Session 3
5:30 pm - 6:00 pm	Meet and Greet Networking - Brickstones
Dinner and Evening on Your Own	

## Friday, January 6, 2023

6:45 am	Registration Opens
7:00 am - 7:45 am	Breakfast
8:00 am - 8:40 am	Concurrent Session 4
9:00 am - 9:20 am	Concurrent Session 5
9:40 am - 10:20 am	Concurrent Session 6
10:40 am - 11:20 am	Concurrent Session 7
11:30 am - 12:30 pm	Poster Presentation Q&A
12:30 pm - 1:20 pm	Buffet Lunch
1:30 pm - 2:10 pm	Concurrent Session 8
2:30 pm - 2:50 pm	Concurrent Session 9
3:00 pm - 3:20 pm	Concurrent Session 10
3:40 pm - 4:30 pm	Concurrent Session 11
4:30 pm - 5:30 pm	Networking Session - Brickstones
Dinner and Evening on Your Own	

## Saturday, January 7, 2023

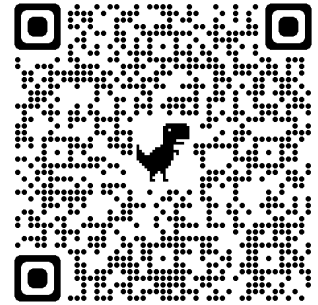
7:30 am	Registration Opens
7:30 am - 8:30 am	Breakfast
8:30 am - 9:00 am	Roundtable Discussions
9:10 am - 10:30 am	Plenary Presentation: Todd Zakrajse



# SESSION EVALUATIONS



# SESSION EVALUATIONS



<https://forms.gle/aSswqVwDXNAAjyJt6>

Thank you, in advance, for providing valuable feedback to the presenters. Please use this QR Code to complete a brief online evaluation of each session you attend. Note, you will be asked for the Session ID number and/or session title on the form.

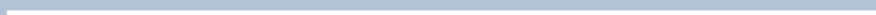
Following the conference, each presenter will receive their results from the anonymous evaluations submitted for their specific session.

Your comments will be immediately utilized to improve personal and professional pedagogy for future presentations. Presenters are able to include this feedback in promotion and tenure materials. New graduates, post-docs, or those moving from industry to higher education are able to include the feedback summary during their application process. ITLC Lilly Conferences encourages participants to provide this feedback at our conference series, making this community by far one of the most collaborative, encouraging, and supportive in higher education today.

THANK YOU FOR PROVIDING FEEDBACK TO YOUR PEERS



# PLENARY PRESENTATIONS



January 5, 2023  
Plenary 1: Bonni Stachowiak

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2:00 pm – 3:00 pm



Great Rooms 4 & 5

***Unlocking Our Imagination: Fostering Student Learning Through Curiosity + Wonder***

**Key Statement:** This talk explores how educators are extending their imagination and heightening student learning. Evidence-based approaches and examples from multiple disciplines are shared.

**Keywords:** Imagination, curiosity, wonder

When it comes to pedagogy, our sometimes-limited imagination can hinder our attempts to facilitate learning and engage students. This talk will explore how creative educators from around the world are igniting their creativity and heightening student learning. Approaches drawn from cognitive psychology, will be discussed. Finally, the importance of our collective care and empathy will be stressed. Bonni has produced over 440 episodes of the Teaching in Higher Ed podcast and takes inspiration from the world-class educators she has had the honor of speaking to weekly over the past nine years.

*Outcomes:*

1. Explore the ways curiosity and wonder heighten learning.
2. Identify three approaches to use to ignite students' curiosity
3. Discuss ways to extend our collective imagination

January 7, 2023

Plenary 2:

9:10 am - 10:30 am



Great Room 1

### **Quick and Easy Strategies Faculty Can Use to Improve Student Learning**

**Key Statement:** This session is focused on evidence-based strategies to improve student learning that require little effort to employ and may be immediately put into practice.

**Keywords:** Teaching Strategies, Inclusion, Learning

Research in educational and cognitive psychology demonstrates that when it comes to student learning, how we teach is often just as important as what we teach. Although not anyone's goal, it is possible to teach in ways that make learning difficult. The good news is that it is also possible to teach in ways that make learning easier. In this session, we will look at evidence-based strategies to improve student learning. The best part is that the strategies presented will require little to no effort to employ, may be immediately put into practice, and hold the potential to effectively improve student learning in every course, regardless of discipline.

#### *Outcomes:*

1. Identify one desired outcome for students that is not currently being realized to the extent desired.
2. Describe three elements that are important for learning to occur.
3. Create an assessment strategy to determine whether a newly implemented strategy to help students to learn is effective.



# THURSDAY

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Daily Schedule  
for  
**Thursday, January 5, 2023**

**11:30 am – 5:00 pm Conference Registration Desk in Open (Hub)**

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1:30 pm – 2:00 pm Great Rooms 4 & 5  
Welcome! Opening Comments and Message From the Conference Director

**Presented by:**

*Todd Zakrajsek, Conference Director  
The University of North Carolina at Chapel Hill*

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2:00 pm – 3:00 pm Great Rooms 4 & 5  
Plenary 1  
Bonni Stachowiak,  
Vanguard University

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3:20 pm – 4:00 pm  
Concurrent Session 1

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4:20 pm – 4:40 pm  
Concurrent Session 2

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4:50 pm – 5:30 pm  
Concurrent Session 3

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5:40pm – 6:30pm Meet & Greet Reception – Gallery  
Dinner and Evening on Your Own!

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Concurrent Session 1

3:20 pm - 4:00 pm

1a) Great Room 1

**Designing Instruction for Equity, Justice, and Inclusion**

***Presented by:***

*Tinukwa Boulder, University of Pittsburgh*

**Key Statement:** In this session, we will explore a shared understanding of design justice principles and how we apply them to our instructional and design activities.

**Keywords:** Critical instructional design, Design justice, Equity, and Inclusion

**Subtheme:** DEI

This session will include an exploration and discussion of shifts in instructional design (ID) toward critical ID praxis. We explore our understanding of Sasha Costanza-Chock's collaborative design justice principles by grappling with these critical questions: How do we center students and learning meaningfully in the ID process? "How do we reclaim the relational, communal, intimate side of teaching when glass and pixels and apps stand between?" (Morris, 2017, p. 1). In this session, we discuss and share how we design and develop content and instruction for justice and equity considerations.

*Outcomes:*

1. What is our shared understanding of design justice principles?
2. How do we enact design justice principles in our design activities?
3. What are the notable shifts in instructional design toward critical pedagogical praxis?

1b) GreatRoom 2

**Multimodal Formative Assessments: Harnessing Student Creativity for Deeper Learning**

***Presented by:***

*Jessica Masterson, Washington State University*

*Jamie Rollerson, Washington State University*

*Annabelle Jean Petty, Washington State University*

*Thomas Duncan, Washington State University*

**Key Statement:** A key role of educators is accurately assessing student learning as it occurs. These formative assessments can be improved through the utilization of multimodal techniques.

**Keywords:** Formative Assessment, Multimodal Learning, Teaching for Equity

**Subtheme:** Instructional Methods

Much research has pointed to the vast importance of formative assessments, those low-stakes “snapshots” of learning-in-progress, far above summative assessments that offer little opportunity for students to learn from misapprehensions. In this session, a teacher educator and three of her undergraduate students will present on how a unique approach to formative assessment within their shared course, one that encouraged multimodal engagement with the course content, sparked the creation of a weekly podcast produced, edited, and hosted entirely by the students. This formative assessment approach has important implications for equitably reaching and teaching minoritized and first-generation college students.

*Outcomes:*

1. Distinguish among formative and summative assessments.
2. Explain how and why formative assessment is an especially powerful tool to drive student learning.
3. Adapt presented materials and approaches within their own courses and content areas.

1c) Shutters East 1

### **Do Videos Make a Difference in an Asynchronous Online Course?**

***Presented by:***

*John Griffith, Embry-Riddle Aeronautical University – Worldwide Campus*

*Emily Faulconer, Embry-Riddle Aeronautical University – Worldwide Campus*

**Key Statement:** Do embedded videos decrease the need for student tutoring? Key takeaways from an examination of an online STEM course.

**Keywords:** STEM Online Learning, Videos, Tutoring, Scaffolding

**Subtheme:** Course Curriculum (Re)Design

Data were examined for an introductory college statistics course comparing results pre- and post-implementation of videos in support of discussions, assignments, homework, quizzes, and exams. Frequency of external tutoring was significantly reduced (40%) for the

course sections that included embedded videos. In this study, videos reduced the amount of extraneous cognitive load experienced by students since using tutoring resources external to the course requires additional time and effort on the part of students and tutors. A significant majority of students agreed or strongly agreed that the videos helped them understand course concepts and how to perform course calculations.

*Outcomes:*

1. Describe why it is important for asynchronous learners to see demonstrations of course concepts via video.
2. Discuss the differences between concept and “how to” step-by-step videos.
3. Discuss where to place videos in your course.

1d) Shutters East 2

## **Promoting Student Learning Through Test Retakes**

***Presented by:***

*Dan Wolczuk, University of Waterloo*

**Key Statement:** Offering test retakes can improve student learning and metacognition while decreasing test anxiety. In this session, we will discuss many ways of implementing test retakes.

**Keywords:** Assessment, Feedback, Test retakes

**Subtheme:** Assessment (Formative/Summative) Student Feedback

It is reported that the majority of students do not use the feedback provided on tests to improve their learning (Ambrose et al., 2010). One strategy that can encourage students to learn from their mistakes is test retakes. These have been shown to improve student learning (Abraham, 2000) and metacognition (Badawy et al., 2016) while reducing test anxiety (Juhler et al., 1998). In this interactive session, we will discuss various implementations of test retakes including how I used these to maintain academic integrity in an online course.

*Outcomes:*

1. Explain how test retakes improve student learning and metacognition.
2. Describe the advantages and disadvantages of various implementations of test retakes.
3. Create their own variation of test retakes to match their desired learning outcomes.

## **The Missing Ingredient: Creating Transparent Assignments Using the TILT Framework**

***Presented by:***

*Jeremiah E. Shipp, Winston-Salem State University*

**Key Statement:** Transparent assignments reduce student anxiety and frequent questions. When assignments include three important ingredients, student retention improves. Instead of trashing the assignment, TILT instead!

**Keywords:** Transparency, Assessment, Retention

**Subtheme:** Assessment

Have you experienced the frustration of reviewing student submissions that do not align with your expectations? When the quality of students' work diminishes, the Transparency in Learning and Teaching (TILT) Framework can help revitalize your assignments. A transparent assignment includes three essential elements – purpose, task, and criteria for success. When students are aware of each element before they begin an assignment, a reduction in frequently asked questions occurs, the utility value increases, and students develop transferable skills for future employers. By identifying the missing ingredients in your courses, you can develop assignments that are relevant and memorable for students.

*Outcomes:*

1. Describe the Transparency in Learning and Teaching (TILT) Framework.
2. Evaluate a course assignment to assess the level of transparency.
3. Revise a course assignment that reflects the Transparency Framework.

## **Teaching Students to Think about Thinking & Learn about Learning**

***Presented by:***

*Michelle Rossi, University of California, Davis*

**Key Statement:** Strategies from cognitive science can be applied to our teaching and students' learning to address inequities. Join us to explore, discuss, and reflect.

**Keywords:** Cognitive Science, Metacognitive Practices, Active Engagement

**Subtheme:** Fostering Student Practice: e.g., Interleaving, Retrieval Strategies

Teaching students how to learn and integrating metacognitive strategies into classrooms are ways educators can begin to address the inequities that persist in higher education. In this session, we will explore strategies rooted in cognitive science that can advance an inclusive and equitable agenda in two ways: 1) designing courses that implement learner-centered metacognitive principles and 2) teaching our students "how to learn" and "think about their thinking" to self-regulate. We will share examples within each of these areas, and through reflection and discussion, participants will identify ways to apply these principles to their own teaching or coaching contexts.

*Outcomes:*

1. Critically examine the relationship between fostering student practice, learning, and teaching.
2. Explore active engagement strategies rooted in the learning sciences.
3. Reflect on their current teaching practices and identify ways to integrate more metacognitive strategies.

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Concurrent Session 2

4:00 pm – 4:20 pm

2a) Great Room 1

**Using Social Annotation Programs to Support Student Engagement and Learning**

***Presented by:***

*Timothy M. Ottusch, University of Arizona*

**Key Statement:** Using social annotation programs with course readings can support student engagement and learning. Come see how they have been used in various course modalities!

**Keywords:** Course Readings, Active Learning, Student Engagement

**Subtheme:** Technology in the Classroom

Getting students to read and engaging with the materials in a meaningful way has been a longstanding issue in higher education. One way to support student reading and their active engagement in courses is the use of social annotation programs. In this

presentation I will summarize these programs and how they can be used. I will use data I collected from four courses, including a F2F undergraduate, F2F graduate, hybrid/flipped, and asynchronous online class on student's perspectives of the use of such programs on their engagement and learning. Students report engaging more with the readings and learning more from it.

*Outcomes:*

1. Understand what social annotation programs are and how they can be used in college classes
2. Understand student perceptions of the use of the programs in varying types of college courses
3. Construct ideas on how attendees may use these programs in their own courses.

2b) Great Room 2

### **Edibles and Edification: The Evolution of a Lunch Hour Series**

***Presented by:***

*Marc Napolitano, United States Air Force Academy*

**Key Statement:** The expansion of our faculty lunch-hour discussion series has resulted in a stronger sense of inter/trans-disciplinarity at the Academy. We will share the program's evolution!

**Keywords:** Faculty Discussions, Interdisciplinarity, Lunch Hour

**Subtheme:** Resiliency, Self-Care, Mindfulness

The USAFA Teaching café program started out as a lunch-hour session during which a faculty member would lead a discussion of a topic of interest. We refined the program to include two different faculty members leading discussions at two different tables on two separate topics. However, the most recent version of the program – and the one that has proven most successful – involves pairing up two faculty from two completely different departments and having them speak on the same topic from their unique points of view. Attendance has gone up, and the program has become more engrained in the culture.

*Outcomes:*

1. Consider how to incentivize faculty participation in a lunch-hour program (including when it is not possible to provide lunch for participants).

2. Explain the benefits of interdisciplinary collaboration in facilitating discussions during faculty brown-bags.
3. Describe how a program can evolve based on small adjustments made over several different academic terms or school years.

2c) Shutters East 1

## **COIL Virtual Exchange: Developing Student Understanding of Multiple Perspectives**

***Presented by:***

*Mickey Marsee, Chandler-Gilbert Community College*

**Key Statement:** This session demonstrates Collaborative Online International Learning (COIL) virtual exchange as an innovative teaching strategy to increase student addressing multiple perspectives in written communications.

**Keywords:** COIL Virtual Exchange, Collaboration, Global Engagement

**Subtheme:** Experiential Learning: e.g., storytelling, narratives, experiments, service learning

Current research posits that post-pandemic higher education needs to continue to build upon current online learning experiences; one such strategy is Collaborative Online International Learning (COIL) virtual exchanges. COIL offers experiential learning that includes global engagement, local problem-solving, and increased awareness multiplicity of perspectives. Pulling from the literature and original research, the facilitator will share how COIL offers students an international experience from home while engaging with students from another country in collaborative writing projects that ask them to consider multiple points of view on emerging controversial issues and the needs of diverse audiences in the writing process.

***Outcomes:***

1. Form tangible ideas for integrating COIL exchange in a writing classroom.
2. Conceptualize student-centered learning activities in telecollaborative exchanges for writing course student learning outcomes.
3. Receive information on how to identify and design COIL virtual exchange opportunities.

## **Success Stool: A Simple Framework for Continually Improving Teaching**

*Presented by:*

*Brandon Sheridan, Elon University*

**Key Statement:** I introduce a customizable, easy-to-use, three-pronged framework to help any instructor continually improve and incorporate more evidence-based strategies into their courses.

**Keywords:** Reflection, Accountability, Data

**Subtheme:** Instructional Skills: e.g., developing syllabus, presenting, facilitating discussions, class culture

Educators often leave conferences and workshops energized to modify their courses, but then lose momentum once the semester begins in earnest. To address this, I introduce a customizable, easy-to-use, and relatively low time-cost framework to help any instructor continually improve and incorporate more evidence-based learning strategies into their courses. The framework consists of three mutually reinforcing parts, which I refer to as a success stool: a semester plan, a weekly self-reflection, and an accountability partner. Importantly, I also discuss ways to collect and include objective data on teaching as part of reflective practice.

*Outcomes:*

1. Participants will develop tools to examine and critique their own teaching practice and formulate ways to improve.
2. Participants will learn how to collect data from their classroom and apply insights from these data to their own teaching practice.
3. Participants will be able to plan their own course in a sustainable manner.

## **Measuring Engagement Via Students Teaching Students in Social Science Classes**

*Presented by:*

*Andy Reynolds, Malone University*

*Ethan Engelhardt, Asbury University*

**Key Statement:** Student engagement is among the most exciting and impactful experiences for educators in higher education. Learn how to creatively increase engagement while also increasing commitment to and enjoyment of the course.

**Keywords:** Student Engagement, Student Participation, Leadership

**Subtheme:** Instructional Methods: e.g., case studies, simulations, inquiry cooperative learning, collaborative learning

How do instructors increase student engagement and offer students opportunities to take ownership of their learning? This session will explore methods and findings from a multi-university study of undergraduate social science students, by using the Seek-Appraise-Lead model for connecting to and with the curriculum to increase engagement and enjoyment in the course. Initial findings highlight the new ways in which the Students-Teaching-Students model was found to be effective in increasing engagement, enjoyment, and even the student's desire to see the pedagogical model repeated in other courses. Add another tool to better prepare your students.

*Outcomes:*

1. Attendees will learn about the Students-Teaching-Students (STS) and the Seek-Appraise-Lead models for teaching.
2. Attendees will be able to describe how STS might impact student course engagement and enjoyment of the course.
3. Attendees will leave the session informed of new ways of applying the STS method and the Seek-Appraise-Lead model in their classrooms.

2f) Shutters West 2

## **Professionalism. Competence. Excellence: The Keys to Student-Centered Professional Growth**

*Presented by:*

*Robyn Sears, Midwestern University*

*Gretchen Post, Midwestern University*

*Deb Black, Midwestern University*

**Key Statement:** This discussion will focus on increasing student professionalism, confidence, and competence as they progress through their chosen educational curriculum in an evolving social environment.

**Keywords:** Professionalism, Self-Reflection, Feedback

**Subtheme:** Classroom/Community Culture

A review of literature shows a correlation between professionalism in students in both undergraduate and graduate education and their future professionalism; thus, it is imperative to encourage and promote behaviors expected in graduates who will go on to hold professional positions.

Providing guidance to students can be challenging and may be facilitated through alternative approaches to include both self and peer reflection. Discussion will include suggested practices to increase student professionalism through active practice, consistent and timely provision of professionalism expectations, student engagement in professional evaluation and early faculty intervention and feedback.

*Outcomes:*

1. Identify expected professional behaviors and competencies in students.
2. Understand the correlation between unprofessional behavior during undergraduate and graduate education and in future employment settings.
3. Formulate potential solutions to student professionalism issues through reflective processes and faculty guidance.

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Concurrent Session 3

4:50 pm – 5:30 pm

3a) Great Room 1

**Development and Implementation of a New Curriculum: Vision to Outcomes*****Presented by:***

*Thomas G. Porrazzo, Alvernia University*

*Dolores Bertoti, Alvernia University*

*Karen S. Thacker, Alvernia University*

**Key Statement:** This presentation will describe the intentional design, evolution, and outcomes of a new curriculum which meets demand for curriculum flexibility, interdisciplinary collaboration, and employer needs.

**Keywords:** Curriculum Flexibility, Retention Enhancement, Program Outcomes

**Subtheme:** Course/Curriculum (Re)Design

This presentation will describe the visioning process, intentional design, evolution, and outcomes of a new curriculum: HealthCare Science. One of the internal realities of a small private university includes supporting unique subgroups of students with a variety of needs and goals. Faculty from various disciplines collaborated to design a curriculum that was student goal-centered and met variant needs. Driving forces to create a multi-pathway curriculum included student retention, curricular flexibility, interdisciplinary collaboration, and employer needs. Post-graduation outcomes include employment analysis and graduate education enrollment.

*Outcomes:*

1. Describe curricular vision and design process that took advantage of interdisciplinary faculty expertise to meet the needs of unique subgroups of simulation students.
2. Demonstrate how faculty utilize assessment and employer realities to inform ongoing curriculum revision.
3. Review 10 years of student and program outcome data for the purpose of continuous quality improvement.

3b) Great Room 2

### **Efficacy and Decisional Balance, Guiding the Use of Effective Learning**

*Presented by:*

*Zach Young, Utah Valley University*

*Anton Tolman, Utah Valley University*

**Key Statement:** Seeking academic success, how self-efficacy and external constraints can influence the decision to grow study strategies, and how that decision may change over time.

**Keywords:** Transtheoretical Model of Change, Effective Learning Strategies, Metacognition

**Subtheme:** Experiential Learning: e.g., storytelling, narratives, experiments, service-learning

Many college students have been shown to use learning strategies that are not effective for learning. Our study investigates decisional balance and efficacy of students that drive decisions to utilize effective learning strategies. Self-reported scores will be contrasted and compared with the different stages of the Transtheoretical Model of Change as it pertains to learning. Results could suggest new avenues or alterations to curricula that may assist students' overall academic success and encourage further participation in higher education. This study is built upon the previous work of Dr. Anton Tolman and his Learning Strategy Self-Assessment

*Outcomes:*

1. Explain how the stages of change of the Transtheoretical model (TTM) reflect students' academic attitudes toward the use of effective learning strategies.
2. Give examples of how decisional balance and self-efficacy influence a student's readiness to change how they learn.
3. Apply basic principles of the TTM, decisional balance, and self-efficacy to a specific class or curricula.

3c) Shutters East 1

## **Active Learning and Occupational Therapy Theory: A Course Redesign**

***Presented by:***

*Mackenzie Feldhacker, University of South Dakota*

**Key Statement:** This presentation will discuss a study assessing course redesign effectiveness and use of active learning principles in a graduate-level, occupational therapy theory course.

**Keywords:** Course Redesign, Active Learning, Occupational Therapy Theory

**Subtheme:** Course/Curriculum (Re)Design

This mixed methods study found redesigning a course using andragogical, learner-centered, and active learning principles was effective in improving students' ability to understand and apply theory in a real-world context. The effects of the redesign were measured by comparing pretest/post-test surveys and end-of-semester course and instructor evaluations. Structuring coursework around active learning principles could improve student learning across all academic disciplines, particularly with difficult-to-understand concepts such as theory. This session will provide an overview of the

study and allow participants to brainstorm and collaborate on ways to implement active learning strategies in their courses to improve student learning.

*Outcomes:*

1. Describe the effectiveness of active and learner-centered principles for teaching occupational therapy theory.
2. Develop strategies to implement effective active and learner-centered approaches for teaching in similar courses through a concept mapping activity.
3. Deepen understanding of the use of active and learner-centered strategies through collaboration and discussion-based activities.

3d) Shutters East 2

### **“Lost in the Sahara”: An Experiential Activity to Teach Decision-Making**

***Presented by:***

*Ranjan George, Fresno Pacific University*

**Key Statement:** This proposal is a presentation of an experiential activity to engage students to appreciate the concept of decision-making.

**Keywords:** Experiential Learning, Decision-Making, Pedagogy

**Subtheme:** Experiential Learning: e.g., storytelling, narratives, experiments, service learning

Decision-making is an important topic of discussion in the business curriculum. The teaching and learning of this concept can be enriched using experiential learning games. This proposal involves the demonstration of a classroom activity referred to as “Lost in the Sahara Desert.”. This fun-filled activity/game takes 25-30 minutes of class time and 15-20 minutes of discussion time enabling students to gain a greater appreciation of the application and significance of decision-making. In addition, the activity adds relevance and meaning towards the practical application of the concept in real-world organizational settings.

*Outcomes:*

1. Appreciate how undergraduate business students value experiential learning as an alternative to reading and rote learning of the concept of decision-making.
2. Synthesize the study of concept and theory relating to decision-making using the experiential learning methodology.

3. Gain insights to enable students to achieve a higher learning experience of decision-making.

3e) Shutters West 1

### **The Pedagogical Lab: A Comprehensive Training Program for Adjunct Faculty**

*Presented by:*

*Roya Heydari, Columbia University*

*Zachary Kornhauser, Columbia University*

**Key Statement:** To enhance instructional effectiveness across a large institution, a 10-week pedagogical development pilot program was successfully designed and implemented with a highly diverse faculty.

**Keywords:** Comprehensive Faculty Training Program, Professional Development Certificate Program, Assessment and Program Evaluation

**Subtheme:** Assessment (formative/summative/program)

The Pedagogical Lab was created to enhance the instructional effectiveness of faculty across a large diverse institution. Over the course of 10 weeks, faculty members participated in a mixed-modality experience designed to support their instructional proficiency along areas essential to effective teaching, including student engagement, lesson planning, inclusivity, and assessment. An evaluation of the Lab indicated that the experience was overwhelmingly positive for participants and led to transformative professional development. In this session, the presenters will discuss the experience of creating a large-scale professional development program and considerations for implementing a similar initiative in other settings.

*Outcomes:*

1. Develop an extensive professional development experience for faculty of varying disciplines along areas essential to effective instruction.
2. Effectively facilitate and guide faculty through a professional development program to maximize participants' learning experience.
3. Evaluate the efficacy of the program with a particular focus on identifying considerations for scaling the initiative across the institution.

## **Reading Strategies for Graduate Student Success**

### ***Presented by:***

*Erin Schwier, University of St. Augustine for Health Sciences*

*Brooke Nelson, University of St. Augustine for Health Sciences*

**Key Statement:** A workshop designed to teach graduate students effective academic reading strategies and address the challenges with engaging in the preparatory reading for classes

**Keywords:** Reading Strategies, Generational Learning, Graduate Success

**Subtheme:** Fostering Student Practice: e.g., interleaving, retrieval strategies

Preparatory course reading has posed a challenge for faculty and students. Faculty complain that the students don't do the reading for class and students don't believe it is important or helpful to their learning. Students report feeling overwhelmed, and do not know how to navigate large textbooks. We developed an academic reading workshop to introduce strategies that students can use to improve their reading comprehension and efficiency. Additionally, faculty are coached on thoughtfully developing preparatory reading assignments that better reflect the course learning outcomes. Initial outcomes demonstrate improved class participation and engagement in preparatory activities.

### ***Outcomes:***

1. Discuss challenges related to students engaging in preparatory work.
  2. Design more effective preparatory expectations.
  3. Summarize the outcomes of a workshop designed to teach effective reading strategies implemented at one graduate program.
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Meet & Greet Reception – Brickstones

5:40 pm – 6:30 pm

Dinner and Evening on Your Own!



# FRIDAY

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# Daily Schedule

## Friday, January 6, 2023

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**6:45 am – 4:50 pm**

**Conference Registration Desk in Open (Hub)**

7:00 am – 7:45 am

Breakfast

Great Rooms 4 & 5

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8:00 am – 8:40 am

Concurrent Session 4

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9:00 am – 9:20 am

Concurrent Session 5

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9:40 am – 10:20 am

Concurrent Session 6

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10:40 am – 11:20 am

Concurrent Session 7

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11:30 am – 12:30 pm

Poster Presentations

Great Rooms 4 & 5

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12:30 pm – 1:20 pm

Lunch

Great Rooms 4 & 5

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1:30 pm – 2:10 pm

Concurrent Session 8

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2:30 pm – 3:10 pm

Concurrent Session 9

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3:30 pm – 3:50 pm

Concurrent Session 10

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4:10 pm – 4:50 pm

Concurrent Session 11

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5:00 pm – 6:00 pm

Networking in Brickstone

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Dinner and Evening on Your Own!

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## Concurrent Session 4

8:00 am – 8:40 am

4a) Great Room 1

### **Communities of Practice as Levers for Collaborative Instructional Change**

#### ***Presented by:***

*Paula Jakopovic, University of Nebraska at Omaha*

*Kelly Gomez Johnson, University of Nebraska at Omaha*

**Key Statement:** This presentation will highlight communities of practice as a means for supporting faculty as they seek to redesign courses with equitable, research-informed practices.

**Keywords:** Communities of Practice, Instructional Change, Inquiry

**Subtheme:** Course/Curriculum (Re)Design

Mathematics courses are often “gatekeeper courses” in higher education. Active learning has been shown to increase success for students, especially those historically underserved; however, traditional lecture-style teaching is still the predominant method of instruction in many college mathematics courses. In this session, we will share about a nationwide network of communities of practice (COPs) supporting faculty in re-framing their mindset, curriculum, and practice in college mathematics. We will share qualitative and quantitative data detailing the value participants and leaders gained from the network. Attendees will discuss potential implications or applications for designing COPs focused on effective and equitable instruction.

#### ***Outcomes:***

1. Identify the potential benefits of communities of practice in supporting faculty course redesign within and across institutions.
2. Examine a case study of a network of regional communities of practice focused on undergraduate mathematics course redesign.
3. Discuss how the network or community of practice design might be translated in their different settings outside of mathematics.

## **Boosting Student Success in Undergraduate Research by Improving Faculty Mentoring**

*Presented by:*

*Anton Tolman, Utah Valley University*

*Benjamin Johnson, Utah Valley University*

**Key Statement:** Undergraduate research can significantly improve student learning and success, but faculty often lack training in effective mentoring of students. This section demonstrates a possible solution.

**Keywords:** Undergraduate Research, HIPs, Faculty Mentoring

**Subtheme:** Instructional Methods: e.g., case studies, simulations, inquiry cooperative learning, collaborative learning

Undergraduate research is a high-impact practice for a reason: it promotes metacognition, deepens student learning, and enhances student success, especially for underrepresented students. However, faculty often lack training in how to effectively mentor students. A semi-autonomous faculty organization at a university has successfully maintained a faculty development mentoring program and other activities to support undergraduate research and creative work for seven years. This session will describe the organization of the Mentoring Undergraduate Research Academy program and explain key lessons and challenges that may be useful for other institutions seeking to enhance the effectiveness of faculty mentoring of students.

*Outcomes:*

1. Participants will be able to explain the linkages between metacognition, undergraduate research, and student success.
2. Participants will define the key lessons and challenges found at the university in the history of the faculty organization.
3. Participants will apply the lessons and challenges from the university in considering how to apply or implement a similar program at their own institution.

## **Decolonized Grading**

### ***Presented by:***

*Patricia Kostouros, Mount Royal University*

**Key Statement:** As an attempt to decolonize the grading process, assignments have a student-as-partner flavor which changes the class dynamic and teacher privilege.

**Keywords:** Grading, Decolonizing, Student Partners

**Subtheme:** Grading/Providing Feedback to Students

As postsecondary campuses move toward reconciliation, more faculty are becoming aware of the colonization of the higher education system (Cote-Meek, 2014). Settlers are asked to begin the process of dismantling systems such as justice, health care, and education. Those of us with settler history have an opportunity and an obligation to walk alongside Indigenous colleagues and find ways in our own classes to move in the direction of decolonizing so that we might also make space for the Indigenization of our curriculum. Efforts can be made to change teacher privilege and work with students as partners in their education.

### *Outcomes:*

1. Gain awareness of ways to change assignments with students in mind.
2. Recognize the importance of decolonizing.
3. Enjoy grading.

## **Ungrading: A Cautionary Tale**

### ***Presented by:***

*Kathy Dixon, Arizona State University*

**Key Statement:** Ungrading is a hot topic in student assessment. Can ungrading or self-assessment grading work in a large, online, undergraduate course? Come explore one instructor's experience.

**Keywords:** Grading, Self-Assessment, Online Learning

**Subtheme:** Grading/Providing Feedback to Students

Faculty members often lament that students are only interested in grades and not learning. In this session, we will discuss the impact of using a self-assessment grading

method in a large, online, undergraduate course. Students were given feedback and assessment but no grades on submitted assignments. They were asked to self-assess weekly and to assign their own grade at the end of the semester. The pitfalls and joys of this experience from the students and the instructors will be shared.

*Outcomes:*

1. Describe the rationale for non-traditional grading methods.
2. Identify alternative grading systems.
3. Discuss the advantages and disadvantages of self-assessment grading.

4e) Shutters West 1

### **The Importance of Timing, Purpose, and Delivery in Providing Feedback**

***Presented by:***

*Chris Wilcoxon, University of Nebraska Omaha*

*Jennifer Lemke, University of Nebraska Omaha*

*Jeni Langfeldt, University of Nebraska Omaha*

**Key Statement:** Do you have students who don't apply feedback provided? By focusing on timing, delivery, and purpose, faculty can strengthen feedback, deepen student understanding, and increase application.

**Keywords:** Feedback, Peer Feedback, Self-Reflection

**Subtheme:** Grading/Providing Feedback to Students

Do you have students who don't apply feedback provided? Do you ever wonder if they even looked at the feedback you provided? What students see as feedback might have a role in why they don't always apply it. Strengthening students' feedback literacy can help students better understand the connection between feedback and practice. Current feedback structures can inhibit a student's ability to make meaning from the information and move learning forward. By focusing on timing, delivery, and purpose, faculty can strengthen feedback, deepen student understanding, and increase application.

*Outcomes:*

Be able to answer

1. Do the receivers of the feedback understand the purpose?
2. What is the timing of the delivery?
3. Does the delivery clarify the content and support reflection?

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Concurrent Session 5

9:00 am – 9:20 am

5a) Great Room 1

**Beyond Belonging: Strategies to Communicate to Students That They Matter**

*Presented by:*

*Jeni Dulek, Pacific University*

*Michelle Gorenberg, Widener University*

**Key Statement:** This presentation offers practical strategies for any course to foster community and communicate to students that they matter to you and those around them.

**Keywords:** Inclusion, Classroom Community, Belonging/Mattering

**Subtheme:** Classroom Community/Culture

Mattering involves feeling significant to others and the sense of being an essential and appreciated part of a community (Flett et al., 2019). Mattering has been associated with psychological well-being and health as well as student engagement, academic performance, and retention (Flett et al., 2019; Pascale, 2018). This presentation will discuss the integral role of belonging/mattering in learning and the importance of communicating to students that they matter early and often in a course. Practical strategies to foster community and communicate to students that they matter will be offered along with resources for implementing these in higher education classrooms.

*Outcomes:*

1. Describe the role that student belonging/mattering plays in learning.
2. Explain the benefits of providing interventions to foster belonging/mattering early and often in a course.
3. Identify strategies that can be used in any course to communicate to students that they matter.

## **Overcoming Barriers to Learning: Getting Students to Do the Reading**

*Presented by:*

*Elizabeth Holbrook, Point Loma Nazarene University*

**Key Statement:** Adding structure through guided reading questions helped students overcome barriers to learning, increasing their metacognition, and positively impacting their learning experience.

**Keywords:** Inclusive Pedagogy, Improving Student Metacognition, Homework Structure

**Subtheme:** Instructional Methods: e.g., case studies, simulations, inquiry cooperative learning, collaborative learning

Students enter higher education from different backgrounds, and many face barriers to learning that must be overcome to be successful in a university setting. Many professors struggle to get students to do required reading, show up to class prepared, and take responsibility for their learning. In an accounting course, adding structure, a strategy taken from inclusive pedagogy, was found to positively impact student metacognition and students' learning experience. Students were given reading questions to complete as a pre-class assignment. Additionally, class sessions were structured with adequate time for students to reflect on their learning. Both interventions yielded positive results.

*Outcomes:*

1. Articulate barriers to learning that exist in their classes.
2. Adjust their courses by adding structure to reading assignments to improve student metacognition and overcome barriers to learning.
3. Identify ways to add structure into class time to facilitate student reflection and metacognition, giving all students an equal opportunity to excel.

## **Increasing Understanding of Well-Being Through Community, Storytelling, and Practice**

*Presented by:*

*Kristin Lindsay Danhoff, Metropolitan State University of Denver*

*Ann Obermann, Metropolitan State University of Denver*

**Key Statement:** Self-care in professional health programs is encouraged, not emphasized. New approaches will help turn compassion for others into momentum for our own well-being. Join us!

**Keywords:** Self-Care, Well-Being, Community

**Subtheme:** Resiliency, Self-Care, Mindfulness

Professional educational programs increase access to well-being for students by teaching personal and collective well-being. This presentation will discuss the creation, implementation, and evaluation of the course, Being Well in a Profession of Well-Being. Our relationships with stress, stress origins, and acknowledgment of our whole selves were explored through storytelling and healing justice framework, creating a trusting and empowering classroom community. Discussions on personal and collective trauma encouraged healing practices that supported individual and collective transformation. Come learn about how to apply what we learned for your program and students.

*Outcomes:*

1. Recognize healing justice as a framework for teaching about well-being.
2. Explain the use of storytelling in education for knowledge and practice of well-being.
3. Identify the transformation of students' understanding of well-being through storytelling and community.

5d) Shutters East 2

## **Effective Coalitions in Redesigning Teacher Education**

***Presented by:***

*Carolyn Casale, Henry Ford College*

*Sherry Clippert-Devogel, Henry Ford College*

**Key Statement:** This action research study documents the development of partnerships between academic advisors and faculty administrators in the redesign of a Pre-Elementary Associate program.

**Keywords:** Academic Advisement, Faculty Partnerships, Effective Coalitions

**Subtheme:** Course/Curriculum (Re)Design

This action research study documents the development of partnerships between academic advisors and faculty administrators in the redesign of a Pre-Elementary Associate degree program. Students in Pre-Elementary Education seek to become teachers, as such they must transfer into a bachelor's degree program. An effective way to improve their success

to become a teacher is ensuring that their degree transfers. This study explores the process to redesign a Pre-Elementary Associate degree program grounded in a partnership between academic advisors and faculty administration. The intention was to create a 2+2 program that transfers to neighboring universities.

*Outcomes:*

1. Understand the value of academic advising and faculty collaboration while restructuring a Pre-Elementary degree program.
2. Provide examples of success through modeling partnership components.
3. Discuss challenges and application of main concepts.

5e) Shutters West 1

### **Mentor Behaviors That Lead to Successful Mentee Experiences**

***Presented by:***

*Sherri Anderson, Western Colorado University*

**Key Statement:** Mentors play a key role in the success of the beginning teachers. This session shares identified beneficial behaviors exhibited by mentors that helped their mentees learn and be successful during their beginning teacher training.

**Keywords:** Student Teaching, Mentoring, Induction

**Subtheme:** Instructional Methods

Mentors play a pivotal role in the success of the beginning teaching professional. Western Colorado University's (WCU) Education Department implemented a Mentor Teacher Endorsement, which provides a structured opportunity for mentors to learn about the practices of mentoring, collaborate and learn from each other, and be honored with a state endorsement for their work with beginning teaching professionals. WCU explored and identified mentor behaviors that led to successful mentee experiences. The purpose of this research identified the beneficial behaviors exhibited by the mentor that allowed the mentee to thrive, learn and be successful during their beginning teacher training.

*Outcomes:*

1. Identify four major areas that mentors can implement for successful student teaching experiences.
2. Implement strategies to develop the mentor/mentee relationship throughout the year.

3. Discover a repository of mentoring resources based on the four identified mentor behaviors.

5f) Shutters West 2

### **Reading About Writing: What It Takes to Write a Lot**

#### ***Presented by:***

Joe Ryan, Northeastern University

**Key Statement:** This session is targeted toward participants who struggle with motivation to write, or want to prioritize writing and increase output.

**Keywords:** Reading, Writing, Motivation

**Subtheme:** Instructional Skills: e.g., developing syllabus, presenting, facilitating discussions, class culture

With the help of Paul Silvia's (2007) *How to Write A Lot*, participants will dispel the myth that good writing is a gift inherited through genetics. Instead, they will see it as a skill everyone can learn. Participants will identify four "specious barriers" that prevent academics from writing consistently for either their university coursework or scholarly publishing. Through evidence from his own work, the presenter will demonstrate how prioritization, goal-setting, and monitoring progress not only increases output but improves writing quality, heightens motivation, and improves the likelihood of on-time completion.

#### ***Outcomes:***

1. Contrast the habits of writers who write little, with those who "write a lot."
  2. Identify strategies for writing consistently throughout the work week.
  3. Create an action plan for increasing writing output.
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## Concurrent Session 6

9:40 am – 10:20 am

6a) Great Room 1

### **Improving Outcomes for Students With ADHD**

*Presented by:*

*Mary Dixon, The University of Texas at San Antonio*

**Key Statement:** Just under 10% of kids 3-17 have been diagnosed with ADHD. As these students enter college, faculty need information, techniques, and tools to help them thrive in our classrooms and beyond. Walk away with ideas and free resources you can use today!

**Keywords:** ADHD, Disabilities, Equity

**Subtheme:** UDL, DEI

Current estimates show almost 10% of kids between 3 and 17 have received a diagnosis of ADHD. Many more will receive their first diagnosis after arriving on our campuses. As faculty, we need to look beyond basic accommodations to support this growing population. This includes developing strategies for assessments and assignments, working in groups, and lecturing. This workshop will help explain ADHD and related conditions, demonstrate successful strategies to help students thrive in your classroom, and offer free online resources to take back to your home institutions.

*Outcomes:*

1. Describe ADHD and related learning disabilities.
2. Demonstrate classroom strategies that benefit ADHD students while improving outcomes for the entire class.
3. Describe ways to adapt assessments and homework to help ADHD students succeed.

6b) Great Room 2

### **Relationship Between Basic Psychological Needs to Online Learning Among Undergraduates**

*Presented by:*

*Jed Locquiao, Minnesota State University*

**Key Statement:** As much as we need physical nutrients to function, we must meet basic psychological needs of autonomy, competency, and relatedness to flourish in human activity – including learning. This presentation shares the extent to which basic psychological needs manifest across different student backgrounds and relate to online learning.

**Keywords:** Online Learning, Basic Psychological Needs, Undergraduate Students

**Subtheme:** Online/Hybrid/Hyflex Instruction

Online coursework has grown and continues to grow in adoption across higher education institutions in the United States. But gaps remain in our empirical understanding of which and to what extent certain factors influence online learning. This study conducted multiple regression modeling on ~120 cases of undergraduate students to determine the extent that Basic Psychological Needs (BPNs) of autonomy, competency, and relatedness relate to online learning in terms of engagement and achievement. Results present initial empirical evidence that basic psychological needs relate to engagement and achievement in online college coursework.

*Outcomes:*

1. Identify and describe basic psychological needs and link to general life and learning outcomes.
2. Identify and describe basic psychological needs as they manifest across different student characteristics and how they relate to online learning in general.
3. Infer practices that support basic psychological needs in college coursework.

6c) Shutters East 1

**Leveraging Asynchronous Modules: Adaptable Instruction Using Existing Resources and Partners**

*Presented by:*

*Garrett Purchio, Cal Poly Humboldt University*

*Kimberly Stelter, Cal Poly Humboldt University*

*Tim Miller, Cal Poly Humboldt University*

**Key Statement:** Design online asynchronous learning experiences to provide scalable and flexible opportunities in your instruction and enhance your assessment.

**Keywords:** Asynchronous Instruction, Assessment, Online Learning

**Subtheme:** Online/Hybrid/Hyflex Instruction

The current learning environment requires instruction in multiple modalities to meet learner needs. Asynchronous learning modules create opportunities for both your learners and your instructional strategies. You may already have the tools and partners you need to create new learning experiences that allow you to scale up and meet your learning objectives. Learn how to strategically incorporate asynchronous instruction in a way that is scalable, flexible, and leverages your effort in designing these modules to effectively and efficiently reach more students while also integrating automated or individualized feedback assessment opportunities.

*Outcomes:*

1. Identify the value of asynchronous learning experiences in scaling up and expanding your instruction.
2. Identify assessment that meets your needs without taxing your resources.
3. Identify opportunities that asynchronous learning creates for your instruction.

6d) Shutters East 2

## **Co-Creating Participation Rubrics With First-Year English Composition Students**

***Presented by:***

*Emily Hoover, Nevada State College*

**Key Statement:** Faculty debate whether to grade participation. In my first-year composition courses, I co-create participation rubrics alongside students. They self-assess their participation at the semester's end.

**Keywords:** Participation Rubrics, Co-Creation, First-Year Composition

**Subtheme:** Grading/Providing Feedback to Students

Some faculty grade for participation to incentivize attending class and completing coursework, hoping that this percentage of a student's grade will promote learning while giving the instructor some input. Other faculty do not grade for participation because they recognize the barriers that contemporary college students, especially historically marginalized students, face, asserting that participation grades are arbitrary. My approach at Nevada State College involves co-creating participation rubrics with my first-year English

Composition students, so they feel empowered to take responsibility for coursework and attendance and be in the present moment during class sessions. They self-assess their participation at the semester's end.

*Outcomes:*

1. Clearly explain one's standards for appropriate participation in a course.
2. Explore Padlet as a learning tool, no matter the class modality.
3. Describe the value of co-creating participation rubrics with students.

6e) Shutters West 1

**Stories: The Ultimate Lecture Hack**

***Presented by:***

*Lynn Meade, University of Arkansas*

**Key Statement:** Stories are considered the "psychologically privileged" – easily remembered and retrieved. Stories make content "sticky," which inspires students to think about content beyond the classroom. This "hack" works for all subjects and is easy to apply.

**Keywords:** Lecture, Storytelling, Student Engagement

**Subtheme:** Instructional Methods: e.g., case studies, simulations, inquiry cooperative learning, collaborative learning

I will model how I use stories in lecture and highlight how to use stories for maximum effectiveness. Framework will be laid for "why" stories work. They are effortlessly stored; easily remembered; and when combined with class content, they are a powerful tool. Participants will work in groups to prepare their own content-driven stories using the principles from the session.

*Outcomes:*

1. Understand the reasons to use stories in the lecture and will be given a free book chapter on storytelling.
  2. Apply the methodology to create stories connected to course content.
  3. Experience the sticking power of story after hearing stories of their colleagues.
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## Concurrent Session 7

10:40 am – 11:20 am

7a) Great Room 1

### **Connection, Clarity, Focus: Building and Enjoying the “New Normal” Course**

*Presented by:*

*Becky Pearson, Central Washington University*

**Key Statement:** Teaching a new-to-you course? Rebooting one with new realities in mind?  
Five strategies to integrate for any class, any term

**Keywords:** Classroom Community, Engagement, Learning Focus

**Subtheme:** Classroom Community/Culture

More than ever, clarity and connection are key to supporting student success. Before the pandemic, “in the syllabus” may have sufficed, but relying on traditional signs of rigor now simply distances students and stymies faculty efforts to create engaged learning communities. Grounded in the literature, I share five methods faculty can adapt and use right away. We will revise a syllabus; draft a course newsletter; design a plan for “enhanced Complete/Incomplete” assignment grading; explain course goals with guiding questions; and consider two ways to support students to read. Bring a favorite (or challenging) course and come ready to work!

*Outcomes:*

1. Describe how to revise a course syllabus to emphasize readability, student relevance, and belonging.
2. Consider guiding questions to focus students on course goals.
3. Describe how to use simplified assignment grading to foster a growth mindset.

7b) Great Room 2

### **The Art of Moving From Summary to Synthesis**

*Presented by:*

*Justina Kwapy, Grand Canyon University*

**Key Statement:** Successful writing requires a synthesis of different subtopics to come to a greater understanding of the state of knowledge on a larger issue.

**Keywords:** Instructional Strategies, Best Practices, Assessment

**Subtheme:** Instructional Methods: e.g., case studies, simulations, inquiry cooperative learning, collaborative learning

When devising a literature review or essay, the writer must go beyond just summarizing the articles read and synthesize the literature to show how it all fits together. This is what we call synthesis. Literature requires a synthesis of different subtopics to come to a greater understanding of the state of knowledge on a larger issue. A literature review is not merely presenting a summary of each source but should be organized according to each subtopic discussed about the larger topic. Acquiring the knowledge of adequately writing a synthesis can significantly help students compose a sound literature review.

Outcomes:

1. Investigate the components of summary versus synthesis writing for college students.
2. Describe the steps of synthesis in writing.
3. Examine the approaches to synthesis through investigating themes, historical context, and methodology.

7c) Shutters East 1

## **Creating a Classroom Culture: Engaging With the Diverse Learning Environment**

**Presented by:**

*Karen Blaha, University of St. Francis*

*Joyce Kraus, University of St. Francis*

**Key Statement:** This session will explore practices that support a diverse, engaging, and equitable environment that supports the learning and social needs of higher education students.

**Keywords:** Diversity, Instructional Practices, Classroom Culture

**Subtheme:** Classroom Community/Culture

Learning in higher education is most effective with experts and novices who work together for a common product or goal, and are motivated to assist one another (CREDE, 2022). Learning environments where students are open to engaging in inquiry and discourse about diversity, equality, and racism are essential because for some this may be a first-time experience (Holtz-Deal & Hyde, 2004). Culturally responsive instructional practices validate students' background experiences and allow students to authentically connect with their

instructor and peers (Byrd, 2016). Faculty must understand the importance of their own intersectionality and design a classroom free from discrimination that includes discourse.

*Outcomes:*

1. Reflect on how our own cultural frame of reference might impact how we communicate and interact with our students.
2. Identify cultural and familial factors that contribute to our own intersectionality to enhance our understanding of students' intersectionality.
3. Explore instructional practices that engage multiple perspectives and intersectionalities and support an equitable learning environment.

7d) Shutters East 2

## **Engaging Students Through Compassionate Teaching**

*Presented by:*

*Tasha Galardi, Oregon State University*

**Key Statement:** This presentation will highlight the connection between compassionate teaching strategies and student engagement, explaining various ways to create a culture of care.

**Keywords:** Student engagement, Compassionate teaching, Student retention

**Subtheme:** Classroom Community/Culture

Keeping students engaged in college classes is a key to their success, especially for those from traditionally underserved populations. Research finds that student engagement is correlated to student achievement, and faculty who communicate a desire to both get to know their students and help them succeed facilitate engagement. While many teaching faculty genuinely care about their students, utilizing compassionate teaching strategies requires intentional effort. This presentation will highlight ways that instructors can create a culture of care in their classrooms and explain how these strategies can be adapted to best fit the content and modality of various types of courses.

*Outcomes:*

1. Explain how compassionate teaching strategies can increase student engagement.
2. Adapt the presenter's compassionate teaching strategies for their specific course content and teaching style.
3. Apply compassionate teaching strategies to their own instructional practice.

## **Technology-Enabled Active Learning in General Education**

***Presented by:***

*Emily Faulconer, Embry-Riddle Aeronautical University*

**Key Statement:** H5P promotes self-paced, self-directed active learning in online learning.

This session provides examples and reports student perspectives and tool usage behaviors.

**Keywords:** Self-Directed Learning, Active Learning, H5P

**Subtheme:** Interactive Instruction: e.g., jigsaw, debates, panels,

Technology tools can achieve active learning in asynchronous online courses. The H5P platform promotes self-paced, self-directed active learning through activities including branching scenarios, crosswords, flashcards, and interactive videos. This tool can provide formative feedback through features that allow provision of automatic feedback for a variety of question types (e.g., fill in the blank, multiple choice, image hotspot, and drag and drop). H5P activities were embedded in the learning management system of two introductory general education courses. Learning analytics data and student perspectives were collected. This data will be used to guide future use of this technology tool in online courses.

*Outcomes:*

1. Locate H5P tools.
2. Explain how H5P can benefit students.
3. Give examples of how this tool could be used for active learning in various classroom settings.

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Poster Presentations

11:30 am – 12:30 pm

Brickstones

## **Teaching With Spent: An Interdisciplinary Virtual Poverty Simulation**

***Presented by:***

*Jessica Parks, Nevada State University*

**Key Statement:** This presentation explores how the Spent virtual poverty simulation can be used in higher education across disciplines.

**Keywords:** Poverty Simulation, Spent, Online Learning, Teaching About Poverty

**Subtheme:** Instructional Methods

This presentation discusses effective pedagogical tools for teaching with Spent, a virtual poverty simulation. First, the presentation provides an overview of poverty. The presentation justifies the need to teach about poverty in higher education. The presenter shares tools to teach college students about poverty in higher education. An overview of the literature on Spent and poverty simulations will be given. Attendees will leave the presentation more aware of the student learning outcomes achieved through poverty simulations. Lastly, the presentation will end by sharing preliminary findings of students' experiences with Spent in an introductory finance course.

*Outcomes:*

1. Create an activity for students using the Spent poverty simulation.
2. Reflect on the pros and cons of using the Spent simulation for a course.
3. Articulate the ways that Spent has been used in the past in higher education.

## **Small Talk in Zoom Rooms: Intercultural Awareness Through Virtual Exchange**

***Presented by:***

*Candice Muñoz, Mott Community College*

**Key Statement:** Travel the globe with virtual exchange! Join us to discuss concrete strategies for finding partners, designing projects, and creating meaningful intercultural experiences.

**Keywords:** Virtual Exchange, Intercultural Awareness, Experiential Learning

**Subtheme:** Interactive Instruction

Six feet apart, online classes, Zoom rooms, and Zoom fatigue: Despite all the social distance restrictions, Covid-19 demonstrated how interconnected the world really is. While study abroad programs are usually connected to global awareness and intercultural communication, virtual exchange (or COIL) options offered faculty ways to create meaningful intercultural experiences in the midst of travel restrictions during the pandemic. Join this session to explore connections between Kolb's experiential learning model and components of virtual exchange. This session will briefly discuss concrete strategies for finding exchange partners, designing VE projects, and creating interactive instruction methods for immersing students in cultural contexts.

*Outcomes:*

1. Explain the concept of virtual exchange and the connection to intercultural awareness and Kolb's experiential learning theory.
2. Describe classroom practices to create interactive intercultural activities and experiences for students.
3. Explore ways to connect virtual exchange experiences to their own classrooms.

*Digital Poster 3*  
*Brickstones*

**A Catholicon for Teacher Preparation: A Year-Long Residency Program**

***Presented by:***

*Martin Miller, Wisconsin Lutheran College*

**Key Statement:** Cooperating teachers' perceptions of a year-long undergraduate residency program are explored via a case study. Findings should prompt a reassessment of traditional teacher education programs.

**Keywords:** Teacher Residency, Cooperating Teachers, Teacher Education

**Subtheme:** Course/Curriculum (Re)Design

As a national debate rages on as to how best to improve teacher quality, findings from this case study suggest promise in one undergraduate teacher residency program. In this session, participants will indirectly experience the ebb and flow of the yearlong residency process through the lens of cooperating teachers, listen to the voice of cooperating teachers who have had both traditional student teachers and residency students, learn salient characteristics associated with this program, and determine if a

catholicon exists for this teacher residency program. Implications for program assessment and curriculum re-design will be addressed through a question-and answer-format.

*Outcomes:*

1. Construct new learning via interacting with the case study's findings.
2. Indirectly experience the ebb and flow of the year-long residency process.
3. Identify a key salient characteristic of the year-long residency process.

*Digital Poster 4*

*Brickstones*

### **Opportunities and Limitations of Community College Prior Learning Assessment Programs**

***Presented by:***

*Terri Sullivan, Montgomery County Community College*

**Key Statement:** Come learn about the challenges and opportunities that Prior Learning Assessment (PLA) programs have for adult learners at community colleges.

**Keywords:** Experiential Learning, Adult Learners, PLA

**Subthemes:** Experiential Learning

Come learn more about Prior Learning Assessment (PLA) programs and how your institution can best support adult learners in their degree completion. This poster will provide case study findings on the opportunities and limitations of a community college PLA program and how these findings can guide your institution in effectively implementing a PLA program for your students.

*Outcomes:*

1. Describe the various forms of PLA available for community college students.
2. Explain the challenges that students and institutions experience with PLA programs.
3. Describe how PLA programs support community college adult learners with success and completion.

*Digital Poster 5*

*Brickstones*

### **The Impact of Individual, Social, and Societal Development on Learning**

***Presented by:***

*Greg Mullen, Exploring the Core*

**Key Statement:** Collaborative learning is effective for some students and not others. A new framework may help faculty to reflect on effective collaborative teaching and learning practices.

**Keywords:** Collaborative, Social-Emotional, Culture

**Subtheme:** Course/Curriculum (Re)Design

It is common for teaching credential programs to include Bronfenbrenner's 1979 Ecological Systems Theory. However, it is less common to see the updated 1994 Bio-Ecological Model which explores an additional layer – the Chronosystem – to his original theory, exploring how people and environments change over time. The present framework is a deep-dive into this updated model through a custom lens designed to explore collaborative learning environments in support of a “self-directed” mindset – within a traditional school setting. This framework includes elements organized into five overlapping layers: culture, values, competencies, characteristics, and personality (meta)traits.

*Outcomes:*

1. Recognize specific traits and characteristics in themselves and their students.
2. Recognize specific social and emotional competencies developing in themselves and their students.
3. Recognize specific elements of their classroom culture and reflect on those elements' influence on popular values, or predefined ideals for behavior.

*Digital Poster 6*

*Brickstones*

## **Metaphor as Conceptual Anchor: Using the Iceberg to Teach Stuttering**

***Presented by:***

*Kerry Mandulak, Pacific University*

**Key Statement:** The iceberg is central to understanding stuttering. Students could use this metaphor to interact with course content through one-pagers. Come see some extraordinary examples!

**Keywords:** One-Pager, Stuttering, Metaphor

**Subtheme:** Fostering Student Practice

The purpose of this presentation is to present a specific example of using a controlling metaphor as a conceptual anchor for a graduate-level Stuttering class. Specifically, the identification of the metaphor, the alignment of the metaphor with the chosen course assignments and discussion topics, and then extraordinary examples of how the metaphor was imagined and presented through one-pagers will be presented. Finally, a moment of acknowledgement of how these assignments facilitated a trauma-informed approach to pedagogy and also student connection and community in the fall of 2020 will be discussed.

Outcomes:

1. Discover reasons why graphic organizers, specifically one-pagers, can be used to support conceptual learning.
2. Appraise how the common idea of the iceberg in speech-language pathology can be used as a controlling metaphor in teaching stuttering at the graduate level.
3. Predict ways in which a metaphor as a conceptual anchor could work in courses within attendees' area of expertise.

*Digital Poster 7*

*Brickstones*

## **Shifting Pedagogy Towards Authentic Learning**

***Presented by:***

*Suzanne E. Szucs, Rochester Community and Technical College, Minnesota State*

**Key Statement:** Students learn best when the work they create is meaningful to them. Encouraging students to use personalized storytelling to learn new tools has positive impacts.

**Keywords:** Authentic Learning, Belonging, Growth Mindset

**Subthemes:** Experiential Learning

This study explores the ways inclusive pedagogy and meaningful, authentic learning affect student perception in a Media Arts course at a community college. The question explored: Will a pedagogy shift towards meaningful authentic learning help move learners towards growth mindset, self-efficacy, and a sense of belonging? Participating students were encouraged to either create their own stories, or personalize a familiar fairy tale.

Surveys measuring growth mindset, self-efficacy, and a sense of belonging, along with self-reflections by the researcher and the learners, as well as follow-up interviews, confirmed that authentic learning and personalization positively impacted the three interrelated areas of perception.

*Outcomes:*

1. Recognize authentic learning.
2. Describe ways in which personalization can impact learner perception.
3. Examine ways in which pedagogy shifts can have impact.

*Digital Poster 8*

*Brickstones*

## **Overcoming and Embracing the Imposter Syndrome Amongst Faculty of Color and Their Diverse Students**

***Presented by:***

*Carmen Saunders Russell, California State University Northridge*

**Key Statement:** Embracing those feelings associated with the Imposter Syndrome can be harnessed to increase production, knowledge, and even wisdom which are all needed for success as either a faculty member or student.

**Keywords:** Imposter Syndrome, Diverse Students, Faculty of Color

**Subtheme:** Resiliency, Self-Care, Mindfulness

Imposter Syndrome is a real experience. Many faculty and students express feelings of inadequacy and failure almost daily. COVID-19 exacerbated these experiences via isolation, remote teaching, and remote learning experiences. During this poster session, the use of storytelling and narrative methods will be explored as a means to potentially overcome and embrace the Imposter Syndrome. We will also discuss how embracing those feelings associated with the Imposter Syndrome can be harnessed to increase production, knowledge, and even wisdom which are all needed for success as either a faculty member or student.

*Outcomes:*

1. Define the Imposter Syndrome via one's own experiences and knowledge.

2. Associate Imposter Syndrome not with a negative experience but a positive experience.
3. List 3 methods to use to harness the feelings associated with Imposter Syndrome for success as either a faculty member or student.

*Digital Poster 9*

*Brickstones*

## **Promoting Antiracism: A Co-Curricular Initiative Developed Through Student-Faculty Collaboration**

***Presented by:***

*Jeni Dulek, Pacific University*

**Key Statement:** This poster details a student-faculty collaboration to adapt an existing challenge to support learners in the reflective process of becoming actively antiracist.

**Keywords:** Habit Formation, Antiracism, Co-Curricular Learning

**Subtheme:** UDL DEI

This poster illustrates how faculty and students in a graduate healthcare program collaborated to develop and curate materials for a co-curricular activity focusing on race, racism, and how to be an antiracist. Authors share about the benefits of student-faculty partnership and offer strategies for success in similar collaborative endeavors. Viewers will learn how the authors customized an existing racial equity challenge to meet the needs of their participants, including identification of discipline-specific resources and use of principles of habit formation to support participation and learning beyond the dates of the initiative.

*Outcomes:*

1. Customize an existing learning opportunity (the 21-Day Racial Equity Habit Building Challenge) to meet the needs of their program/curriculum and student/faculty/staff population.
2. Propose a collaborative process involving students and faculty/staff to develop an antiracist initiative for their program/institution.
3. Justify use of principles of habit formation to support the process of developing knowledge and attitudes central to antiracist work.

## **Pandemic Lessons Learned: Course-Based Research in Remote/Hybrid Environments**

**Presented by:**

*Leocadia Paliulis, Bucknell University*

**Key Statement:** CUREs provide high-learning research experiences, but are difficult in virtual/hybrid environments. A diverse set of instructional supports facilitates student success and access to opportunities.

**Keywords:** Online Learning, Hybrid Learning, CURE

**Subtheme:** Online/Hybrid/Hyflex Instruction

Course-based undergraduate research experiences (CUREs) provide opportunities to students who lack access to high-impact research experiences; but such opportunities remain elusive for students in online/hybrid environments. The Genomics Education Partnership (GEP) is a nationwide CURE that provides genomics research projects. After the COVID-19 pandemic forced modality shifts to virtual/hybrid, the GEP delivered support and assessment for instructors and learners. Assessment of GEP courses revealed that combinations of interactive sessions, pre-recorded classes, virtual TAs, and flipped instruction facilitated student success. These best practices can apply generally to virtual/hybrid CURE instruction and increase access for students experiencing a range of learning modalities.

*Outcomes:*

1. Identify how lessons learned from implementing a large course-based undergraduate research experience during the pandemic lockdown and its aftermath can be applied in a “post-pandemic” environment.
2. Evaluate best practices for teaching a cure in an online, hybrid, or hyflex environment.
3. Identify how to best support students in an online course-based undergraduate research experience.

## **Veterinary Student Perspectives on Differing Viewpoints After Role-Play Case Study**

***Presented by:***

*Kathryn Proudfoot, University of Prince Edward Island*

**Key Statement:** Taking different roles in a case study can help veterinary students see that other perspectives are important to consider.

**Keywords:** Case Study, Role-Play, Reflection

**Subthemes:** Instructional Methods, e.g., case studies, simulations, inquiry, cooperative learning

Veterinarians do not always share the same viewpoints as their clients or peers about complex animal welfare issues. The objective of this study was to assess veterinary student perspectives on those with differing views after working through an animal welfare case study. Second-year veterinary students (n=140) worked in groups on a piglet castration case where they each took a different veterinary role. In a post-case reflection, students summarized how the case impacted their views towards other perspectives. Thematic analysis revealed that students recognize the importance of considering other viewpoints, noting that these real-world cases are challenging and require creative solutions.

*Outcomes:*

1. Discuss the reasons for veterinarians and other professionals to express respectful understanding of different viewpoints.
2. Describe a case study approach that can be used to help students reflect upon differing views.
3. Reflect upon their own perspectives of people with differing viewpoints.

*Digital Poster 12*

*Brickstones*

**Developing Wellness Practices With Graduate Candidates Using Mindfulness Exercises**

***Presented by:***

*Dione Taylor, Point Loma Nazarene University*

**Key Statement:** Mindfulness activities embedded within graduate school counseling courses help candidates manage their daily levels of stress and develop useful stress management self-care practices.

**Keywords:** Wellness, Mindfulness, Self-Care

**Subtheme: Course/Curriculum (Re)Design**

Participants learn the importance of helping PPS School Counseling Pre-Service Candidates develop personal Self-Care Plans to cope with secondary trauma and other stressors of delivering a comprehensive school counseling program. The post-Covid school counseling experience can be daunting for a new school counselor who is learning the rigors of full-time counseling employment. Candidates learn to create a positive social emotional environment for PreK-12 grade students but also need to preserve their personal/professional well-being by developing self-care plans following weekly mindfulness practices. This poster illustrates course design elements incorporating mindfulness meditation.

*Outcomes:*

1. Describe Pre-and Post-Assessment questionnaires.
2. Discuss the California Pupil Personnel Services School Counseling Performance Expectation, 2.6.
3. Discuss useful mindfulness meditation exercises.

Digital Poster 13  
Brickstones

**Student Experience in New MSW Saturday Cohort****Presented by:**

Gabrielle Sousa, Bridgewater State University

Kathy Bailey, Bridgewater State University

**Key Statement:** This mixed-methods study analyzes feedback from students to assess the strengths and areas of improvement in a new weekend, hybrid-course graduate program.

**Keywords:** Student Experience, Graduate Program Development, Weekend/Hybrid Course Delivery

**Subtheme: Course/Curriculum (Re)Design**

This poster presents the results of a mixed-method study to identify students' experiences in a newly launched weekend, fully hybrid program pathway in an accredited Master's in Social Work (MSW) program. The study consisted of 25 inaugural students enrolled in the cohort and included an 11-question survey and a follow-up focus group. Importance of communication, increased levels of support/community development, and isolation were among the themes found.

*Outcomes:*

1. Gain knowledge on the creation of a graduate Saturday program.
2. Understand student motivation for program selection.
3. Have specific knowledge of lessons learned in the development of a weekend graduate program.

Digital Poster 14

Brickstones

### **The Power of Community in Implementing Classroom Undergraduate Research Experiences**

**Presented by:**

Carina Howell, Lock Haven University

**Key Statement:** A community of faculty can help provide professional development and an overarching project framework that facilitates implementation of research projects in undergraduate courses.

**Keywords:** Community, CURE, Experiential Learning

**Subtheme:** Experiential Learning: e.g., storytelling, narratives, experiments, service learning

Delivering undergraduate courses in genomics at Primarily Undergraduate Institutions (PUI) presents unique challenges. Course activities often become obsolete from year to year as online tools change rapidly. To address this issue, we have formalized a collaboration to develop Classroom Undergraduate Research Experiences (CUREs) in Genomics. The Genomics Education Partnership (GEP) was established as a community of faculty with a goal to provide professional development, software tools, and an overarching project framework that allows PUI faculty to provide publishable research projects in undergraduate courses. An overview of the community, classroom activities, and their pedagogical and research outcomes will be presented.

*Outcomes:*

1. Identify challenges that come with teaching with technology, and how to tackle these challenges.
2. Describe the purpose of community in the implementation of course-based research projects
3. Explain how a community of educators in your field can aid one another with professional development and implementation of course-based research projects.

Digital Poster 15

Brickstones

### **Enhanced Student Engagement During Synchronous Learning: Using Breakout Rooms**

**Presented by:**

*Nicole Arkadie, California State University San Bernardino*

**Key Statement:** Students retain more when they are engaged. Using breakout rooms is an effective teaching strategy that increases student engagement during synchronous classroom instruction.

**Keywords:** Synchronous Learning, Student Engagement, Interactive Instruction

Synchronous online learning is not a new concept. However, during the Covid-19 pandemic, many instructors had a steep learning curve in figuring out how to teach their students using an online platform. For students who were used to traditional in-person instruction, abruptly being switched to an online format made classroom engagement difficult. The use of breakout rooms was found to be an effective teaching strategy to increase and enhance student engagement during synchronous classroom instruction.

*Outcomes:*

1. Acquire a strategy to use with students to enhance their engagement.
2. Recite and explain how to use breakout rooms on the zoom platform during synchronous teaching.
3. Identify and describe barriers to student engagement during online learning.

Digital Poster 16

Brickstones

## **The Effect of Sleep Pattern on University Students' Academic Performance**

**Presented by:**

*Jeffrey Steinke, AdventHealth University*

**Key Statement:** The purpose of this study was to describe the relationship between academic performance and quality and duration of sleep.

**Keywords:** Sleep, Academic-performance, Health

**Subtheme:** Resiliency/Self-care/Mindfulness

Sleep quality and duration have significant effects on cognitive performance and are influenced by multiple factors. Evidence shows that sleep deprivation has a negative impact on academic performance, as well as one's physical and mental health. In the present study, neither poor sleep quality nor short sleep duration negatively impacted academic performance. Possible factors affecting results include sample size and means of measuring sleep quality and academic success. There was however, a statistically significant difference in sleep quality and academic performance between undergraduate and graduate students.

*Outcomes:*

1. Analyze student workload adjustment.
2. Describe healthy sleep practices.
3. Contrast sleep patterns and academic performance between undergraduate and graduate students.

Digital Poster 17  
Brickstones

### The CERIC Reading Method for Primary Literature

#### Presented by:

*Genevive Bjorn, Johns Hopkins University*

**Key Statement:** Critical reading of primary literature is an essential skillset in higher education. This poster details an instructional method called CERIC (claim, evidence, reasoning, implications, context).

**Keywords:** Critical Reading Method, Primary Literature, Higher Education

**Subtheme:** Instructional Methods: case studies, simulations, Inquiry, Cooperative/Collaborative learning

Critically reading primary literature is a core skill in higher education that co-constructs with writing and research, creating the foundation for academic scholarship. However, instruction in reading skills for primary literature varies widely between and among institutions, and thus, this type of reading is often part of a hidden curriculum. Categorical reading is a cognitive approach that makes reading goals explicit. The CERIC method deconstructs arguments in primary literature by identifying the claim, evidence, reasoning, implications, and context, which can serve as a critical reading pedagogy in existing courses, reading clubs, and seminars. The poster will provide several worked examples.

#### Outcomes:

1. Describe a method for critical reading of the primary literature.
2. Explain using a cognitive strategy to increase reading engagement and comprehension.
3. Elaborate on ways to combine the reading method with other instructional methods to improve critical thinking.

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Buffet Lunch

Grand Room 4 & 5

12:30 pm – 1:20 pm

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Concurrent Session 8

1:30 pm – 2:10 pm

8a) Great Room 1

**A Flexible Future: Supporting Student Success Through Multiple Modalities**

*Presented by:*

*Michael Miguel, Lake Tahoe Community College*

*Kevin Kelly, San Francisco State University*

**Key Statement:** COVID forced us to re-evaluate course design and delivery, which has transformed into the opportunity to redesign courses to increase enrollment and offer students flexibility.

**Keywords:** Flexible Course Design, Faculty and Student Success, Pedagogy/Technology Balance

**Subtheme:** Course/Curriculum (Re)Design

Higher education institutions now offer more online and multimodal courses to address instructional continuity and to support increased student demand for flexibility. Findings suggest that students want options regarding when, where, and how they learn, and technologies utilized in course design need to be considered carefully. Surveys show that students value flexibility and cost more than most other factors when choosing course modalities during registration. This workshop will define flexible course design; identify how to launch flexible courses with the lens of supporting faculty and student success; and how to balance pedagogical practices, universal design for learning, and technology.

*Outcomes:*

1. Explore flexible course design and facilitation strategies designed to fit their curriculum and better serve their student population.

2. Identify what support an institution must provide for faculty and students to be successful in flexible course experiences.
3. Examine how their institution will need to balance pedagogy and technology when flexible course delivery is used.

8b) Great Room 2

### **Teaching Teamwork and Conflict Resolution Using Problem-Based Learning**

***Presented by:***

*David Brown, Ohio University*

**Key Statement:** This session focuses on a problem-based learning activity designed to help undergraduate business students diagnose and resolve issues arising from working together in teams.

**Keyword:** Teamwork, Conflict Resolution, Problem-Based Learning

**Subtheme:** Instructional Methods

This session focuses on a problem-based learning activity designed to help undergraduate business students diagnose and resolve issues arising from working together in teams. Using scenarios drawn from the presenter's experiences teaching an introductory-level management course, students are challenged to think critically about their own approaches to teamwork and to enact the lessons found in the course content. This activity increases students' feelings of self-efficacy and promotes a proactive approach to resolving team disputes, representing savings in time and effort for the instructor. Session attendees may expect to discover strategies for improving team-based activities in their respective disciplines.

***Outcomes:***

1. Appreciate the benefits of reframing students' interactions in team settings.
2. Articulate a clearer vision of the obstacles their students encounter working in teams.
3. Envision discipline-specific opportunities for promoting team-based course activities.

8c) Shutters East 1

## **Are Educators Systems Conveners? Discussing Etienne and Beverly Wenger-Trayner's Book**

**Presented by:**

*Milton Cox, Journal on Excellence in College Teaching*

**Key Statement:** We explore Etienne and Beverly Wenger-Trayner's new book, *Systems Convening: A crucial form of leadership for the 21st century*, regarding teachers and educational developers.

**Keywords:** Systems Convening, Teaching, Educational Development

**Subtheme:** Experiential Learning: e.g., storytelling, narratives, experiments, service-learning

Etienne and Beverly Wenger-Trayner (2021) have written a new book, *Systems Convening: A Crucial Form of Leadership for the 21st Century*. We provide a brief overview of the book and explore whether teachers and educational developers are systems conveners, and if not, how they might become such. Systems conveners undertake seven areas of work, and we will investigate their connections to teaching and educational (faculty) development. We will also discuss the mindset and approaches they have.

*Outcomes:*

1. Describe the new book by Etienne and Beverly Wenger-Trayner, *Systems Convening: A Crucial Form of Leadership for the 21st Century*.
2. Describe the potential application that systems convening has for teaching and educational development and for teachers and developers.
3. Describe the mindset that system conveners have and approaches that they use.

8d) Shutters East 2

## **Cognitive Distortions: Roadblocks to Learning and Strategies to Overcome**

**Presented by:**

*Eve B. Hoover, Midwestern University*

*Amber Herrick, Midwestern University*

**Key Statement:** Highlighting and normalizing cognitive distortions as destructive learning roadblocks and teaching resilience strategies builds healthy, supportive educational communities for learners and future professionals.

**Keywords:** Resilience, Self-Awareness, Educational Tools

**Subtheme:** Classroom Community/Culture

Higher education is highly demanding, rigorous, and is associated with escalating stress and burnout. Personal stressors are often amplified by cognitive distortions such as maladaptive perfectionism, imposter phenomenon, and negativity bias. Unfortunately, cognitive distortions affect the success of the learner and often persist, negatively impacting future careers. Faculty can effectively contribute to the solution by fostering an inclusive, educational culture of community through empowering student self-awareness of inner dialogue without judgment. These small, yet powerful, curricular inclusions prioritize well-being and strengthen resilience.

*Outcomes:*

1. Define and identify cognitive distortions such as maladaptive perfectionism, imposter phenomenon, and negativity bias.
2. Utilize engaging, interactive class activities to anonymously share thoughts and reflections about cognitive distortions.
3. Investigate strategies to overcome cognitive distortions.

8e) Shutters West 1

### **Agreements for Self-Care: Myths, Monsters, and Mitote**

**Presented by:**

*Kimberly Vincent-Layton, Cal Poly Humboldt*

*Brett Christie, O'Donnell Learn*

*Megan Eberhardt-Alstot, California State University Channel Islands*

**Key Statement:** Constructing an effective and caring learning environment begins with joy. Reaffirming what brings educators joy is essential to a healthy and productive work balance.

**Keywords:** Mindfulness, Care, Joy

**Subtheme:** Resiliency, Self-Care, Mindfulness

The capacity to construct a caring learning environment begins with educator well-being. The educational climate continues to be one of uncertainty, with educators at the center, meeting the needs of students, institutions, and non-professional responsibilities.

How are educators caring for themselves? This session provides a framework, based on Toltec's *The Four Agreements* (Ruiz, 2017), through which educators can evaluate problematic educational narratives that foster negative feelings (joy stealers), and reaffirm what makes them joyful humans and educators. Participants will learn pedagogical techniques that center trust and establish a personal-care-plan anchored in mindfulness to recapture what brings them joyfulness as educators.

*Outcomes:*

1. Begin to apply the Four Agreements (Ruiz) as a framework to identify ways to enact self-care for professional wellness and growth.
2. Identify actions to foster caring relationships in and around the classroom.
3. Learn techniques to be a Warm Demander who leads a purposeful classroom that supports trust, risk, and productive struggles for all students.

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Concurrent Session 9

2:30 pm – 2:50 pm

9a) Great Room 1

**Sharing Workplace Health Insights From Students (WHIS) Survey Findings**

***Presented by:***

*Cherie Lynn Ramirez, Simmons University*

*Bernardo Ramirez, University of Central Florida*

**Key Statement:** We will describe our survey to determine the existing knowledge of college students about healthy and unhealthy workplace practices and learn about their workplace experiences.

**Keywords:** Survey, Workplace Readiness, Healthy Workplaces

**Subtheme:** Experiential Learning: e.g., storytelling, narratives, experiments, service learning

Previous research suggests that workplace bullying is exceedingly common. Our research team developed the Workplace Health Insights from Students (WHIS) mixed methods survey, part of which was adapted from the Negative Acts Questionnaire (NAQ).

We distributed the survey to Simmons University students to determine their existing knowledge about healthy and unhealthy workplace practices and learn about their workplace experiences. It is our goal to further develop, validate, and administer this survey worldwide to determine how college students experience healthy workplace environments and also so that we can help teach students how to identify and better protect themselves against workplace bullying.

*Outcomes:*

1. Describe characteristics of “stable” and “toxic” workplaces.
2. Explain important insights from college students about healthy workplaces.
3. Describe ways that individuals can learn to protect themselves from toxic workplaces.

9b) Great Room 2

### **Midterm Reflection as a Metacognitive Tool to Enhance Learning**

***Presented by:***

*Benjamin A. Johnson, Utah Valley University*

**Key Statement:** This presentation will focus on how using a midterm reflection can help increase student awareness and deeper learning to help students relate to themselves and others.

**Keywords:** Metacognition, General Education, Assignment

**Subtheme:** Grading/Providing Feedback to students

This presentation will focus on how using a midterm reflection can help increase student awareness and deeper learning to help students relate to themselves and others. General Education courses are geared to invite students to consider a broader vision of the value of education; however, students are often resistant to the content and to changing their attitudes and behaviors. Students often enter higher education with the expectation that getting a degree will help them in their future work or career, but sometimes fail to think metacognitively about civics education.

*Outcomes:*

1. Describe the value of a midterm reflection used in a civics education study.
2. Outline ways students can resist learning.
3. Explain how a survey can help students reflect on their willingness to change.

## **Grading 101: Providing Students Richer Feedback Using Rubrics**

***Presented by:***

*Salome Kapella Mshigeni, California State University San Bernardino*

**Key Statement:** This presentation shares evidence-based practices from the literature and instructor research in providing students with feedback on their assignments using grade rubrics feature.

**Keywords:** Rubrics, Grading, Feedback

**Subtheme:** Grading/Providing Feedback to Students

The digital revolution has increased the amount of information that can be computed and stored, and higher education has benefited from this technological advancement. This presentation shares evidence-based practices from the literature and instructor research on how to provide students with richer feedback on their assignments using grade rubrics. Four options: Rubric chart; Attachments; Audio; and Video will be discussed. One-year-faculty experience will provide insights on student engagement and overall improvement. Advantages and recommendations on how to improve grading while engaging the students with constructive, timely feedback will be discussed.

*Outcomes:*

1. Outline different ways of providing interactive grading feedback using technology.
2. Describe evidence-based strategies on how to engage students with constructive feedback.
3. Determine how to use Canvas platform grade rubric feature.

## **The Social Reader in Higher Education**

***Presented by:***

*Genevive Bjorn, Johns Hopkins University*

**Key Statement:** Critical reading of primary literature is an essential skill set in higher education. This session proposes an instructional method using social collaborative annotation.

**Keywords:** Social Collaborative Annotation, Primary Literature, Higher Education

**Subtheme:** Instructional Methods: e.g., case studies, simulations, inquiry cooperative learning, collaborative learning

Formal preparation in critical reading of the primary research literature varies widely in higher education. Yet, this skill set is necessary for advancement into graduate school and many research-based occupations. Because of inconsistent instruction, many students experience fear, worry, and anxiety when working with this genre. Moreover, reading is an isolating and typically solitary activity that students increasingly do not complete. They tend to skim and read only ahead of tests or quizzes. This session illuminates an evidence-based instructional method, social collaborative annotation, that improves reading completion and critical thinking. Participants will gain hands-on experience and best practices for implementation.

*Outcomes:*

1. Create a safe, supportive, and collaborative learning environment using social collaborative annotation.
2. Provide a low-stakes check on thinking and ideas and make a typically isolating activity visible and social.
3. Remove invisible barriers to reading the primary literature critically.

9e) Shutters West 1

## **Beyond Intelligence: The Role of Noncognitive Factors in Student Success**

***Presented by:***

*John Chen, California Polytechnic State University*

*Jim Widmann, California Polytechnic State University*

**Key Statement:** Noncognitive and affective factors, when examined collectively, predict student success, and certain factors change longitudinally and are associated with changes in grades.

**Keywords:** Noncognitive and Affective Factors, Longitudinal Development, Student Success

**Subtheme:** Resiliency/Self-Care/Mindfulness

Noncognitive and affective (NCA) factors, defined as traits, beliefs, and behaviors not related to talent or intelligence, have been shown to be individually associated with student success. These factors include, for example, self-control, gratitude, mindfulness, and mindset. Our work focuses on measuring a large collection of NCA factors and examining their association with student success as measured by the grade point average. We

describe how students can be characterized along these NCA dimensions and how academic performance is associated with each profile. We also describe longitudinal development in students' NCA profiles and how this impacts their academic performance.

*Outcomes:*

1. Define noncognitive and affective (NCA) factors.
2. Describe the four NCA profiles found among students.
3. Describe longitudinal changes in students' NCA factors.

9f) Shutters West 2

### **C-PAD's Graduate Online Teaching Practicum: Fostering Community and Collaboration**

***Presented by:***

*Anna Divinsky, The Pennsylvania State University*

**Key Statement:** The Pennsylvania State University's Graduate Online Teaching Practicum provides graduate students opportunities for community building through presenting, writing, and collaborating.

**Keywords:** Graduate Community, Collaboration, Publishing

**Subtheme:** Classroom Community/Culture

The Graduate Online Teaching Practicum, offered through the Center for Pedagogy in Arts and Design (C-PAD) at the Pennsylvania State University, provides graduate students from the College of Art and Architecture and beyond opportunities for community building through collaborative partnerships. This non-credit practicum offers the graduate students a space to share their voices, passions, and interests resulting in a welcoming and inclusive environment for growth and discovery. Graduate students are invited to present and write about their research, examining topics of relevance through public presentations and events archived on C-PAD's website.

*Outcomes:*

1. Learn about the C-PAD's Graduate Online Teaching Practicum.
  2. Discover ways graduate students can build a collaborative community.
  3. Identify specific transferability to your institution.
  - 4.
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## Concurrent Session 10

3:00 pm – 3:20 pm

10a) Great Room 1

### **Student-Driven Learning in a Dental Education Setting**

#### ***Presented by:***

*JoAnn Brandt, Hennepin Technical College*

**Key Statement:** The research explores the impacts of multimedia techniques on student learning, confidence, and retention of knowledge in a dental education program.

**Keywords:** Multimedia, Readiness, Online Learning

**Subtheme:** Online/Hybrid/Hyflex Teaching

This Scholarship of Teaching and Learning study measures the impact of interactive technology and teaching techniques on student learning in a dental education setting. Students used multimedia resources, engagement in gaming activities, video lectures, and demonstrations in a hybrid class model. Student reflections of instructional approaches captured student perception of self-directed learning effectiveness. Students self-reported that preparation utilizing a variety of modalities impacted their perception of learning and confidence in labs. The study is contextually bounded by pandemic-impacted teaching and learning within a dental laboratory course. Future research lends itself to application to broader allied health courses.

#### *Outcomes:*

1. Describe 3 multimedia techniques for teaching and learning used in dental education.
2. Connect student description of self-directed learning to knowledge and retention.
3. Examine the impact of multimedia techniques in dental assisting academic programs.

10b) Great Room 2

### **Integrative Interdisciplinary Teaching**

#### ***Presented by:***

*Hon-Vu Q. Duong, Nevada State College*

**Key Statement:** Integrative interdisciplinary teaching was effective in grade distribution, retention, and an increase in the overall grade point average at the time of graduation.

**Keywords:** Collaborative Teaching, Retention, Interdisciplinary

**Subtheme:** Course/Curriculum (Re)Design

To share our qualitative experience and quantitative data in integrative interdisciplinary teaching for one specific nursing course, Pathophysiology (NURS 337), at a young, small, state college in Nevada. This is a longitudinal study, 2014 - 2022, comparing two groups of students: collaborative and non-collaborative teaching. This study demonstrated that integrative interdisciplinary teaching was effective in normalizing grade distribution, higher retention, higher GPA at the time of graduation, and the collaborative group was better prepared as they entered the clinical years.

*Outcomes:*

1. Describe the process of integrative interdisciplinary teaching.
2. Quantitative analysis of collaborative versus non-collaborative teaching.
3. Strategies to implement a successful interdisciplinary teaching.

10c) Shutters East 1

## **Bidialectal Writers and Academic Discourse**

***Presented by:***

*Ji Young Kim, UNC Fayetteville State University*

**Key Statement:** This session offers greater openness to the possibility that the teaching of writing is the work of all faculty members and that Black students' home discourses are an authentic expression of themselves, necessary for social and professional efficacy.

**Keywords:** Bidialectal Writers, Academic Discourse, African American English

**Subtheme:** Classroom/Community Culture

Bidialectal writers such as African American students have a unique journey to literacy and need a place where they can get special attention to their linguistic needs while solidifying their culture and identity. However, we feel that the majority of our African American educators and their conversations about effective writing instruction for African American users remain absent. As a result, many African American students have low retention and graduation rates at Fayetteville State University, a Historically Black College

and University (HBCU). This research discusses the general perceptions of the African American English (AAE) dialect used in the college classroom and helps embrace the sociocultural legacy wherein AAE dialect users may fulfill their roles as lifelong learners and responsible citizens. Additionally, it provides data, analysis, and recommendations for developing a better understanding of AAE and fostering better student achievement.

*Outcomes:*

1. Identify a gap in understanding African American English (AAE) users among faculty and students.
2. Define the most important components of academic discourse within college writing classes and develop an approach to implementing these components.
3. Present data on the student and faculty use of AAE and perceptions of AAE use.

10d) Shutters East 2

## **Supporting Faculty in Warming the STEM Environment for Minoritized Students**

*Presented by:*

*Rebekah Stassinopoulos, Johns Hopkins University*

**Key Statement:** The Brain-Targeted Teaching Model (BTT) is a neuroscience-based framework focused on student learning outcomes, while supporting faculty in curriculum planning and development.

**Keywords:** Student-Centered Instruction, Brain-Targeted Teaching Practices, STEM Disciplines

**Subtheme:** Classroom Community/Culture

There is a stubborn gender gap in higher education STEM disciplines, which is exacerbated for minoritized women. Women are less likely to persist in STEM majors partially due to the chilly climate of STEM instructional environments and the cues that they do not belong. The Brain-Targeted Teaching Model (BTT) is a neuroscience-based framework for developing and evaluating curriculum and teaching practices. BTT offers a structure for curriculum, based on the needs and learning outcomes of the student and informed by research, while also supporting the faculty in curriculum planning and development. This integration of BTT provides empirical research for the context of higher education STEM.

*Outcomes:*

1. Understand the challenges of higher education teaching.
2. Understand the reasons minoritized female students leave STEM.

3. Understand how the Brain-Targeted Teaching model may help build student-centered learning and faculty self-efficacy in a higher education setting.

10e) Shutters West 1

### **How to Cultivate Ethicality in the College Classroom**

*Presented by:*

*Jose I. Rodriguez, California State University Long Beach*

**Key Statement:** The session demonstrates how faculty members can cultivate ethicality with students by using three questions that promote ethical identities, intentions, and agency.

**Keywords:** Identity, Intentionality, Agency

**Subtheme:** Classroom Community/Culture

The session discusses original research, demonstrating how faculty members can cultivate a sense of ethicality in conversations with diverse students in college settings. This session demonstrates how professors can facilitate humane conversations with members of different cultural groups to promote ethical identities, intentions, and agency in academic communities.

*Outcomes:*

1. Identify the significance of three questions about identity, intentionality, and agency in diverse communities.
2. Clarify the role of questions in facilitating ethical identity, intentionality, and agency in compassionate communication with members of distinct cultural groups.
3. Facilitate expressions of ethicality in the college classroom.

10f) Shutters West 2

### **Exploring Conceptual Understanding in Mechanics Using Student Explanations of Reasoning**

*Presented by:*

*Brian Self, California Polytechnic State University*

**Key Statement:** Students can often do algorithmic problem-solving without understanding underlying principles. Having them explain reasoning patterns can improve learning and help instructors determine problem areas.

**Keywords:** Conceptual Understanding, Written Explanations, Mechanics

**Subtheme:** Instructional Methods: e.g., case studies, simulations, inquiry cooperative learning, collaborative learning

Concept-based active learning has been shown to increase academic engagement and student achievement, to improve student retention in academic programs, and to reduce the performance gap of underrepresented students. A tool called the Concept Warehouse is a repository of multiple choice ConcepTests and has the capability of asking, "Explain your answer" follow-up questions. We have done this with numerous ConcepTests, some of which have been assigned in different terms across physics, statics, and dynamics courses, and examined student reasoning patterns across these classes. Student explanations often improve their performance on ConcepTests and provide valuable information on student thinking to instructors.

*Outcomes:*

1. Describe how concept-based questions improve student outcomes.
2. Discuss how having students give written explanations to multiple choice concept questions can benefit learners and instructors.
3. Identify an area in one of your courses where you could develop a concept question.

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Concurrent Session 11

3:40 pm – 4:30 pm

11a) Great Room 1

**An Analysis of Students' Transition Back to Face-to-Face Instruction**

***Presented by:***

*Anne Hoel, University of Wisconsin – Stout*

*Min DeGruson, University of Wisconsin – Stout*

*Laura Schmidt, University of Wisconsin – Stout*

**Key Statement:** Hear about student academic experiences across multiple disciplines as the pandemic abated and students transitioned from online/hybrid modalities back to face-to-face instruction. Share yours too!

**Keywords:** Classroom Culture, Learning Modality Transition, Students' Experiences

**Subtheme:** Classroom Community/Culture

Our research project investigated student academic experiences as the pandemic abated and students transitioned from online/hybrid modalities back to face-to-face instruction. We will be presenting our collaborative research project from the vantage point of three distinct disciplines: Business Management, Packaging Engineering, and Mathematics. We will include pre- and post-survey results and focus group interviews on how the move back to face-to-face classes unfolded for students. Our reflections on how the COVID-19 teaching and learning adaptations have affected students and instructors will be shared, while also discussing how to continue to foster student success during this time of ongoing transition.

*Outcomes:*

1. Discover the expected and unexpected themes of students' academic experiences transitioning to face-to-face instruction.
2. Hear of students' expectations of Fall 2021 back to face-to-face instruction versus their actual experience.
3. Reflect on specific ideas/activities to use with your students to foster student success during transitions between course modalities.

*11b) Great Room 2*

### **Dental Mini Bites: Innovative Learning With Effective Bite-Sized Curricula**

***Presented by:***

*Deborah Black, Midwestern University*

*Amber Herrick, Midwestern University*

*Denise Mills, Midwestern University*

*Anita Chu Fountain, Midwestern University*

**Key Statement:** Effective self-directed learning strategies empower future clinicians. Dental Mini Bites offer multidisciplinary instruction to emphasize key oral health concepts one bite at a time.

**Keywords:** Multidisciplinary Collaboration, Innovative Learning Strategies, Effective “Bite Size” Curricula

**Subtheme:** Instructional Methods: e.g., case studies, simulations, inquiry cooperative learning, collaborative learning

Effective education of the next generation of healthcare providers requires a paradigm shift away from the traditional “silo” approach of education into a multidisciplinary model. Interprofessional education begets a collaborative mindset for optimal outcomes in patient care. Dental Mini Bites multidisciplinary learning modules were developed by dental, PA, and pharmacy faculty to promote an essential foundation of oral health. Bite-size, animated, curricular video modules engage PA and pharmacy students in brief, yet impactful, bursts of self-directed learning opportunities which support student-centered learning.

*Outcomes:*

1. Explore a novel approach to integrating multidisciplinary self-directed learning into existing curriculum.
2. Identify innovative methods to incorporate small, yet impactful, learning activities.
3. Examine data focused on student satisfaction of the novel curriculum and the enhanced understanding of interprofessional practice.

11c) Shutters East 1

### **Strategy for Supporting “Learning That Matters” in Uncertain Environments**

*Presented by:*

*Karynne L. M. Kleine, Georgia College & State University*

*Julia K. Metzker, The Evergreen State College, Director Washington Center for Improving Undergraduate Education*

**Key Statement:** Experience values clarification for creating community agreements that support embracing inherent uncertainty of learning using DIQ platform centered in “Learning That Matters” course (re)design.

**Keywords:** Values Clarification, Community Agreements, Learning in Uncertainty

**Subtheme:** Classroom Community/Culture

Presenters share recent research about diverse responses to uncertainty in learning environments and how such consideration can positively affect student success. They facilitate the values clarification process with participants, demonstrating how creating agreements that are centered in a values clarification exercise prepares learners to embrace uncertainty leading to learning success. Participants are then guided to apply the community agreements to improvement of a current dilemma/issue/question as featured as a teaching strategy in *Learning That Matters: A Field Guide to Transformative Education Through Course Design* (Zehnder et al., 2020).

**Outcomes:**

1. Experience process of values clarification.
2. Create values-informed, inclusive community agreements.
3. Apply agreements in brainstorming approaches to improving a DIQ (ill-structured problem) as explained in *Learning That Matters*.

11d) Shutters East 2

**Adaptive Equity-Oriented Pedagogy: A Framework for Increasing Student and Instructor Success****Presented by:**

Andrew Estrada Phuong, University of California, Berkeley

Judy Nguyen, University of California, Berkeley

**Key Statement:** This session introduces Adaptive Equity-Oriented Pedagogy (AEP). Research shows that AEP strategies have improved college instructors' success and students' achievement by over a full-letter grade.

**Keywords:** AEP, Inclusive teaching, Address equity barriers

**Subtheme:** UDL DEI

This session describes strategies for increasing instructors' learning and adoption of inclusive teaching practices, such as Adaptive Equity-Oriented Pedagogy (AEP). AEP has been shown to improve student achievement by over a full-letter grade. This study randomly assigned student-instructors to treatment and control pedagogy courses. While the control course taught student-instructors about AEP, the treatment course modeled AEP explicitly by using weekly student-instructor reflection data to continuously adjust course

discussion and activities. Using multilevel-regression modeling, this study found the treatment significantly improved student-instructors' AEP competencies over time compared to the control ( $d=2.63, p<0.001$ ). This session highlights instructor professional development strategies that support instructors in using multiple data sources to adjust teaching and address equity barriers (e.g., stereotype threat, imposter phenomenon) to advance student learning.

*Outcomes:*

1. *Understand the principles of Adaptive Equity-Oriented Pedagogy (AEP).*
2. *Articulate teaching strategies that impact instructors' learning and adoption of equitable pedagogies*
3. *Discuss how the AEP framework can apply to your teaching context or professional development strategies.*

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Networking Session

4:30 pm – 5:30 pm

Brickstones

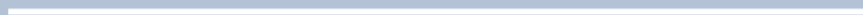
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Dinner and Evening on Your Own!



# SATURDAY

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# Saturday, January 7, 2023

7:30 am	Registration Opens	
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		Great Rooms 4 & 5
7:30 am – 8:30 am	Breakfast	
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		Great Rooms 4 & 5
8:30 am – 9:00 am	Roundtable Discussions	
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		Great Rooms 4 & 5
9:10 am – 10:30 am	Plenary Presentation	
	Todd Zakrajsek	
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## Roundtable Discussions

8:30 am – 9:00 am

Great Rooms 4 & 5

### *RT a)* **Thinking Out Loud: The Role of Discourse in Student Success**

**Facilitated by:**

*Madeleine Chowdhury, Mesa Community College*

**Key Statement:** Learning translates to change. But what changes? Commognition asserts communication is tantamount to thinking—positing learning is a change in discourse. Let's discourse on operationalizing commognition.

**Keywords:** Commognition, Good and Ambitious Teaching, Student Attitudes

**Subtheme:** Course/Curriculum (Re)Design

Commognition, the theory asserting communication is tantamount to thinking, has progressed considerably in the study of discourse in STEM education. Nevertheless, the challenges of operationalizing the commognitive framework persist. We'll think about basic tenets of the commognitive framework as we discuss activities inviting salient student actions—uncover, play, apply, connect, question, and realize— that prompt discourse. We'll question how instructional practices, “good teaching” and “ambitious teaching,” impact and embolden students and instructors with attitudes and agency to “think out loud.” As researchers–practitioners, we'll don a commognitive lens to examine discursive objects—observable data—resulting from operationalizing frameworks, pivoted on commognition, in our classrooms.

*Outcomes:*

1. Gain insight and become familiar with Sfard's Commognitive Framework.
2. Gain insight on adaptable/adoptable instructional methods that nudge student engagement in discourse.
3. Using a commognitive lens, we will gain insight on translating the commognitive framework into our particular field(s) of practice.

## **RT b) Striving for Digital Equity**

### **Facilitated by:**

*Tinukwa Boulder, University of Pittsburgh*

*Mabel CPO Okojie, Mississippi State University*

**Key Statement:** In this session, we will explore our understanding of digital equity and equity of needs. We discuss the potential strategies to address these challenges.

**Keywords:** Digital Equity, Digital Divide, Equity of Needs

**Subtheme:** Technology in the Classroom

Technology is integral to our teaching and learning activities because educators use it to support, enhance, and facilitate our pedagogical, assessment, and engagement activities. Despite the ubiquitous use of technology in education, critical digital inequities persist. In this session, we will discuss how the digital divide extends beyond access to technology and high-speed internet to include one's ability to select, the allocation of tech resources, and use of technology to teach and learn effectively. We will also discuss how encoded bias in technology promotes and reinforces inequity. We will share our understanding of equity of need in relation to digital equity.

### *Outcomes:*

1. Discuss our shared understanding of equity of need in relation to digital equity.
2. Discuss how digital divide is a multifaceted issue.
3. Discuss summary of technology use based on conversation.

## **RT c) Sustaining and Initiating Faculty Learning Communities**

### **Facilitated by:**

*Milton D. Cox, Miami University Emeritus*

**Key Statement:** Universities have faculty learning communities (FLCs) as part of their educational development programs. We will discuss questions about building and sustaining FLCs.

**Keywords:** FLC, Faculty Development, Sustaining FLCs

**Subtheme:** FLC, Faculty Development

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

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

*Outcomes:*

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

#### **RT d) High-Quality Feedback That Yields Results in Clinical Education**

***Facilitated by:***

*Susan Myrick, Louisiana State University of Alexandria*

**Key Statement:** Come and talk about the process used to change the culture of conferencing with evidence-based feedback, dialogue, and relationship building!

**Keywords:** Evidence-Based Feedback, Culture of Support, Collaborative Conversations

**Subtheme:** Grading/Providing Student Feedback

The discussion will focus on key elements related to high-quality feedback that engages students in clinical education to think, reflect, and adjust their instructional practice.

Attendees will explore strategies to create a feedback process rooted in observational evidence, questioning, and reflection. Learn how to change the dialogue from an inspection model to a support model.

*Outcomes:*

1. Explore a research-based model for providing high-quality feedback to increase learning outcomes.
2. Identify the learning process that enables students in any clinical work to consistently improve proficiency.
3. Analyze the evidence that supports an area of reinforcement (strength) and area of refinement (area of improvement) to improve instruction in clinical education.

#### **RT e) Am I On Track? Effective Feedback for Tenure Track Faculty**

***Facilitated by:***

*John Griffith, Embry-Riddle Aeronautical University - Worldwide Campus*

**Key Statement:** Best practices for mentoring tenure track faculty including expectation setting, feedback on progress and role of department chair.

**Keywords:** Faculty Mentoring, Tenure Process, Faculty Advancement

**Subtheme:** Resiliency, Self-Care, Mindfulness

Faculty need to know what they need to do to be successful with regard to the promotion and tenure process. University of Northern Kentucky, North Carolina State - Pembroke, and University of Pittsburgh researchers found that faculty are dissatisfied with the clarity of requirements of promotion and tenure and the process itself. Best practices include well-communicated standards which include numerical goals such as presentations, papers published, and grant submissions. Additional best practices are clear and consistent timelines for the tenure and promotion process and structures that encourage support from senior faculty. This presentation will recommend how to accomplish these goals.

*Outcomes:*

1. Describe perceived issues with current promotion and tenure systems
2. Identify strengths of current promotion and tenure systems.
3. Discuss best practices presented that can be used once attendees return to their campuses.

## **RT f) Best Methods to Teach College-Level Econometrics Courses**

**Facilitated by:**

*Seyhan Erden, Columbia University*

**Key Statement:** Undergraduate introductory Econometrics courses are "scary" for most students. We have developed methods to teach them most effectively. We have compared different methods applied to different classes to figure out what works the best.

**Keywords:** Econometrics, Maximize Learning, Designing Assignments

**Subtheme:** Instructional Methods: e.g., case studies, simulations, inquiry cooperative learning, collaborative learning

Economics is the fastest growing major in terms of student enrollment. One required course of this major is Econometrics. Most students dread taking their first Econometrics course in college. For this reason, we have tried innovative teaching/learning activities over the years. We have compiled 12 years of data and compared different teaching methods to figure out how college students learn Econometrics the best. We have included what works

the best in both online and in-class teaching for Econometrics. We believe these methods would work in any quantitative course. Next, we will try them in other quantitative courses and compare the results.

*Outcomes:*

1. Describe the methods that worked best in learning Econometrics.
2. Explain each method with an example.
3. Apply these methods to other topics.

## Plenary 2: Todd Zakrajsek

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9:10 am – 10:30 am

Great Room 4 & 5



### **Quick and Easy Strategies Faculty Can Use to Improve Student Learning**

**Key Statement:** This session is focused on evidence-based strategies to improve student learning that require little effort to employ and may be immediately put into practice.

**Keywords:** Teaching Strategies, Inclusion, Learning

**Subtheme:** Instructional Methods

Research in educational and cognitive psychology demonstrates that when it comes to student learning, how we teach is often just as important as what we teach. Although not anyone's goal, it is possible to teach in ways that make learning difficult. The good news is that it is also possible to teach in ways that make learning easier. In this session, we will look

at evidence-based strategies to improve student learning. The best part is that the strategies presented will require little to no effort to employ, may be immediately put into practice, and hold the potential to effectively improve student learning in every course, regardless of discipline.

*Outcomes:*

1. Identify one desired outcome for students that is not currently being realized to the extent desired.
2. Describe three elements that are important for learning to occur.
3. Create an assessment strategy to determine whether a newly implemented strategy to help students to learn is effective.





**Instructions for the One-Minute Paper:**

***Set a timer for one minute; use that minute to write a response to the following prompt:***

*What do you most enjoy about teaching? Write about what brings you energy and happiness or the reason(s) you wanted to become an educator.*



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

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

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

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

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



*Instructions: Two to three weeks after the conference, review the issue or challenge you noted on the Course Enrichment page. In light of what you learned at the conference:*

1. What strategies have you implemented? Have they been successful? If not, what adjustments can be made?
  
2. Did you contact any new campus resources upon your return from the conference? If so, how have they helped? If not, who might you contact?
  
3. Review your notes from the conference and select one new concept or idea to try in the coming two weeks. Describe here briefly what you will attempt.
  
4. With whom did you speak and wish to have a follow-up conversation at a later time? Try for ten new contacts at this conference.



# NETWORKING CONTACTS

[illegible]



*Use this space to list any new ideas formed, concepts considered, musings, or anything else that might prove helpful to you in the future. Consider: What surprised you? What can you apply to your work?*

## THANK YOU NOTES



Take a few moments to write a thank-you to the group, board, or individual who encouraged or funded your trip to this conference. Consider sharing some of what you learned and intend to implement at your institution or the good connections you made. Feel free to detach and use the note below!



*Thank you!*



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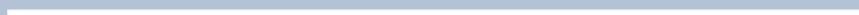


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SYNCHRONOUS SESSIONS MEET APRIL 6, 13, 20, 27  
CONTENT STREAMABLE 4/5 THROUGH 6/30

### AUSTIN, TX | JUNE 2-4, 2023

### ASHEVILLE, NC | AUGUST 7-9, 2023

