

# CONFERENCE PROGRAM **2020**



## **TEACHING FOR ACTIVE & ENGAGED LEARNING**

Lilly Conferences | San Diego, CA | February 27-29, 2020



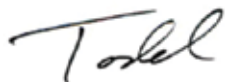
## Welcome to Lilly-San Diego!

At Lilly Conferences, we value each individual's perspective and experience. We look forward to this event developing as a learning community whereby we learn from one another. We are pleased to bring together this group of passionate/devoted educators who care deeply about helping students become better learners. It is a rare opportunity to be around such amazing colleagues from thorough the United States and abroad. Make time to network with other 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 is available throughout the event; please do not hesitate to let us know if we can help you in any way.

Wishing you an excellent conference experience,



Todd Zakrajsek, PhD  
Conference Director



**CONFERENCE** INFORMATION

The ITLC Network .....	4
General Information .....	5
Plenary Presenters .....	6
Lilly Ambassadors .....	8
Acknowledgments .....	9
Daily Schedule .....	10
Hotel Floorplan .....	11

**SESSION** INFORMATION

Thursday Concurrent Abstracts .....	13
Friday Concurrent Abstracts .....	17
Poster Presentation Abstracts .....	33
Round Table Discussion Abstracts .....	44
Saturday Concurrent Abstracts .....	48
Presenter Index .....	57
Institutions Represented .....	58

**WORKBOOK** AND NOTES

Workbook .....	59
Networking & Contacts .....	63
Reflections & Notes .....	64
Sponsors .....	77

## The ITLC Network

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The ITLC Network brings together faculty to advance student learning. This is accomplished through the ITLC Lilly Conferences, Institutes, and Online Workshops; The Scholarly Teacher Blog; customized workshops and seminars on individual campuses; and mentoring activities. We value our network of colleagues and working with them to reach their professional goals. We invite you to explore our other opportunities or talk to us about designing a program specific

to your institution's needs. At ITLC, we take pride in the services and products we offer. We value our clients and look forward to developing long-term relationships with them as they strive to reach their professional goals. Likewise, we value our employees for their ongoing contributions to ITLC, as well as for their individual aspirations and commitments.

## Meet the **ITLC Team**

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**Todd Zakrajsek**



**President &  
Conference Director**

**Debra Van Etten**



**Vice President  
Operations & Finance**

**Laura Czerwinski**



**Vice President  
Programming & Public Relations**

**Melanie Collins**



**Director  
Advancement  
Scholarly Teacher Acquisitions Editor**

**Allison Jaymes**



**Specialist  
Performance Management  
& Analytics**

**Kathryn Smith**



**Director  
Learning Technologies & Assessment**

## General Information

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### NAME BADGES

Please wear your name badge at all times during the conference; **badges are required for entrance to all meals and receptions**. It is the tradition of Lilly Conferences to *not* include titles or contributions on name badges, such as “Dr.” or “Presenter.” We certainly understand you have all worked very hard to achieve your titles and worked diligently to prepare the materials for your presentation. That said, we believe referring to each other by first name more quickly familiarizes us with each other and builds community.

### BOOK RAFFLE

Through in-kind donations from Stylus Publishing and Educational Blueprints, we have approximately \$500 in value of prizes to give away to conference participants this year. Enter the raffle using the preprinted book raffle tickets included on your name badge sheet. Winners will be drawn Saturday at 10am. Although you do not need to be present at the time of the drawing to win, you must pick up the book at the registration desk by 1:00 pm Saturday.

### EVALUATION OF SESSIONS

We encourage you to complete the session evaluation forms following each concurrent session. Place your completed evaluation in the envelope provided, at the front of the room. Conference staff will collect the completed session evaluations, scan them, and email them to presenters. We do care about your conference experience; if you have any concerns during the conference, please come to the registration desk and speak to an ITLC staff member.

### SOCIAL MEDIA

Stay connected with us all year long through social media. Make sure to like us on Facebook; follow us on Instagram; find us on LinkedIn as Lilly Conference Group; follow us on Twitter (ITLC-Lilly); and tweet about your experience using #lillycon.

### NETWORKING

Networking is one of the most valued aspects of the conference. Opportunities to network can be arranged through emails or messaging within the Guidebook app. You may also connect with colleagues during table topic discussions at lunch, round table discussions after breakfast, the opening reception, the poster reception on Friday, and during breaks between sessions. We hope that you will seek out chances to get together in the evenings on your own as well.

### ATTENDING SESSIONS

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

### MEALS/GUEST MEALS

Your conference registration includes: an afternoon snack and reception on Thursday; breakfast, lunch, afternoon refreshments, and a reception on Friday; and breakfast and lunch on Saturday. Please present your name badge at meals. **Unfortunately, due to space limitations and banquet costs, guests are not allowed to join conference meals or receptions.**

### EXPLORE SAN DIEGO

We encourage participants to take the evenings off to network and socialize together. San Diego is an amazing city with so much to see and do. Some of our 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, which offers easy transportation to a variety of the city's top attractions.



## Plenary Presenters

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### Todd Zakrajsek

University of North Carolina

Todd D. Zakrajsek, PHD, is an Associate Professor in the Department of Family Medicine at UNC - Chapel Hill. Todd was a tenured associate professor of psychology and built faculty development efforts at three universities before joining UNC. In addition to his work at UNC, providing resources for faculty on various topics related to teaching/learning, leadership, and scholarly activity, Todd serves on many educationally-related boards and work groups. Journal of Excellence in College Teaching, International Journal for the Scholarship of Teaching and Learning, College Teaching, Education in the Health Professions. Todd has consulted with organizations such as The American Council on Education (ACE), Lenovo Computer, Microsoft, Harvard, and the Gates Foundation. He has delivered keynote addresses and campus workshops at over 300 conferences and university campuses. Todd's recently co-authored books include *The New Science of Learning* (2nd Ed) (2019); *Dynamic Lecturing* (2017); and *Teaching for Learning* (2015). Follow and connect with Todd on Twitter @toddzakrajsek and LinkedIn.



### The Danger of Teaching the Way you Best Learn

Thursday, 1:45pm - Great Room 4

There is an old adage that we “teach the way we were taught.” In this opening micro-plenary we will consider the troubling implications of this phrase. There have been a variety of engaged learning strategies regularly used in higher education for nearly half a century. So, when someone notes that faculty tend to lecture because, well, we “teach the way we are taught,” the statement ignores much of what is really happening. We will take a quick look at how the learning process subsequently becomes the teaching process. We will also change out the old statement for an updated one of “we teach the way we best learn,” and consider the dangers that surface as a result.



### Kevin Kelly

San Francisco State University

Kevin Kelly, EdD, is the Educational Advisor at the Association of College and University Educators (ACUE). He also serves as a Lecturer in Education at San Francisco State University, where he has taught for over 20 years and previously served to manage two Academic Technology teams, lead the faculty development center, and co-directed a federal grant project. Additionally, Kevin directed the Wiley Learning Institute, where he and his team forged strong partnerships with higher education institutions, built a subscription library, and provided interactive online events with content by renowned authors and educational thought leaders. Throughout his 20+ years in higher education, Kevin has advanced and supported professional development efforts for faculty and campus leaders. He has published numerous peer-reviewed book chapters and journal articles related to teaching, learning, and technology, and was a lead editor of the collaboratively authored book, *Education for a Digital World 2.0: Innovations in Education*.

### Fostering Equity, Connectedness and Inclusion in Your Courses With Universal Design for Learning and Design for Learning Equity

Thursday, 2:15pm - Great Room 4

It's easy to fall into the "one size fits all" trap when we build courses and course activities. It's challenging to design and facilitate course experiences that are equitable and inclusive, and that foster human connection. Different student populations bring different needs to the online environment, may require different approaches to distance education, and/or may face issues like limited technology access or culturally biased content. Together we will address those issues using learning design principles, such as Universal Design for Learning (UDL) and Design for Learning Equity, along with being mindful of human connections in the course.



## Jennifer Imazeki

San Diego State University

Jennifer Imazeki, PhD, is a Senate Distinguished Professor and Professor of Economics with a passion for teaching and education at all levels. Since joining the faculty at San Diego State in 2000, she has taught a range of economics courses, from a 500-seat section of Principles of Microeconomics to data analysis and writing courses for economics majors. She has been a strong advocate for active learning, particularly using technology and team-based learning. Her contributions to the economics education community include several journal articles and book chapters on various aspects of teaching economics, and she writes one of the few blogs focused on teaching economics. Jennifer has served as the Director of SDSU's Center for Teaching and Learning since 2014, where she has worked to engage faculty in a scholarly approach to teaching. In July 2019, she also became the Associate Chief Diversity Officer for Faculty Success, working with faculty across the campus to foster a culture of inclusive excellence and community in all aspects of faculty lives.



## A Touch of Kindness: Building Empathy to Build More Inclusive Classrooms

Friday, 1:15pm - *Great Room 4*

As instructors, the perceptions, attitudes, and beliefs that we bring with us into the classroom can have a major impact on our ability to create a learning environment that truly supports all students. These perceptions underlie everything else we do, but we don't often discuss them explicitly. However, if we never reflect critically on them, there is a risk that whatever pedagogical practices we do adopt could end up being less effective than we hope and intend. In this session, participants will have an opportunity to step back and consider what assumptions we may be making, often unconsciously, about our students, and how those assumptions might manifest in our interactions, policies, and practices.



## David Betancourt

San Francisco State University

David Betancourt, DMA, is the chair of the Board for the California Community College Council on Staff Development (4CSD) and travels internationally as a creative and dynamic educational consultant

to promote pedagogical excellence within multiple teaching and learning environments. His core mission is to engage, equip, and connect educators to create and integrate transformative learning experiences using evidence-based practices. He actively accomplishes this mission by fostering learning environments informed by research on teaching and learning, promoting the tools of teaching, advancing strategic learning initiatives, and facilitating practices that support an integrated educational experience. As Coordinator of the Center for Teaching Excellence (CTX) at Cerritos College, David developed a vibrant program of professional learning opportunities. Under his leadership, the CTX was awarded the Outstanding Program Award from the 4CSD. He was also recognized as Outstanding Faculty in 2015 and 2016.

## The Resilient Professor: Identifiers and Strategies to Recoup the Emotional Cost of Teaching

Saturday, 1:15pm - *Great Room 4*

There is an emotional cost to teaching. The resilient professor has found effective strategies to recoup those costs so that they can enjoy a long career of making a difference for students while reaping the benefits that daily self-care can have on their own happiness and success. Rarely are the challenges and joys of teaching discussed in terms of emotional cost. Resiliency is a characteristic that allows teachers to identify the emotional cost of teaching and targeting strategies that can be implemented to decrease and recoup the emotional cost. While many identifiers and strategies will be offered, this workshop will focus on "when to say yes" as well as exploring healthy perspectives on mindsets associated with the concepts of failure. The end goal is a resilient teacher than can thrive, sustain, and enjoy a career of giving and serving students.

## Lilly Ambassadors

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The Lilly Ambassador Program consists of faculty and administrators who embody the Lilly Spirit: a collaborative community of scholars sharing, discussing, critiquing, and reflecting upon improving teaching and learning. Ambassadors are active Lilly attendees whose teaching practices are informed by established pedagogy and embraces innovation. Ambassadors exhibit professionalism, mentoring behaviors, leadership, dedication to student

learning, and knowledge of our conference. Lilly Ambassadors are representatives of the ITLC/Lilly brand; they are very familiar with Lilly Conferences, specifically here in California. In addition to answering questions, they will be presenting and participating in sessions throughout the conference. If you have any questions about the Lilly Conference experience, seek them out.

## INTRODUCING THE 2020 CONFERENCE AMBASSADORS

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**Stephen Bergstrom**

School of Business  
Southern Alberta Institute of Technology



**Eric Boyer**

College of Education & Counseling  
Saint Martin's University



**Stacey Souther**

Department of Psychology  
Cuyahoga Community College



**Lillian Nave**

Center for Academic Excellence  
Appalachian State University



**Dale Vidmar**

Library and Information Sciences  
Southern Oregon University



### Identify an Ambassador

Look for participants with a blue ambassador ribbon on their namebadge or a Lilly pin.

### Nominate an Ambassador

Do you know someone that would be a great ambassador for next year's conference? Let us know!

# Acknowledgments

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

## Reviewers

We are grateful to the numerous colleagues who voluntarily review proposal submissions and make programming recommendations. Their efforts and commitment to maintaining the quality of presentations at conferences are appreciated. Please accept our sincere thanks to each of you. We value the importance of the blind peer-review process. Thanks for sharing your expertise in this capacity.

## 2020 Lilly-San Diego Reviewers

Marie Allsopp, *Purdue University*  
 Spencer Benson, *University of Maryland*  
 Erik Benson, *Cornerstone University*  
 Marlena Bravender, *Walsh College*  
 Yvette Figueroa, *Sam Houston State University*  
 Billie Franchini, *University at Albany-SUNY*  
 Susan Hall, *University of the Incarnate Word*  
 Kyle Heys, *Calvin College*  
 Alesia Jennings, *Western Carolina University*  
 Thomas Pentecost, *Grand Valley State University*  
 Shannon Pothoven, *Cornerstone University*  
 Mike Pinter, *Belmont University*  
 Todd Primm, *Sam Houston State University*  
 Stacey Souther, *Cuyahoga Community College*  
 Marla Thompson, *Life University*  
 Bridget Trogden, *Clemson University*  
 Pete Watkins, *Temple University*

## Sponsors

Thank you to this year's corporate sponsors: Ed2Work, Educational Blueprints, the Idea Center, NISOD, the Scholarly Teacher, and Stylus Publishing.

## Institutional Teams

We would also like to thank: Arizona State University; Duke University; California State University, San Bernardino; Imperial Valley College; Point Loma Nazarene University; University of California, Irvine; Utah Valley University; and Western University of Health Sciences for bringing institutional teams of five or more participants; Thank you all for your continued commitment to improving teaching and learning.

## With Gratitude

The Lilly Conference on College Teaching was held 40 years ago in Oxford, Ohio. The brainchild of Milton Cox, Ph.D., the conference was developed to bring together faculty from a variety of disciplines, showcasing scholarly work from faculty learning communities. Across time the annual conference expanded to include regional, national, and international conferences. Thanks to the vision and dedication of Milt Cox, along with the foundational work of Laurie Richlin, Ph.D., the Lilly Conference series continues to impact educators around the globe. We are thankful for their efforts and honored to work with them.

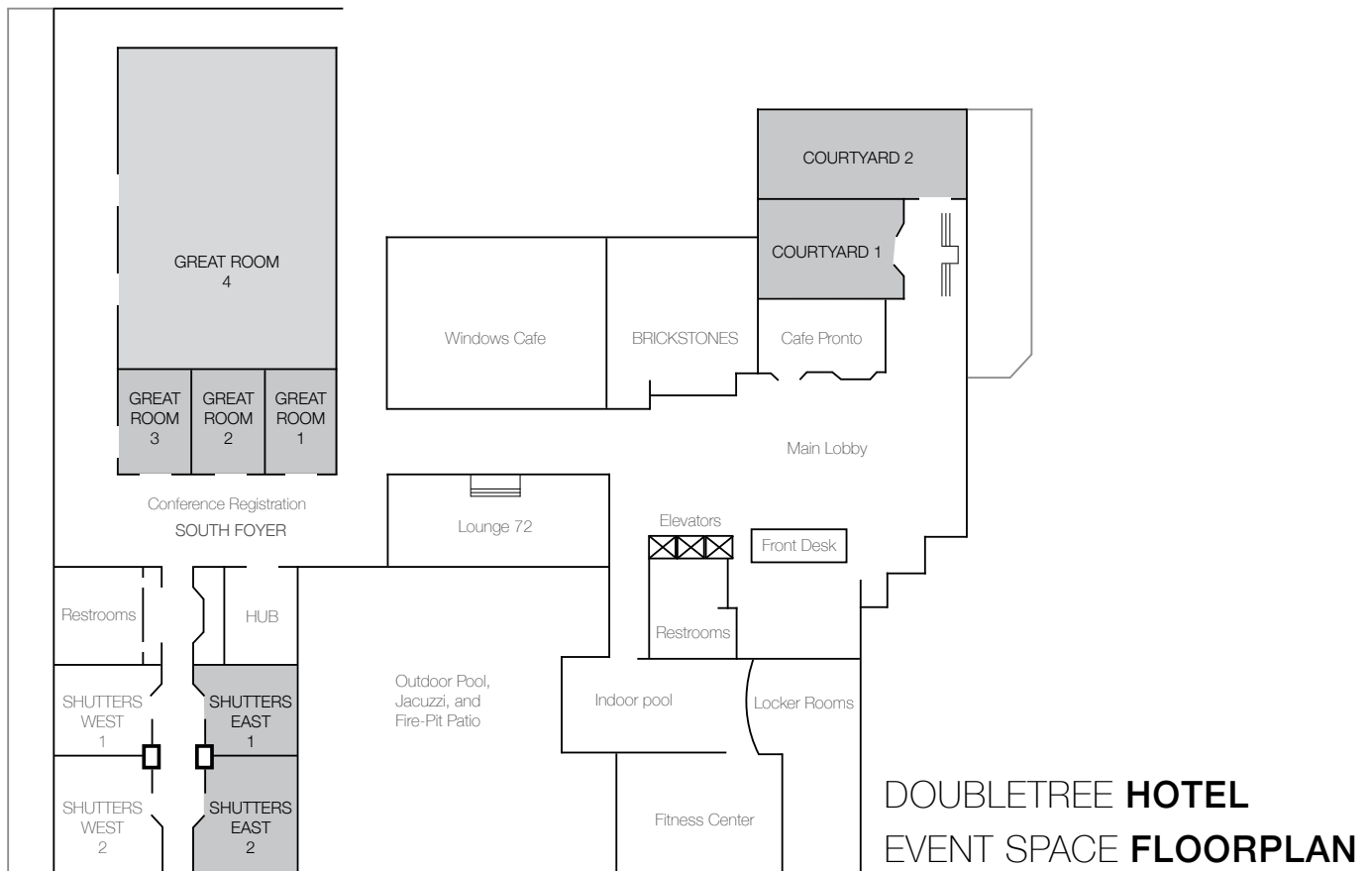
## Daily Schedule

THURSDAY, FEBRUARY 27, 2020							
1:45p - 2:15p	Welcome & Opening Plenary Address - Todd Zakrajsek - <i>Great Room 4</i>						
2:15p - 3:15p	Plenary Presentation: Fostering Equity, Connectedness and Inclusion in Your Courses With Universal Design for... - Kevin Kelly - <i>Great Room 4</i>						
ROOMS	Courtyard 1	Courtyard 2	Shutters East 1	Shutters East 2	Great Room 1	Great Room 2	Great Room 3
3:30p - 4:00p <small>30-MINUTE CONCURRENT</small>	Utilizing Assessments to Personalize the Topic of Cultural Competence <i>C. Pullen</i>	Using Choice and Voice: An Innovative Approach to Motivate and Engage... <i>J. Spinney &amp; S. Kerr</i>	Addressing the Anthropocene Through Integrated Teaching of... <i>V. Rodgers</i>	Addressing the Digital Divide: Best Practices for Online Learning Activities <i>A. Marcias, et al.</i>	Applying Content Through Experiential Learning: Conducting Quality... <i>G. Bhavsar</i>	Creating Inclusive Learning Environments for the Military Veteran... <i>L. Galloway</i>	Be the Change Agent: Self-Care and Removing Inner Obstacles <i>S. Guzman Foster &amp; S. Herbers</i>
4:15p - 5:15p <small>60-MINUTE CONCURRENT</small>	Bringing Mundane Topics to Life with Interactive Technologies and... <i>E. Valenti</i>	Enhancing Inclusion in the Classroom: Building a Culture of Educational... <i>M. Bowles-Terry</i>	Ribbon Game: An Experiential Activity to Teach Creativity and... <i>R. George</i>	Reducing Academic Anxiety Using a Mindfulness and Growth... <i>T. Samuel &amp; S. Buttet</i>	Problem-Based Learning and Exam Performance in an Online Course <i>I. Jones</i>	What Is the Scholarship of Teaching and Learning? Seven Steps to Engage... <i>M. Cox</i>	Active Learning and Flipped Instruction: Why All the Resistance? <i>C. Pohan</i>
5:15p - 6:15p	Networking Reception - <i>South Foyer</i>						
FRIDAY, FEBRUARY 28, 2020							
7:15a - 7:55a	Breakfast - <i>Great Room 4</i>						
ROOMS	Courtyard 1	Courtyard 2	Shutters East 1	Shutters East 2	Great Room 1	Great Room 2	Great Room 3
8:00a - 9:00a <small>60-MINUTE CONCURRENT</small>	Embracing and Mastering Assessment (No, Really!) <i>E. Curran</i>	Getting Students to Talk About the “P” Word: Privilege <i>T. Noah</i>	Lowering Resistance and Boosting Student Motivation Using... <i>T. Frazier, et al.</i>	Dr. Skateboard’s Action Science: Video, Graphic Novels and Active Learning <i>W. Robertson</i>	Teaching Together: Supporting Faculty and TA Collaboration in Large... <i>A. Jenks &amp; K. Cox</i>	Facilitate Learning with OER, F2F and Online <i>M. Miguel</i>	A Fast-Track Approach to Quality Course Design <i>T. Medrano &amp; R. Friedman,</i>
9:15a - 9:45a <small>30-MINUTE CONCURRENT</small>	Engaged Learning Through Collaborative Reading and Annotation <i>P. Spencer &amp; C. Vimuttinan</i>	Designing Effective Reflection Activities in Service-Learning Courses <i>T. Noah</i>	Digital Humanities Reboot Through Backward Design and Micro-Scaffolding <i>E. Pollard &amp; P. Lach</i>	Online Strategies to Foster Engaged Reflection <i>L. Riggs &amp; S. Hellyer-Riggs</i>	Classroom Unplugged! A Guide to an Active Classroom Without... <i>N. Wald &amp; M. Fixen</i>	The Forum Crossing: Advancing the Social Capital of Faculty <i>A. Buchenot, et al.</i>	Utilizing Team-Based Learning in a Writing Enriched Program... <i>M. Brown</i>
10:00a-11:00a <small>60-MINUTE CONCURRENT</small>	Using Protocols to Engage Group Discussions <i>L. Trimmer</i>	Mindfulness in the Classroom: A Vehicle for Student Success <i>S. Peterson</i>	An Electronic Escape Room to Review Teaching and Learning Strategies <i>S. Larson &amp; J. Cooley</i>	How our Students Taught us How to Teach <i>S. Souther &amp; S. Manley</i>	Using Badging for Faculty Development and Evaluation <i>K. Ryalls</i>	Online Team-Based Learning: Building Social Presence for Success <i>A. Tolman, et al.</i>	Exam CSI: How Test Autopsies Impact Students’ Perceived... <i>Z. Frank &amp; M. McGuire</i>
11:15a- 12:15p <small>60-MINUTE CONCURRENT</small>	Engaging Students in Online Learning: A Tale of Two Interventions <i>A. Holton</i>	Critical Thinking Skills: A Urgent Need for Trying Times <i>K. Gabriel</i>	Caring for Self While Serving Students: Trauma Stewardship for Educators <i>S. Egbert &amp; S. Camp</i>	When Great Students Fail Exams: Teaching Study Techniques That Work <i>J. Adams</i>	Creative Student Learning Outcomes: Integrating Academic Identity and... <i>S. Dias</i>	Inclusive Active Learning: Designing a Reflection Tool for Faculty <i>D. Haggerty &amp; K. Cunningham</i>	Digital Discourse: 21st Century Digital Tools to Venture Beyond... <i>D. Vidmar</i>
12:15p - 1:15p	Lunch - <i>Great Room 4</i>						
1:15p - 2:30p	Plenary Presentation: A Touch of Kindness: Building Empathy to Build More Inclusive Classrooms - Jennifer Imazeki - <i>Great Room 4</i>						
2:45p - 3:15p <small>30-MINUTE CONCURRENT</small>	Asking Students to Reflect: Using Post-Quiz Feedback to Support Learning <i>M. Runnerstrom</i>	Forget the Syllabus: Why We All Need a User Manual <i>J. Musicco</i>	Creating Video Lectures Using an iPad Pro and Explain Everything <i>C. Frey</i>	Creating and Maintaining a Successful STEM Learning Community Program <i>D. Turvold Celotta &amp; E. Curran</i>	Bored With Discussion Boards?: Strategies for Improvement and... <i>D. Smith</i>	The Scholarly Teacher: Peer-Reviewed and Developmental... <i>M. Collins &amp; T. Zakrajsek</i>	Mini Hints in eLearning to Increase Student Persistence and... <i>L. Van Den Einde</i>
3:30p - 4:30p <small>60-MINUTE CONCURRENT</small>	Getting Students to Read Like a Pro(fessor) <i>J. Clemmons, C. Campbell, &amp; G. Sollfrank</i>	Creating Connections and Cultivating Community in the College Classroom <i>K. Miller-Davis</i>	Designing a Faculty Development Program on Blended Learning <i>K. McGraw &amp; E. Syverson</i>	Discussing “Discussion”: How to Truly Engage Your Class in a Group Discussion <i>E. Boyer</i>	Making a Muffin: Project-Based Learning Across Cohered Courses <i>T. Broman</i>	We the Students: Employing a Group Contract in Student... <i>S. Bergstrom</i>	Learner-Centered Teaching: Shifting the Focus of Activity from... <i>M. Raymond</i>
4:45p - 5:15p <small>30-MINUTE CONCURRENT</small>	Emotions & Leadership: An Active Informal Self-Assessment of... <i>C. Fitzgerald</i>	Class Climate in Large Undergraduate Courses: Student Expectations... <i>S. Branca &amp; E. Slusser</i>	Creating and Implementing a Library Research Module in... <i>J. Darrouzet-Nardi, et al.</i>	Actively Engaging Students in the Distance Education Environment... <i>S. Egbert &amp; S. Camp</i>	Integrating Interactive Video Lectures Into a Hybrid Research Method... <i>T. Ottusch</i>	Encouraging Classroom Discussion in any Discipline <i>S. Holtan</i>	Unplugging Students: Utilizing Guided Technology Policies... <i>D. Hall &amp; M. Wireman</i>
5:15p - 6:15p	Poster Reception (see page 32 for list of titles/presenters) - <i>Patio</i>						

# Daily Schedule

## SATURDAY, FEBRUARY 29, 2020

7:00a - 7:45a	<b>Breakfast - Great Room 4</b>						
8:00a - 8:30a	<b>Round Table Discussions (see page 43 for list of titles/presenters) - Great Room 4</b>						
ROOMS	Courtyard 1	Courtyard 2	Shutters East 1	Shutters East 2	Great Room 1	Great Room 2	Great Room 3
8:45a - 9:45a <small>60-MINUTE CONCURRENT</small>	Sifting Through the Stereotypes: Connecting with Gen Z Students <b>E. Camfield, et al.</b>	Non-Tenure-Track Faculty Motivation to Engage in Faculty Development <b>S. Taylor &amp; C. Haras</b>	Using Multiple Theoretical Frameworks to Guide Technology... <b>V. Johnson</b>	Fostering Deep Learning in a University Classroom <b>R. Posey, G. Fantaroni, &amp; Y. Pineda-Zapata</b>	Interactive Online Discussions: Let Us Change the Way We Talk <b>D. Kim</b>	Enhancing Student Motivation and Engagement in Learning... <b>N. Yerke, et al.</b>	Discovering the Student Engagement Journey: Implications for... <b>H. Fargo</b>
10:00a-10:30a <small>30-MINUTE CONCURRENT</small>	The Role of Faculty in Scaling Community-Based Learning to Maximize... <b>J. Parys</b>	Developing a Classroom Culture Grounded in Metacognition <b>D. Hailwood</b>	Teaching Biostatistics with a PeerLab Instructor to Reduce Student Anxiety <b>S. Kapella Mshigeni &amp; M. Becerra</b>	Moments in Teaching: Improving Bandwidth by Personalizing Learning <b>L. Wilber</b>	Engaging Digital Natives Through the Use of Bitmojis and Gifs <b>L. Llamas Fraga</b>	Power in Collaboration: College and Elementary Students for Social Justice <b>O. Mango, et al.</b>	
10:45a-11:15a <small>30-MINUTE CONCURRENT</small>	Making Meaningful Connections: An Integrated Model for Community... <b>K. Olson Stewart &amp; W. Kubasko</b>	Re-Evaluate and Re-Energize Your Teaching: Your Students Will Benefit <b>M. Hartman</b>	Let's BoK About It: Examining a Reflective Journaling Assignment <b>T. Earls Larrison</b>	Apples to Apples, not Apples to Oranges: Comparing Final Exam... <b>H. Eckmann</b>	Course Redesign with Technology and Collaborative Activities... <b>A. Hasan</b>	Technology and Culturally Competent Strategies for the Online Classroom <b>J. Kwapy</b>	
11:30a - 12:30p <small>60-MINUTE CONCURRENT</small>	Transforming Your Course With Student Peer Assessment <b>A. Bradley</b>	Advocating for Equity: Steps Towards Cultural Humility <b>L. Maier &amp; E. Boyer</b>	A Pilot Assessment of a University Academic Service-Learning... <b>L. Simons &amp; M. Barnett</b>	Educate-Motivate-Activate: Empowering Students in Becoming... <b>L. Moore</b>	Integrating Simulations, 360 Degree Video, and Virtual Reality into... <b>D. Anderson</b>	Engaging with Self to Better Engage with Others <b>M. White &amp; S. Muller</b>	
12:30p - 1:15p	<b>Lunch - Great Room 4</b>						
1:15p - 2:30p	<b>Closing Plenary Presentation: The Resilient Professor: Identifiers and Strategies to Recoup the Emotional Cost of... - David Betencourt - Great Room 4</b>						





## Thursday Concurrent Session Abstracts and Outcomes

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*In chronological order*

### THURSDAY 3:30p - 4:00p

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#### **Utilizing Assessments to Personalize the Topic of Cultural Competence**

Carrie Pullen - *University of California, Northridge*

Utilize individualized cultural competence assessments to take cultural competence education from definitions and theory to personalized, engaged learning and opportunities for growth.

**Abstract:** Teaching the concepts related to Cultural Competence is a challenge for educators. Many existing programs merely provide information about what cultural competence is and fail to offer any information to students about their own levels of cultural competence, or any strategies to improve those levels. This presentation showcases the use of a cultural competence assessment tool as a vehicle to personalize cultural competence education, to allow students to explore their own current levels of competence and to help them create plans to improve those levels going forward.

**Learning Outcomes:** (1) Rethink how to teach Cultural Competence. (2) Redesign Cultural Competence education to be personalized to each individual student. (3) Utilize assessments to engage students on the topic of Cultural Competence.

**Tracks:** *Multiculturalism/Diversity/Inclusion*

**Location:** Courtyard 1

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#### **Using Choice and Voice: An Innovative Approach to Motivate and Engage Students**

Jamie Spinney and Suzanne Kerr - *Southern Utah University and Canyon View Middle School*

Students were given a voice by providing them a choice of how their learning was assessed and subsequently asked whether it enhanced their motivation and engagement.

**Abstract:** The conventional pedagogical strategy is for teachers to exclusively decide what, when, and how student learning is assessed. However, there is convincing evidence that suggests students' levels of motivation and engagement are enhanced when they are afforded a voice in their learning. This research reports on a case study that allowed students to choose how their learning was assessed. This research used a mixed-methods approach to collect and analyze students'

perceptions of this innovative pedagogical approach. Results indicate several positive outcomes associated with promoting student choice and voice, which include enhanced motivation and engagement.

**Learning Outcomes:** (1) Describe the meaning of student voice and student choice. (2) Explain the benefits of providing students with choices in how their learning is assessed. (3) Develop an assessment framework/strategy that enables students to have a choice in how their learning is assessed.

**Tracks:** *Assessment, Engaging /Motivating Students, Innovative Pedagogical Approaches*

**Location:** Courtyard 2

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#### **Addressing the Anthropocene Through Integrated Teaching of Science and Art**

Vikki Rodgers - *Babson College*

Combining science and art to create a hands-on, interactive and reflection-based course teaching careful observation and systems-based thinking for environmental education

**Abstract:** Engaging students in integrated learning from disparate disciplines can provide valuable critical learning opportunities. As an artist and an ecologist, we co-designed and co-taught a new course for undergraduate students. The goals were for students to: demonstrate ecological understanding of and artistic responses to complex ecosystems, synthesize scientific skills and artistic creativity to critically reflect on ecological destruction, and effectively communicate using art and ecology together. We taught this class three times. Each semester we performed pre- and post-class surveys and found measurable changes in attitudes toward nature and the usefulness of incorporating art to teach ecology.

**Learning Outcomes:** (1) Identify the benefits and challenges of integrated teaching from disparate disciplines. (2) Practice integrating their own disciplines using a systems-thinking concept mapping exercise. (3) Use a blind contour drawing exercise to enhance careful observation in their classes.

**Tracks:** *Active Learning Strategies, Engaging and Motivating Students, Innovative Pedagogical Approaches*

**Location:** Shutters East 1

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**Addressing the Digital Divide: Best Practices for Online Learning Activities**

Angela Macias, Steven Brownson, and Monique Turner  
- *California State University, Dominguez Hills*

This presentation will address practical approaches to address the digital divide by incorporating online learning activities in traditional settings.

**Abstract:** We formed a Faculty Learning Community (FLC) around the topic of implementing online learning activities in departments and programs that have traditionally utilized only fact-to-face instruction with the intent of addressing the digital divide in our university. Our FLC spent one-semester reading current literature related to online learning, discussing our experiences, and sharing ideas. Each member prepared a pilot syllabus to try out online learning activities. During the second semester of our work, we revised our syllabi and implemented new strategies. We are currently conducting qualitative research to investigate student experiences with these strategies.

**Learning Outcomes:** (1) Identify several engaging strategies for online learning in any format that is appropriate for their discipline. (2) Be exposed to practical forms of assessment that will help them measure the effectiveness of the strategies. (3) Discuss the pedagogical implications of equity issues related to technology and identify methods for tackling the digital divide among various student populations that have less access.

**Tracks:** *Active Learning Strategies, Classroom Technologies, Teaching Online*

**Location:** Shuttles East 2

**Applying Content Through Experiential Learning: Conducting Quality Improvement Projects at Work**

Grishma Bhavsar - *California State University, Northridge*

This session demonstrates how graduate students were taught quality improvement concepts through the application of content in their workplace settings.

**Abstract:** A student's employability after graduation is enhanced through work experience and the ability to apply course content in the "real world" (Helyer & Lee, 2014). To increase the direct experience gained by graduate students in a healthcare quality improvement (QI) course, a project was created using Kolb's experiential learning 4-element cycle (Kolb, 1984). Students applied content learned in the classroom to a QI project they devised at their current workplace settings. The project was assessed using QIKAT-R, a validated instrument on the application of QI concepts (Singh, et al., 2014), and a survey on student perspectives and feelings about the project.

**Learning Outcomes:** (1) Describe the key elements of the experiential learning cycle. (2) Identify potential areas where experiential learning could be infused in their classrooms. (3) Obtain news ideas on assessing the knowledge gained by students through the practical application of course content.

**Tracks:** *Evaluating Teaching Effectiveness, Service/Experiential Learning*

**Location:** Great Room 1

**Creating Inclusive Learning Environments for the Military Veteran and Families**

Laura Galloway - *Brandman University*

By evaluating a two- year qualitative study of veterans transitioning into civilian life, we will discuss instructional practices that adapt to veterans in the classroom.

**Abstract:** Often, Veteran's and their family members find it difficult to transition from military service to civilian life. A popular strategy used to create a smooth transition includes going back to school. The veteran student has a unique set of experiences and backgrounds that most civilians do not understand. This misunderstanding can lead to feelings of exclusion, estrangement, and failure in the classroom. By evaluating data from a two-year qualitative study on this unique population of veterans, faculty and higher education professionals can begin to develop practices that seek to include and support veteran success in the classroom.

**Learning Outcomes:** (1) Understand the unique issues, obstacles, and needs of military service members and their families about their transition out of service to civilian life. (2) Create new standards and practices aimed at the inclusion and accessibility of education for the veteran and their family members. (3) Identify and support veteran student populations more effectively.

**Tracks:** *Course Design/Redesign, Engaging/Motivating Students, Multiculturalism/Diversity/Inclusion*

**Location:** Great Room 2

**Be the Change Agent: Self-Care and Removing Inner Obstacles**

Sandy Guzman Foster and Sherry Herbers - *University of the Incarnate Word*

Faculty may promote well-being for junior faculty, undergraduates, and graduate students, yet abandon healthy personal practices. This session provides tools to strengthen commitment to care.

**Abstract:** This session examines the phenomena of resistance to change among faculty who promote balance and well-being in students and colleagues. A major obstacle to self-care, our



own resistance, will be explored through evidence-based research and reflection on experience. Session facilitators will demonstrate practices that have been integrated into teaching, research, faculty development programs, and daily life. Beholding is a practice for looking deeply, softly, and gently to see more fully a work of art or a person (Ziegler, 2000). Radical presence (O'Reilly) and Compassion Training with self and others through purposeful steps with supportive structures will be discussed and experienced.

**Learning Outcomes:** (1) Practice beholding. (2) Discuss radical presence. (3) Experience compassion training with self and others.

**Tracks:** *Self-Care/Work-Life Balance*

**Location:** Great Room 3

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## THURSDAY 4:15p - 5:15p

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### Bring Mundane Topics to Life with Interactive Technologies and Creative Team Collaboration

Elizabeth Valenti - *Grand Canyon University*

This session will demonstrate tried-and-true ways to bring lack-luster topics to life through the use of creative team collaboration and simple, interactive technologies and media.

**Abstract:** This session will demonstrate tried-and-true ways to bring lack-luster topics and lectures to life through the use of creative team collaboration and simple, interactive technologies/media. A focus will be placed on team collaboration using Padlet, Dating Profiles, Meme Generation, and Poll Everywhere. Strategies can be utilized in a wide variety of teaching modalities, and an opportunity to brainstorm, collaborate, practice utilizing the media will be provided.

**Learning Outcomes:** (1) Form tangible ideas for transforming lecture-based content through the use of team-oriented strategies and innovate technologies. (2) Receive information on how to download, set up, and utilize all four technologies and immediately integrate them into your classrooms. (3) Practice each method and benefit from teach collaboration with other attendees.

**Tracks:** *Classroom Technologies, Creating Communities of Learners, Engaging/Motivating Students*

**Location:** Courtyard 1

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### Enhancing Inclusion in the Classroom: Building a Culture of Educational Equity

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

Participants will discuss strategies and share practices that enhance inclusion and mitigate implicit bias in order to develop classrooms that foster learning for all students.

## EVALUATION REMINDER

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Please make sure to fill out your session evaluations after each presentation and place your completed form in the envelope provided at the front of the room.

Conference staff will collect the completed session evaluations, scan them, and email them to presenters. We will also send a post-conference survey asking about your overall experience as we are always striving to improve and make our ITLC-Lilly conferences a beneficial event for all involved.

If you have any questions, please see an ITLC Team Member for assistance.

**Abstract:** One central goal for many universities and individual faculty members is to work on closing opportunity gaps for students of color and others historically underserved in higher education. To achieve this goal, it is vital that we create classroom communities that are inclusive, equitable, and effective learning environments for a diverse student body. Reducing inequities in education require our united and deliberate effort. The presenter will share practices developed in a university workshop for faculty to identify and respond to microaggressions in the classroom; develop strategies for lessening stereotype threat through building identity safety for students; and will share activities to support inclusion and equity in the classroom.

**Learning Outcomes:** (1) Gain strategies for identifying and responding to microaggressions in their classrooms. (2) Be prepared to lessen stereotype threat through building identity safety for students. (3) Have new activities to support inclusion and equity in the classroom.

**Tracks:** *Academic Success, Multiculturalism/Diversity/Inclusion*

**Location:** Courtyard 2

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### 'Ribbon Game': An Experiential Activity to Teach Creativity and Innovation

Ranjan George - *Fresno Pacific University*

This proposal is a presentation of an experiential activity to engage students to appreciate the concepts of creativity and innovation as an organizational reality.

**Abstract:** Creativity and innovation are important topics in the business curriculum. The teaching and learning of these concepts can be enriched using experiential learning games. This proposal involves the demonstration of a classroom

activity referred to as the 'ribbon game.' This fun-filled activity/game takes 25-30 minutes of class time and 15-20 minutes of discussion time. It enables students to gain a greater appreciation of the application and significance of creativity and innovation in addition to how these can be managed in an organization.

**Learning Outcomes:** (1) Appreciate how undergraduate business students would value experiential learning as an alternative to reading and rote learning of the concept of creativity and innovation. (2) Synthesize the study of concepts and theories relating to creativity and innovation using the experiential learning methodology. (3) Gain insights to enable students to achieve a higher learning experience of creativity and innovation.

**Tracks:** *Active Learning Strategies, Innovative Pedagogical Approaches, Service/Experiential Learning*

**Location:** Shuttles East 1

### **Reducing Academic Anxiety Using a Mindfulness and Growth Mindset Approach**

Tashana Samuel and Sebastien Buttet - *Stella and Charles Guttman Community College, CUNY*

Participants will explore ways to embed pedagogical strategies in their classroom in an effort to reduce students' math-related anxiety and improve conditions for learning.

**Abstract:** Academic anxiety is a debilitating problem that affects many college students. Studies have shown that improving the psychological experience in the classroom could have a positive impact on students' academic achievement. Both mindfulness and growth mindset are evidence-based interventions that, when embedded in the classroom, greatly reduces anxiety, and contribute to academic success. Participants will engage in simple and effective mindfulness and growth mindset-based techniques that could be used for different kinds of courses. The activities are based on successful pilot research and faculty workshops that the authors have facilitated at their institution in an effort to reduce academic anxiety.

**Learning Outcomes:** (1) Practice mindfulness techniques that can be used in a variety of educational settings. (2) Recognize how mindfulness and growth mindset-based techniques reduce stress and improve conditions for learning. (3) Consider ways in which a combined mindfulness and growth mindset-based technique could benefit the students they serve.

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

**Location:** Shuttles East 2

### **Problem-Based Learning and Exam Performance in an Undergraduate Online Course**

Ida Jones - *California State University, Fresno*

Problem Based Learning (PBL) is a teaching method where students use course-based concepts to evaluate a complex semester-long real-world scenario and improve critical thinking, research, and communication skills.

**Abstract:** In Problem Based Learning (PBL), the instructor takes a complex real-world problem and requires students to research and make recommendations. PBL requires students to grapple with uncertainties: that there are multiple perspectives through which an issue can be viewed, that there are multiple disciplines that can be applied, and that there can be multiple solutions that have varying degrees of pros and cons leaving the student with the uncertainty that there's not one "right answer." PBL requires that instructors focus on guiding students' assessment of an issue and identification of many questions and potential solutions.

**Learning Outcomes:** (1) Explain Problem Based Learning and its educational benefits and limitations. (2) Begin to develop a Problem-Based Learning scenario for their course(s). (3) Identify at least one challenge with using Problem Based learning and discuss a strategy to address it.

**Tracks:** *Active Learning Strategies, Engaging/Motivating Students, Group Work*

**Location:** Great Room 1

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

Milt Cox - *Miami University*

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

**Abstract:** There is a new discipline in higher education that features the scholarship of teaching and learning (SoTL). The presenter of this workshop is an editor-in-chief of a journal that publishes the scholarship of teaching and learning. He will define and discuss the ongoing cycle of scholarly teaching and the scholarship of teaching and learning. Additionally, participants will discuss seven steps that can transform a teaching, learning, or institutional problem or opportunity into SoTL. We will discuss a template that can assist the planning of a SoTL project that could lead to a SoTL publication.

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

### **Tracks:** *Creating Communities of Learners, Faculty Development*

**Location: Great Room 2**

## Active Learning and Flipped Instruction: Why All the Resistance?

Cathy Pohan - *University of California, Merced*

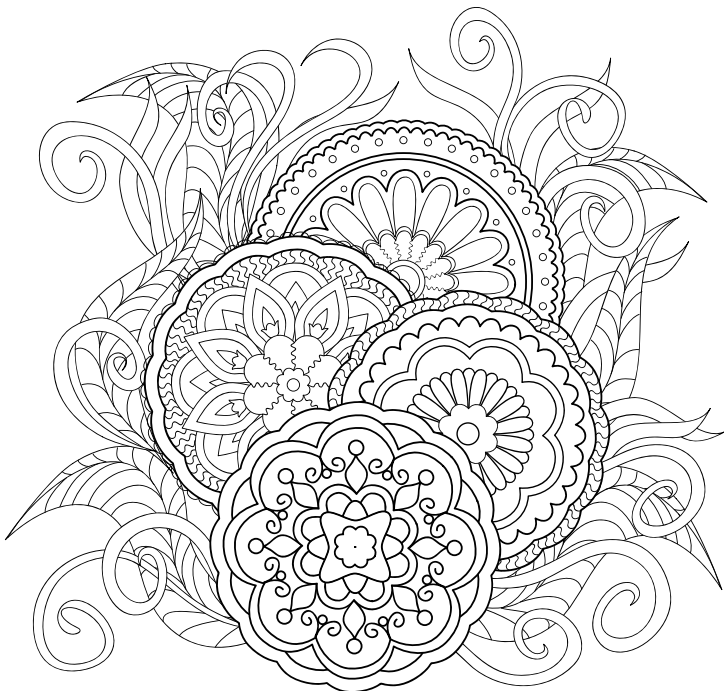
Survey of findings on active learning and instructors teaching in technology-enhanced active learning spaces. Presents AL strategies and how to minimize student resistance.

**Abstract:** Active learning (AL) has been shown to increase student interest, engagement, and retention. Mounting evidence suggests that students in active learning classrooms outperform those in traditional lecture (Baepler, et al., 2016; Freeman, et al., 2014; Patton, 2015; ). Yet, faculty have been slow to transform their teaching approaches. This session investigates many of the barriers to transformation identified by faculty. We answer: (1) What lessons have been learned about AL and new instructional spaces? (2) How can faculty employ AL and still cover the syllabus? (3) What strategies can be employed to minimize student resistance?

**Learning Outcomes:** (1) Contrast traditional instructional methodologies with innovative, technology-enhanced active learning. (2) Contrast low prep, minimal time vs. high prep, time-intensive AL strategies. (3) Identify strategies to minimize student resistance to these active learning and flipped instruction.

**Tracks:** Active Learning Strategies, Engaging and Motivating Students, Classroom Technologies

**Location: Great Room 3**



## THURSDAY NOTES

[illegible]

**FRIDAY 8:00a - 9:00a****Embracing and Mastering Assessment (No, Really!)**Erin Curran - *University of St. Thomas*

This presentation will help educational professionals embrace program assessment using a straight-forward process for developing a sustainable assessment system for academic programs and individual classes.

**Abstract:** Despite great experience evaluating student learning in the classroom, educators are well known for their aversion to program assessment. This presentation will help educators embrace program assessment by guiding them through a systematic process for developing a sustainable course- or program-based assessment system. Participants will develop measurable learning objectives and a Curriculum Map for their course or program. They then will be guided through the development of an Assessment Map that details their assessment system. Discussions of formative vs. summative, direct vs. indirect, and authentic vs. traditional assessment, as well as closing the assessment loop, will be facilitated.

**Learning Outcomes:** (1) Identify the tenets of a sound course- or program-based assessment system. (2) Independently develop a sustainable course- or program-based assessment system. (3) Describe contextually relevant strategies for closing the assessment loop.

**Tracks:** *Assessment of Student Learning*

**Location:** Courtyard 1

**Getting Students to Talk About the “P” Word: Privilege**Tolulope (Tolu) Noah - *Azusa Pacific University*

This session will explore activities professors can use to introduce students to the concept of privilege and help them reflect on their privilege.

**Abstract:** “Privilege” is sometimes perceived as a “bad word” amongst students. They may be hesitant to acknowledge it due to feelings of guilt or shame, or they may be coming to terms with its existence for the first time, which can be disorienting. In this interactive session, participants will explore specific strategies for introducing students to the concept of privilege. They will also explore activities for helping students “unpack” their privilege and become better stewards of the privilege they possess. These introductory activities can help turn “privilege” from a hushed or dismissed concept to one which is openly acknowledged and discussed.

**Learning Outcomes:** (1) Describe pre-reading strategies for introducing the concept of privilege to students. (2)

Describe in-class activities for helping students “unpack” their privilege. (3) Describe how the concept of “stewardship” can help frame students’ understanding of what they can do with their privilege.

**Tracks:** *Active Learning Strategies, Innovative Pedagogical Approaches, Multiculturalism/Diversity/Inclusion*

**Location:** Courtyard 2

**Lowering Resistance and Boosting Student Motivation Using Change Theory**Terrence Frazier, Anton Tolman, and Max Terry - *Utah Valley University*

Student resistance to learning is a ubiquitous barrier. This session explores metacognitive interventions based on change theory that enhance student readiness to learn.

**Abstract:** The Transtheoretical Model of Change (TTM) has long been used in clinical settings, and it is gaining traction as a viable heuristic for use in education. Previous studies have shown connections between student readiness stage and academic performance, deep approaches to learning, and use of effective learning strategies. Readiness to change stage also is linked to student resistance, a significant and universal obstacle to learning. This session reports on a metacognitive intervention based on the TTM in diverse classrooms and how the intervention impacted on student readiness to change. Implications for course design and teaching will be explored.

**Learning Outcomes:** (1) Explain the Transtheoretical Model of Change and how it applies to student resistance and course design. (2) Describe how metacognitive interventions, grounded in the TTM, can produce significant improvements in student readiness to become more effective learners. (3) Develop a plan for how to assess readiness to change in their own courses using the TTM.

**Tracks:** *Engaging and Motivating Students*

**Location:** Shutters East 1

**Dr. Skateboard’s Action Science: Video, Graphic Novels, and Active Learning**William Robertson - *The University of Texas at El Paso*

This session’s purpose is to model methods for using videos and graphic novels, combined with active learning strategies, in teaching and learning physical science concepts.

**Abstract:** The purpose of this presentation is to demonstrate the integration of videos and graphic novels as primary content in physical science with active learning classroom strategies



as a model for pre-service and in-service teachers. In order to provide relevant methods using technology to engage students in critical course content, innovative approaches to content and pedagogy need to be explored and implemented into educator preparation courses in science. Specifically, the use of videos and graphic novels, combined with student-centered teacher-facilitated active learning strategies provides an interactive approach of content immersion for teachers, as a consequence, for the students they serve.

**Learning Outcomes:** (1) Gain a greater understanding of the use of videos and graphic novels in the teaching of physical science. (2) Gain an increased knowledge of concepts associated with forces, motion, Newton's Laws of Motion, and simple machines. (3) Have a practical model to follow for integrating active learning strategies within classroom learning that focus on the use of videos and graphic novels.

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

**Location:** Shutters East 2

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## Teaching Together: Supporting Faculty and TA Collaboration in Large Classes

Angela Jenks and Kathryn Cox - *University of California, Irvine*

This presentation offers strategies to improve learning in large undergraduate classes by strengthening collaboration between faculty and graduate TAs.

**Abstract:** Large lecture classes often rely on graduate student teaching assistants (TAs) to lead discussion sections, grade assignments, and provide targeted feedback to undergraduates. However, common challenges in the working relationship between instructors and TAs frustrate faculty, graduate, and undergraduate students alike. This session describes the creation and preliminary evaluation of a year-long learning community designed to improve large undergraduate classes by strengthening collaboration between faculty and graduate TAs. Session participants will examine and practice using specific tools for improving faculty-TA communication, supporting graduate student pedagogical professional development, and engaging in a collaborative course design process.

**Learning Outcomes:** (1) Identify reasons that faculty-TA relationships can be fraught and the effects this has on undergraduate learning. (2) Develop department-level initiatives to facilitate improved collaboration and communication between faculty and TAs. (3) Engage in collaborative course design to effectively integrate discussion sections into large lecture courses.

**Tracks:** *Course Design/Redesign, Faculty Learning Communities, Preparing Future Faculty*

**Location:** Great Room 1

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## Facilitate Learning with OER, F2F, and Online

Michael Miguel - *West Hills College Lemoore*

This workshop demonstrates an interactive exercise for teaching students critical thinking skills, utilizing OER, assessing OER sources, and peer evaluations of OER sources.

**Abstract:** Students are often the most under-utilized resource in the classroom. Arming students with the skills needed to find, evaluate, and share the open educational resources they identify with is one of the most beneficial skills you can teach across all subjects. The objective of this workshop is to conceptualize how to "flip" the classroom by using OER along with peer reviews of each other's resources, with the aim of enhancing learning outcomes and critical thinking skills. Participants will find their own resources to learn a topic, then share them with each other to facilitate a deeper level of subject mastery.

**Learning Outcomes:** (1) Find and identify quality OERs tailored to learning styles with cultural humility as a framework. (2) Conceptualize student-centered learning activities that facilitate group participation and equity in their education. (3) Using OER, develop and employ assessments that encourage deeper mastery of learning outcomes.

**Tracks:** *Innovative Pedagogical Approaches*

**Location:** Great Room 2

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## A Fast-Track Approach to Quality Course Design

Tracy Medrano and Ron Friedman - *California State University, San Bernardino*

A fast and easy approach to designing a quality online course based on proven results that will enhance the teaching and learning experience.

**Abstract:** Let's face it, designing a quality online course while working within limitations can be time-consuming and often leave you feeling overwhelmed. Discover how you can take a fast-track approach to designing your next online course using a framework that can be used across disciplines, save you a significant amount of time, and enhance the teaching and learning experience. Based on quality assurance standards supported by research and application, you will walk away with invaluable tools that have helped several faculty produce quality courses and achieve award/certification, nationally and institutionally.

**Learning Outcomes:** (1) Engage in self-discovery of teaching practices that will influence the future of online education. (2) Identify how quality is measured in online education. (3) Analyze course quality tools and resources to facilitate your next design.

**Tracks:** *Academic Success, Course Design/Redesign, Preparing Future Faculty, Teaching Online*

**Location:** Great Room 3

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**FRIDAY 9:15a - 9:45a**

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**Engaged Learning Through Collaborative Reading and Annotation**

Paul Spencer and Catherine Vimuttinan - *University of California, Irvine*

Transform the often solitary and passive experience of reading into an active and social one through digital annotation tools that encourage meaning-making and engagement.

**Abstract:** One of the most common laments among educators is that their students simply don't read enough. Reading online has become more interactive and, engaging, yet traditional courses don't always recognize or facilitate these changes. Although highlighting or adding notes to a course textbook is encouraged for student success, these skills are not always employed effectively independently. Digital annotation tools can help students share ideas, reactions, and questions about a text in an environment similar to how they engage with online content. With a well-chosen approach tailored to class objectives and students' needs, these tools foster mini-communities that allow students to learn actively and collaboratively, increasing their motivation to learn and facilitating critical reading of a text. The activity of reading can be transformed into an active and social one that not only leads to a deeper understanding of content, but also provides a platform to voice new ideas and interpretations in a supportive environment.

**Learning Outcomes:** (1) Recognize the benefits and drawbacks of certain digital annotation tools. (2) Use digital tools to foster active reading in their courses. (3) Implement digital annotation best practices in their own instruction.

**Tracks:** *Active Learning Strategies, Creating Communities of Learners, Engaging and Motivating Students*

**Location:** Courtyard 1

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**Designing Effective Reflection Activities in Service-Learning Courses**

Tolulope (Tolu) Noah - *Azusa Pacific University*

This session will explore the qualities of effective reflection and practical reflection activities students can do before, during, and after service-learning experiences.

**Abstract:** Reflection is a critical component of service-learning courses, as it allows students to draw connections between their experiences and the course learning outcomes. However, in order for meaningful reflection to occur, faculty must intentionally create space for it. In this session, participants will explore the purpose of reflection and the

qualities of effective reflection. They will also be equipped with a variety of practical reflection activities students can do throughout service-learning experiences, including the use of video reflection via Flipgrid. Participants will plan ways to incorporate these reflection tools into their courses. Please bring your laptop to this session.

**Learning Outcomes:** (1) Describe the qualities of effective reflection. (2) Describe examples of reflection activities students can do before, during, and after service-learning experiences. (3) Use Flipgrid as a video reflection tool.

**Tracks:** *Classroom Technologies, Innovative Pedagogical Approaches, Service/Experiential Learning*

**Location:** Courtyard 2

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**Digital Humanities Reboot Through Backward Design and Micro-Scaffolding**

Elizabeth Pollard and Pamella Lach - *San Diego State University*

This session demonstrates how to apply backward design and micro-scaffolding techniques to integrate digital humanities pedagogical approaches into a course redesign.

**Abstract:** Over the last several years, a history professor and digital humanities librarian partnered to reboot an upper-level history class using DH interventions. Informed by iterative, evidence-based practices, the two collaborated to redesign the course using backwards design principles and micro-scaffolding methods. The history professor entirely revamped her syllabus to integrate multiple small- and large-scale digital assignments that would assist students in historical research. At the same time, the librarian scaffolded the technical skills, resulting in a seamless integration of digital and historical methods. This session provides an overview of that process and several activities to guide participants through their own course redesigns.

**Learning Outcomes:** (1) Articulate the scholarship on backward design and micro-scaffolding. (2) Apply backward design approaches for identifying and incorporating digital humanities (DH)/digital intervention to their course redesign. (3) Incorporate micro-scaffolding approaches in the design of small assignments and activities to build larger [digital and methodological] competencies.

**Tracks:** *Course Design/Redesign, Innovative Pedagogical Approaches*

**Location:** Shutters East 1

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## Online Strategies to Foster Engaged Reflection

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

We applied the principles and practices of reflective learning for engagement in our online courses. We analyze specific examples and invite input from the audience.

**Abstract:** In this presentation, we show how we have applied some principles and practices of reflective learning in our online pedagogy to encourage real student engagement. Informed by the works of Bart (2011), Barbezat and Bush (2014), Zagonic (2013), Hoy (2016), and others, and building on our own experience and writings in transformational learning and critical thinking, our practice adapts reflective pedagogy to the challenging online environment. The use of discussion forums requiring engaged reflection on well-designed prompts and evidence-based responses to other students' forum contributions is one key strategy we have used successfully. Audience responses will be invited.

**Learning Outcomes:** (1) Structure a discussion forum assignment. (2) Evaluate reflective learning in both responses by students to the forum prompts. (3) Evaluate students' responses to other students' original posts.

**Tracks:** *Teaching Online*

**Location:** Shuttles East 2

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## Classroom Unplugged! A Guide to an Active Classroom Without Technology

Nicole Wald and Megan Fixen - *Minot State University*

Presenters will discuss some quick and easy ways to make your classroom more interactive. No websites or logins required.

**Abstract:** Are you tired of a technology-centered classroom environment? Unplug with us! Active learning increases engagement. However, many of today's active learning strategies revolve around new apps and technology. Yet, engagement does not have to require a login and password, nor does it require a great deal of planning. This session will highlight new and innovative ways to engage students without resorting to an app that may or may not work when it comes to class time.

**Learning Outcomes:** (1) Understand the importance of active learning. (2) Apply a single strategy across a variety of disciplines. (3) Have gained a toolbox of activities that create active learning without technology.

**Tracks:** *Active Learning Strategies, Engaging and Motivating Students, Teaching "Unplugged"*

**Location:** Great Room 1

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## The Forum Crossing: Advancing the Social Capital of Faculty

Andy Buchenot, Darrell Nickolson, and Aimee Zoeller - *Indiana University–Purdue University Indianapolis*

Presenters discuss the creation and management of a faculty-focused collaboration space designed to help instructors build social capital through formal and informal collaboration

**Abstract:** The Faculty Crossing is a collaboration space/professional development initiative that helps faculty of all ranks accumulate social capital related to teaching and learning. Accumulating social capital can mean many things. Depending on the setting, comes with different motivations, including being a good colleague, contributor, and receiving information as a member of the community (Huysman & Wulf 2004). This paper will outline the ways in which planned programs and impromptu discussions lead to unique partnerships and collaborations that give birth to outstanding artifacts of teaching best practices.

**Learning Outcomes:** (1) Define what type of social capital they are in need of for their current faculty rank/role. (2) Develop a list of prompts to strategically plan professional discussion gatherings to advance the learning community's mission. (3) Describe areas they can seek out a colleague on their campus to partner with and develop a teaching/project partnership.

**Tracks:** *Faculty Learning Communities, Service/Experiential Learning*

**Location:** Great Room 2

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## Utilizing Team-Based Learning in a Writing Enriched Program Planning Course

Mary Brown - *Utah Valley University*

This session will explore how a health promotion program planning and evaluation course was developed using team-based learning in a writing enriched course.

**Abstract:** This session will describe how a two-semester community health program planning and evaluation course was developed utilizing team-based learning techniques including pre-class asynchronous online activities, in-class team activities, and assessments, as well as both low-stake and high stake writing assignments to fulfill the university "Writing Enriched" graduate requirement. Participants will have the opportunity to consider how to best form teams, utilize Immediate Feedback Assessment Technique, and assess team participation with a process and summative evaluation. Practical tips, student assessment scores, and student feedback will be shared.

**Learning Outcomes:** (1) Explore potential use of team-based learning projects in a variety of settings. (2) Describe how

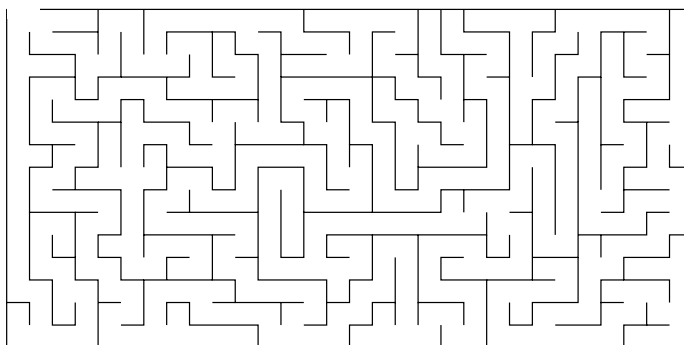


faculty can create a positive atmosphere while utilizing team-based learning. (3) Explain how assessment tools can be utilized to inform the instructor and the students.

**Tracks:** *Active Learning Strategies, Group Work, Innovative Pedagogical Approaches*

**Location:** Great Room 3

FRIDAY **10:00a - 11:00a**



### Using Protocols to Engage Group Discussions

Leslie Trimmer - *The George Washington University*

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

**Abstract:** Using protocols to engage group discussions ensures all participants have a voice in the discussion and are able to offer their insights into the dialog. This workshop will examine specific practices educators can implement to utilize protocols in the classroom to stimulate authentic discussions leading to a greater insight into the content being studied. Participants will actively take part in an exercise using the Final Word Protocol. Participants will learn the basics of using protocols to organize classroom discussions, use protocols to ensure all students have an equal opportunity to participate in discussions, and learn how to adapt protocols to specific learning situations.

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

**Tracks:** *Active Learning Strategies*

**Location:** Courtyard 1

### Mindfulness in the Classroom: A Vehicle for Student Success

Steve Peterson - *Grand Canyon University*

The integration of mindfulness practice in the classroom positively impacts the fight/flight nervous system response, ultimately controlling physiological stress and anxiety and returning mental acuity.

**Abstract:** This workshop will explore how control of the sympathetic/parasympathetic nervous system through mindfulness practices in the classroom positively impacts academic performance through stress and anxiety management as well as improving immune response, whereby improving overall health and wellness of the student. Participants will

gain insights into mindful meditation and diaphragmatic breathing as tools to quiet the mind and body and bring focus to the classroom. The key question that will be answered is: Are you reacting to stress or responding to it? Learning to respond to stressors brings focus to immediate tasks at hand and promotes mental acuity.

**Learning Outcomes:** (1) Breathe through the diaphragm, relieving the fight/flight nervous response. (2) Introduce simple daily mindfulness practices in the classroom. (3) Explain the negative impact of the sympathetic nervous system response and how controlling it improves mental focus and academic performance.

**Tracks:** *Academic Success, Active Learning Strategies, Self-Care/Work-Life Balance*

**Location:** Courtyard 2

### An Electronic Escape Room to Review Teaching and Learning Strategies

Suzanne Larson and Janet Cooley - *Midwestern University, Glendale and University of Arizona*

This session will utilize a zombie-themed electronic escape room. Participants will cover program content by being the students of an active learning exercise.

**Abstract:** This session will review two teaching and learning strategies (elaboration and personalization) using a novel, active learning electronic escape room. Participants will take on the role of students and be guided through the content as they work in groups to escape the imaginary approaching zombies. Following active learning in the electronic escape room, the presenters will share pearls for the logistical set-up and implementation of an electronic escape room, as well as suggestions for the type of material that is best suited to this active learning strategy. Participants should bring electronic devices to this session to participate fully.

**Learning Outcomes:** (1) Discuss the rationale for utilizing teaching strategies that promote the concept of elaboration. (2) Describe the rationale for utilizing teaching strategies that promote personalization. (3) Discuss the utilization of

an electronic escape room as an active-learning strategy to provide a low-stakes assessment.

**Tracks:** Active Learning Strategies, Course Design/Redesign

**Location:** Shutters East 1

How our Students Taught us How to Teach

Stacey Souther and Sheila Manley - Cuyahoga Community College

Dynamic teaching strategies keep students actively engaged and motivated. This interactive presentation will discuss positive class climate, course preparation assignments, cooperative learning, and student feedback.

**Abstract:** Teaching is dynamic. It is our job to update how we teach based on our students’ needs. We teach more than core content – it is also our responsibility to teach our students how to learn, how to think critically, and how to succeed. Each class population has slightly different needs – and we must use our student needs to help us develop our teaching strategies. This interactive presentation will detail techniques and teaching strategies that will keep students actively engaged and motivated to succeed in class, including discussion on positive class climate, course preparation assignments, cooperative learning, and student feedback.

**Learning Outcomes:** (1) Identify techniques to build a positive class climate. (2) Discuss how course preparation assignments and cooperative learning strategies can increase student success and completion. (3) Connect the importance of student feedback to teaching strategies.

**Tracks:** Active Learning Strategies, Engaging/Motivating Students

**Location:** Shutters East 2

Using Badging for Faculty Development and Evaluation

Ken Ryalls - Idea Center

Badging (micro-credentialing) can be used effectively to foster greater faculty-student engagement, provide a built-in faculty development process, and assist in balanced faculty evaluation.

**Abstract:** Badging (micro-credentialing) is a method of documenting effective faculty behaviors and achievements through a standardized and internationally recognized system. Through identifying goals for teaching (e.g., active learning strategies; effective learning outcomes; civic engagement), faculty can document engagement and achievement in their teaching in a verifiable way that has a portable meaning outside the walls of their institution. Badging can be used to reward and document behaviors desired, leading to faculty innovation and more effective teaching and learning strategies. Badging can also facilitate balanced faculty evaluation, letting faculty document much more than student evaluation scores when highlighting teaching performance.

**Learning Outcomes:** (1) Use Badging effectively. (2) Reward effective faculty teaching. (3) Use competency-based measures.

**Tracks:** Student Feedback

**Location:** Great Room 1

Online Team-Based Learning: Building Social Presence for Success

Anton Tolman - Utah Valley University

Social presence online is vital for student success. We describe our research, experience, and outcomes in facilitating direct interaction in two distinct online TBL courses.

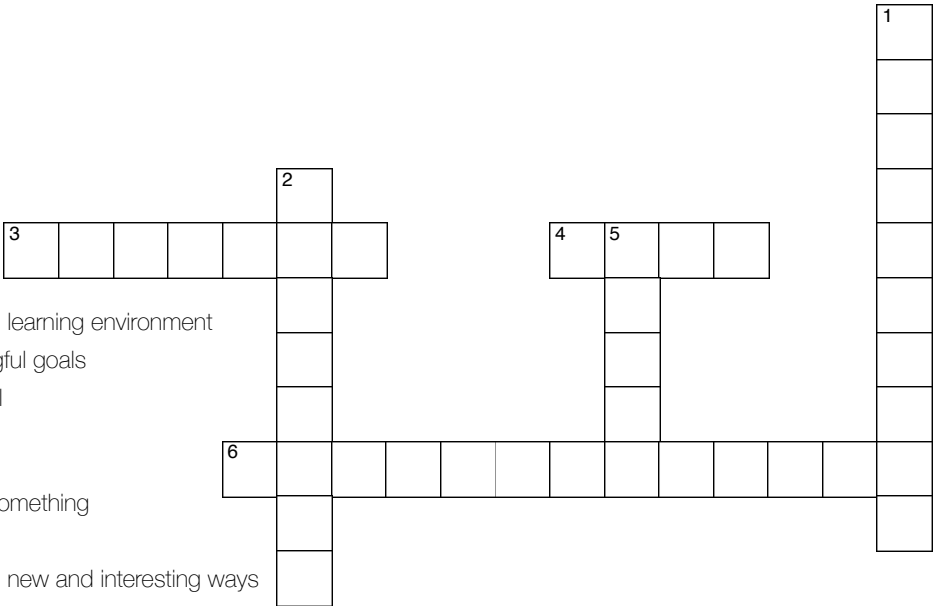
LILLY CROSSWORD PUZZLE

ACROSS

- 3 a type of blended learning that reverses the traditional learning environment
- 4 passion and perseverance for long-term and meaningful goals
- 6 working together to complete a task or achieve a goal

DOWN

- 1 the evaluation of the quality or ability of someone or something
- 2 the theory and practice of teaching and learning
- 5 the result of work that challenges students' thinking in new and interesting ways



**Abstract:** Social presence, of both instructor and students, in online education is vital to learning and success. Student resistance to team-based approaches tends to be higher in online courses than face-to-face courses. Using best practices to improve student satisfaction can address this concern. We report our experiences and research in online Biology and Psychology TBL courses on preparing students for collaborative learning and asynchronous vs. synchronous approaches to team quizzing with regard to the impact on student participation, satisfaction with collaborative activities, and resistance to teamwork. We also describe innovative tech linkages that facilitate these options in the course LMS.

**Learning Outcomes:** (1) Describe the TBL framework and explain how TBL can be successfully implemented in online courses. (2) Define social presence in online education, explain its value, and give examples of how it could be facilitated in a TBL online course. (3) Develop a preliminary plan for application of the core ideas of the session into their own course design and framework for implementing TBL online.

**Tracks:** *Creating Communities of Learners, Group Work, Teaching Online*

**Location:** Great Room 2

### **Exam CSI: How Test Autopsies Impact Students' Perceived Performance**

Zach Frank and Michael McGuire - *Washburn University*

We discuss our findings examining the effects of exam autopsies on the prevalence and types of exam errors in introductory allied health and psychology courses.

**Abstract:** This study examined using exam autopsies, a reflective post-exam assessment process, to reduce test errors over the course of a semester in introductory psychology and allied health courses. On average, students had a 41% decrease in the total number of errors reported when comparing first and last exams. While these types of improvements could be of benefit to all students, they could especially benefit vulnerable populations such as first-year and/or first-generation college students. Thus, the use of exam autopsies could be one method for helping students succeed academically in college across courses.

**Learning Outcomes:** (1) Discuss current research regarding the use of exam autopsies. (2) Identify potential benefits and weaknesses of using exam autopsies. (3) Analyze exam autopsy results to improve teaching.

**Tracks:** *Academic Success, Active Learning Strategies, Assessment*

**Location:** Great Room 3

## **FRIDAY 11:15a - 12:15p**

### **Engaging Students in Online Learning: A Tale of Two Interventions**

Amanda Holton - *University of California, Irvine*

In a series of studies we have looked at, motivational traits of the students and have implemented interventions to manipulate these to actively engage students.

**Abstract:** Participants will learn about three studies done to characterize and increase motivation and engagement in online classes. Two motivational interventions and their results will be discussed. The first was met with success at increasing engagement with material and increasing study time. The second, which is similar to assignments often proposed by online course developers, had no impact. The reasons for the successes and failures will be discussed. Though done in a chemistry classrooms, the interventions are widely applicable to all areas of online learning. The applicability to student demographics will be discussed.

**Learning Outcomes:** (1) Identify how attribution affects online learning engagement. (2) Think critically about how time spent on activities meant to engage students can, in fact, have a backfiring effect if the students find it too time-consuming. (3) Design and implement an intervention to affect the attribution effects of lower-performing students and increase their motivation and study time.

**Tracks:** *Assessment, Engaging/Motivating Students, Teaching Online*

**Location:** Courtyard 1

### **Critical Thinking Skills: A Urgent Need for Trying Times**

Kathleen Gabriel - *California State University, Chico*

Professors can help ameliorate anxieties & frictions of "hot" moments by incorporating critical thinking skills.

**Abstract:** Bombardment of propaganda on social media, political tensions, claims of fake news, etc., can make many students feel overwhelmed, emotionally exhausted, or "turn-off". It can also lead to spontaneous "hot" moments in our classes. As professors, we can help ameliorate many anxieties, tensions, even hostilities among students by incorporating critical thinking skills in every single course we teach. We can begin with having students define, practice, and apply such skills to our courses' content-- in reading and writing assignments. Additionally, we can help students understand how such skills can be used for other courses and other topics outside of class.

**Learning Outcomes:** (1) Clearly define terms of critical thinking skills, including: Thinking, Clear thinking, Free-Thinking, critical, and skills. (2) Describe and analyze at least three techniques for promoting critical thinking. (3) Describe and analyze at least three methods for creating reading and writing assignments that highlight critical thinking skills.

**Tracks:** *Active Learning Strategies, Engaging/Motivating Students, Multiculturalism/Diversity/Inclusion*

**Location:** Courtyard 2

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## Caring for Self While Serving Students: Trauma Stewardship for Educators

Susan Egbert and Sean Camp - *Utah State University*

Interactive workshop addressing trauma-reactive behavior in students, warning signs of vicarious trauma for education professionals, and compassion fatigue prevention.

**Abstract:** Secondary trauma is an inherent reality for education professionals who are exposed to the difficult stories of students and who witness their struggles and pain. Self-awareness and self-care are critical for avoiding compassion fatigue and burnout. This interactive workshop addresses: (a) recognizing and responding to trauma-reactive behavior in students; (b) sources of vicarious trauma for education professionals; (c) early warning signs of secondary traumatic stress; and (d) compassion fatigue prevention and safety planning for effective self-care. Participatory learning and real-world application will be emphasized throughout the session.

**Learning Outcomes:** (1) Build understanding and recognition of trauma-reactive behavior in students. (2) Increase awareness of vicarious trauma and their ability to self-assess early warning signs of secondary traumatic stress. (3) Effectively engage in intentional safety planning and self-care aimed at preventing compassion fatigue and burnout.

**Tracks:** *Preparing Future Faculty, Self-Care/Work-Life Balance*

**Location:** Shutters East 1

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## When Great Students Fail Exams: Teaching Study Techniques That Work

Jamie Adam - *Belmont University*

When great students fail exams, it can be discouraging for students and faculty. This session will explore methods for guiding these students to success.

**Abstract:** When great students fail exams, it can be discouraging for students and faculty. Students that complete the assigned classroom preparation activities engage in class discussions, take notes, and commit several hours of studying, expect to do well on exams. However, when great students fail

and the outcome doesn't match the effort, students and faculty may be at a loss for what to do next. This session will explore brain-based learning strategies to enhance understanding of course content and lead to success on the next exam.

**Learning Outcomes:** (1) Identify 2 study strategies that create barriers to learning. (2) Describe two brain-based learning strategies that will increase learning retention and recall. (3) Create a basic concept map that could be used as a study aid.

**Tracks:** *Academic Success, Assessment, Engaging/Motivating Students*

**Location:** Shutters East 2

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## Creative Student Learning Outcomes: Integrating Academic Identity and Teaching Practice

Shamini Dias - *Claremont Graduate University*

This session connects academic identity and passion with seemingly prosaic student learning outcomes development.

**Abstract:** What do passion, identity, and student learning outcomes (SLOs) have to do with each other? Academic identities are grounded in passionate, ethical commitment to disciplinary and educational values. SLO development can seem coldly technical, divorced from passion. This session uses community-creative processes to integrate your teaching philosophy and identity with pragmatic, inclusive SLOs. We write creatively as a reflexive surfacing of our deepest disciplinary values, putting these in explicit conversation with content- and future-capacity SLOs that are inclusive and meaningful to students. Through this process, we also rejuvenate and reconnect with our core identity and teaching philosophy.

**Learning Outcomes:** (1) Explicitly articulate their core values and beliefs as teacher-scholars. (2) Distinguish and generate both content- and future-capacity outcomes for a course. (3) Write a creative teaching philosophy that reflects their vision for meaningful student success in their discipline and in the future.

**Tracks:** *Active Learning Strategies, Innovative Pedagogical Approaches, Preparing Future Faculty*

**Location:** Great Room 1

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## Inclusive Active Learning: Designing a Reflection Tool for Faculty

Dori Haggerty and Kathryn Cunningham - *Valencia College*

This session offers an opportunity to discuss, analyze, and apply a reflection tool developed to support faculty in creating equity-minded active learning classroom environments.

**Abstract:** Creating classroom environments that are active, inclusive, and equity-minded is challenging. After reviewing current research, we found no resource to support our faculty's



needs in addressing this specific challenge. Therefore, we created a research-based reflection tool that engages faculty in reflecting on their own perspectives, their student perspectives, and their course design/climate through the lens of equity-minded practices, inclusive teaching, and active learning. This session will engage participants in an analysis of the tool and consider ways to advance an institutional culture as it relates to Inclusivity, Active Learning, Equity-minded thinking.

**Learning Outcomes:** (1) Describe how active learning and inclusive teaching practices intersect. (2) Analyze an inclusive active learning reflection tool. (3) Reflect on how a similar tool would advance your institutional culture as it relates to inclusivity, active learning, and equity-minded practices.

**Tracks:** *Active Learning Strategies, Course Design/Redesign, Multiculturalism/Diversity/Inclusion*

**Location:** Great Room 2

### Digital Discourse: 21st Century Digital Tools to Venture Beyond Highlighters and Post-Its

Dale Vidmar - *Southern Oregon University*

In this presentation, attendees will learn about a variety of tools that can change the way students currently read, annotate, and organize their research.

**Abstract:** The use of online and digital technologies is growing in popularity and effectiveness for contemporary researchers. There are programs that can help researchers save and organize citations and .pdf files, annotate, highlight, create notes, tag, and search the full text of articles, tags, and notes. Other programs assist in the thinking or brainstorming about the research and how to coherently package ideas. Citation generators can make the creation of the list of references as well as the in-text citations easier and more accurate. Writing and grammar checkers, image editors, and voice to text programs help nurture creativity and clarity. In this presentation, attendees will learn about a variety of tools that can change the way students currently read, annotate, and organize their research.

**Learning Outcomes:** (1) Adapt and incorporate emerging digital tools into information literacy instruction to assist students with research, writing, and information management. (2) Demonstrate various digital tools and transform the way students interact with information. (3) Illustrate alternative emerging methods to read, highlight, annotate, tag, and organize research in order to improve student learning.

**Tracks:** *Academic Success, Classroom Technologies, Innovative Pedagogical Approaches*

**Location:** Great Room 3

## FRIDAY 2:45p - 3:15p

### Asking Students to Reflect: Using Post-Quiz Feedback to Support Learning

Miryha Runnerstrom - *University of California, Irvine*

This presentation will showcase a strategy for engaging students in self-reflection after a quiz. A method for translating reflections into improved learning will be discussed.

**Abstract:** Brief written reflections can be a useful way to check in with students about their experience and learning in a course. These reflections take many forms, from critical-incidence questionnaires to open-ended essays. It can be challenging to translate this feedback and insight from students into enhanced learning. This presentation outlines one approach to soliciting feedback from students following quizzes and how this feedback can be used to spark discussion of course content following a quiz, as well as to correct misunderstandings and to enhance learning.

**Learning Outcomes:** (1) Describe a strategy for transforming student feedback following a quiz into an opportunity to enhance learning. (2) Develop a plan to seek and utilize student feedback. (3) Create their own tool to gather student feedback.

**Tracks:** *Assessment, Teaching Online*

**Location:** Courtyard 1

### Forget the Syllabus: Why We All Need a User Manual

Joe Musicco - *Sheridan College*

Learn how creating/sharing a personal User Manual can improve the learning experience for both students and teachers.

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

**Learning Outcomes:** (1) Articulate the various benefits of authoring a User Manual. (2) Create a framework for a personal User Manual that will eventually be shared with students. (3) Offer an explicit description of their personal teaching values and how they work best with others.

**Tracks:** *Academic Success, Course Design/Redesign, Innovative Pedagogical Approaches*

**Location:** Courtyard 1

## Creating Video Lectures Using an iPad Pro and Explain Everything

Cathy Frey - Norwich University

This talk will several highlight instructional videos created on a variety of topics. The talk will then show how to create and edit video tutorials.

**Abstract:** This talk will highlight several instructional videos that have been created on a variety of mathematical topics from Elementary Statistics and Introduction to Number Theory and Cryptology. The talk will then walk participants through step-by-step instructions on how to create and edit your own video tutorials using Explain Everything on an iPad Pro with an Apple Pencil.

**Learning Outcomes:** (1) Record videos using an iPad Pro and Explain Everything. (2) Edit videos using an iPad Pro and Explain Everything. (3) Publish videos created to YouTube.

**Tracks:** *Course Design/Redesign, STEM, Teaching Online*

**Location:** Shutters East 1

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## A Foundation for Student Success: Creating and Maintaining a Successful STEM Learning Community Program

Dayius Turvold Celotta and Erin Curran - University of St. Thomas

We will share strategies for developing, implementing and evaluating a successful learning community program.

**Abstract:** Collaborative learning has been shown as effective for enhancing student learning and increasing student persistence. A multidisciplinary committee initiated a STEM Learning Community Program. This program provides weekly, semi-structured opportunities for small groups of students taking courses in biology, chemistry, calculus, and human anatomy to collaborate on course-related activities. Early program evaluation data suggested significant impacts on student learning as well as positive impacts on students' problem solving and teamwork abilities, sense of community, and overall study habits. The structure of the program, as well as departmental and institutional investments required for program success, will be discussed.

**Learning Outcomes:** (1) Identify the hallmarks to peer-led team learning and collaborative learning. (2) Articulate the catalysts and barriers to collaborative learning in undergraduate STEM education. (3) Draft a collaborative learning program plan that meets the needs and respects the limitations of their institution.

**Tracks:** *Creating Communities of Learners, Engaging/Motivating Students, STEM*

**Location:** Shutters East 2

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## Bored with Discussion Boards? Strategies for Improvement and Engagement

Deborah Smith - Kennesaw State University

Discussion boards can be a valuable tool, if well designed. The presenter provides recommendations for designing discussion boards that engage students and enhance their learning.

**Abstract:** Online, asynchronous discussion boards can be a valuable tool in all course modalities for connecting students to course concepts and one another. The presenter will describe her Scholarship of Teaching research on discussion boards. Recommendations will be given for designing effective discussion boards that engage students and enhance their learning, regardless of the course or discipline. Student outcomes that resulted from redesigned discussion boards in the presenter's courses included construction of knowledge, relevant connections between course material and personal lives, and critical reflection.

**Learning Outcomes:** (1) Articulate the advantages and disadvantages of discussion boards as related to student engagement. (2) Compare and contrast well and poorly designed discussion boards. (3) Apply nine specific recommendations to design effective discussion boards.

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

**Location:** Great Room 1

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## The Scholarly Teacher: Peer-Reviewed and Developmental Opportunity for Publishing

Melanie Collins - The Scholarly Teacher-ITLC

Join this session to learn about The Scholarly Teacher and how you may be able to publish in this peer-reviewed ejournal/blog.

**Abstract:** This session will introduce you to the Scholarly Teacher, an ejournal blog. As a resource in higher education, we have a readership over 20,000. Twice a month educators turn to us for peer-reviewed essays that move teaching and learning forward. Hear about opportunities to submit your scholarly work for consideration.

**Learning Outcomes:** (1) Understand the Scholarly Teacher format, mission, and audience. (2) Leave the session with manuscript guidelines. (3) Learn how the Scholarly Teacher can be incorporated into your teaching toolbox.

**Tracks:** *Faculty Resources*

**Location:** Great Room 2

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### Mini Hints in eLearning to Increase Student Persistence and Engagement

Lelli Van Den Einde - *University of California, San Diego*

Development of personalized mini-hints to increase persistence and engage students while using eLearning technologies, similar to what an expert teacher would provide.

**Abstract:** A study using a sketching-based spatial visualization training app identified a method to measure persistence as an early indicator of students who are at risk of low performance, ultimately allowing for targeted help. However, a challenge with developing software for independent learning is generating the proper level of hinting, similar to what an expert teacher would provide in the classroom. This presentation will discuss the identification of a persistence metric, methods to strengthen persistence, and the evolution of mini hints to encourage meaningful struggle. The current state of eLearning technologies and their ability to provide personalized hints will be discussed.

**Learning Outcomes:** (1) Interpret a metric to identify students with low persistence needing additional guidance. (2) Recognize the importance of providing students with meaningful small hints to keep them in the zone of proximal development. (3) Examine the current state of educational technology and its ability to provide personalized hints.

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

**Location:** Great Room 3



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Participants do not need to be present at the time of the drawing; however, prizes must be picked by 1pm.

## FRIDAY 3:30p - 4:30p

### Getting Students to Read Like a Pro(fessor)

Jo Clemmons, Conni Campbell, and Gayle Sollfrank - *Point Loma Nazarene University*

The Reading Graphic Organizer is a tool successfully used in multiple courses, getting students to read and engage in learning and discussion. Adaptable to many disciplines.

**Abstract:** The Reading Graphic Organizer is structured to engage students' metacognitive skills, as well as build their academic reading skills. It uses a self-directed, organizing structure completed before class. In class, the learning builds as students engage in a small group discussion process. Students contribute to each other's learning, categorizing, and compiling their findings, drawing connections, and building consensus about the most important facts and connections in their reading. Completed RGOs allow professors to assess where gaps exist in student learning. In addition, students receive frequent formative feedback. RGOs also assist professors in writing higher-level, critical thinking questions for summative assessments.

**Learning Outcomes:** (1) Use and experience the power of a Reading Graphic Organizer to improve students' academic reading skills. (2) Adapt the RGO activity to meet their own course needs using example templates we supply from multiple disciplines. (3) Implement RGOs in their own courses adapting examples we share of our student onboarding techniques, our Specifications Grading Rubric, and our Class timetables.

**Tracks:** *Academic Success, Active Learning Strategies, Assessment*

**Location:** Courtyard 1

### Creating Connections and Cultivating Community in the College Classroom

Kim Miller-Davis - *San Jacinto College*

Participants will be guided through a series of research-based strategies designed to engage students in the classroom and the community.

**Abstract:** Today's students are living in a world dominated by digital technologies, instant access to information, and the 24-hour news cycle. This age of rapid-fire information has resulted in a student populace characterized by high rates of anxiety and depression, aversion to risk-taking, and limited social skills. These factors create an especially daunting task for instructors and administrators seeking to increase student's academic and workforce success. In this session, facilitators will share effective research-based strategies for cultivating community within the classroom and institution, thereby bolstering student engagement, academic performance, and workforce skills.



**Learning Outcomes:** (1) Explain the impact of the digital information age on student skill-sets. (2) Describe the ways in which the development of community/a sense of belonging improves learning. (3) Adapt and implement strategies for use in individual classrooms or institutions.

**Tracks:** *Creating Communities of Learners*

**Location:** Courtyard 2

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## Designing a Faculty Development Program on Blended Learning

Kylie McGraw and Eleri Syverson - *Georgetown University*

This session will introduce you to a model for faculty learning, demonstrate blended learning best practices, and leave you with next steps for your own project.

**Abstract:** This session will introduce participants to the spectrum of blended learning design and the accompanying benefits and challenges in different disciplinary contexts. Participants will think about blended learning in the context of learning challenges, as well as consider the idea of integration, meaning the relationship between out of class and in-class learning. Participants will consider their own experiences related to blended design and brainstorm ways in which they could foresee using these models in their future teaching, or developing their own faculty development program at their institution. Bring a syllabi if you have one!

**Learning Outcomes:** (1) Explain the key components of blended course design. (2) Evaluate the possible implications of blended learning. (3) Incorporate learned practices into a sample project.

**Tracks:** *Course Design/Redesign, Faculty Learning Communities*

**Location:** Shutters East 1

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## Discussing “Discussion”: How to Truly Engage Your Class in a Group Discussion

Eric Boyer - *Saint Martin's University*

Many educators believe they hold class/group discussions only to find out that they are devoid of true student-led authentic voice. This presentation aims to alleviate that.

**Abstract:** As a teacher trainer and professor of Educational Foundations, it is my goal to present a way that any educator, regardless of the content area/time frame, be able to utilize effective literature-based techniques surrounding discussions both whole class and individual group.

**Learning Outcomes:** (1) Implement Class discussion more intentionally. (2) Delineate between “class discussion”, “group discussion” and “group work” more specifically.

(3) Understand the role of teacher/educator as a Learning facilitator more fully.

**Tracks:** *Active Learning Strategies, Creating Communities of Learners, Engaging/Motivating Students*

**Location:** Shutters East 2

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## Making a Muffin: Project-Based Learning Across Cohered Courses

Tannah Broman - *Arizona State University*

Discuss the challenges and strategies of designing a trans-disciplinary project-based learning course to meet learning objectives for multiple courses with a single project.

**Abstract:** Solving real-world problems often requires a trans-disciplinary approach. However, traditional curricular structures often do not support that approach, forcing teachers and students to work within a narrow set of objectives limited to a single course in a single discipline. At Arizona State, we have created a project-based learning course that meets the objectives for multiple courses across multiple disciplines, allowing students to receive credit for multiple courses with a single project. This session will explore the challenges and strategies of such an approach and allow participants to brainstorm how this type of course could be utilized at their own institutions.

**Learning Outcomes:** (1) Develop skills necessary to integrate objectives from multiple courses within a single project. (2) Develop strategies to overcome the challenges of project-based learning across cohered courses. (3) Identify opportunities in their own curricula for project-based learning across cohered courses.

**Tracks:** *Active Learning Strategies, Course Design/Redesign, Innovative Pedagogical Approaches*

**Location:** Great Room 1

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## We the Students: Employing a Group Contract in Student Projects

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

Group projects don't have to be a negative experience for students or faculty; a well-constructed group contract can prevent problems and lead to better results.

**Abstract:** Having students create a group contract or code of conduct can greatly reduce potential problems with group work, leading to better results and less stress for both students and faculty. With a bit of guidance from the instructor, student groups can come to a consensus on how they will communicate, divide up the work, and resolve disputes within their groups. Group work can become less frustrating

for all involved, and more of what it's supposed to be: a good learning experience!

**Learning Outcomes:** (1) Appreciate the advantages of assigning a group contract as part of a semester-long group project. (2) Provide guidance to students in designing effective group contracts that can reduce the potential for problems in the group. (3) Adapt examples of group contracts into their own courses.

**Tracks:** *Active Learning Strategies, Course Design/Redesign, Group Work*

**Location:** Great Room 2

### **Learner-Centered Teaching: Shifting the Focus of Activity from the Teacher to the Learners**

Mary Raymond - *Siena Heights University*

This session discusses learner-centered teaching methods that can be implemented in various learning environments.

**Abstract:** Research suggests that learner-centered teaching leads to enhanced engagement with content, increased student learning, and long-term retention (Blumberg, 2019). Its teaching methods utilize myriad approaches that shift the role of the teacher from providing information to facilitating dynamic learning. According to Weimer (2013), five practices need to be modified to achieve learner-centered teaching: the function of content, the role of the teacher, the responsibility for learning, the processes and purposes of evaluation, and the balance of power. After the presenter briefly reviews these practices, attendees will participate in group activities to learn how to implement them in their own learning environments.

**Learning Outcomes:** (1) Implement learner-centered teaching principles in both virtual and on-ground learning environments. (2) Examine research-based principles for learner-centered teaching. (3) Develop strategies to enhance active learning.

**Tracks:** *Active Learning Strategies, Engaging/Motivating Students, Innovative Pedagogical Approaches*

**Location:** Great Room 3

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## **FRIDAY 4:15p - 5:15p**

### **Emotions and Leadership: An Active Informal Self-Assessment of Emotional Intelligence (EI)**

Catherine Fitzgerald - *Okanagan College*

The framework of an active informal self-assessment process for EI is outlined prior to presenting an exploratory study that provides student journal reflections on their emotions.

**Abstract:** Studies suggest that emotions play an important role in leadership (George, 2000). In order for leadership students to cultivate the elements of emotional intelligence they need to begin with self-awareness (Goleman, 2013). It is therefore necessary, according to reflective experiential learning theorists (Argyris, 1991, 1996; Beard & Wilson, 2013; Kolb, 1984; Schön, 1983, 1987) to immerse students in emotional activities and then encourage reflection, practice, and development on their EI. I present an active informal self-assessment process where students get in touch with their feelings as an alternative to passive formal EI assessment products and checklists where students are told their feelings. I discuss the active learning activities that were successfully incorporated into a three-hour leadership class of 20 business school students. I further discuss an exploratory study that provides examples of student journal reflections on their emotions.

**Learning Outcomes:** (1) Gain greater self-awareness by experiencing the elements of EI through a video clip, group discussion, and personal reflection. (2) Leave the session with a course outline (inclusive of suggested resources) that will allow you to incorporate an active informal self-assessment of emotional intelligence into your classroom. (3) Participate in reading, interpreting, and analyzing narratives related to EI from student reflection journals.

**Tracks:** *Active Learning Strategies, Innovative Pedagogical Approaches*

**Location:** Courtyard 1

### **Class Climate in Large Undergraduate Courses: Student Expectations and Experiences**

Sylvia Branca and Emily Slusser - *San Jose State University*

We explore class climate and student engagement in large entry-level undergraduate courses, sharing data that offers a nuanced understanding of student expectations and experiences.

**Abstract:** This session deepens our understanding of classroom climate and student engagement in large undergraduate lecture-based courses. Results from a comprehensive study measuring student expectations and experiences show that student impressions of instructor quality and the large course

format generally improve over the course of the semester, while some aspects of student motivation and interactions with classmates decline. Session content and activities center on exploring the dynamic interaction between course structure, instructor characteristics, and student qualities to reveal a more nuanced portrait of student experiences and engagement than is typically measured in traditional course evaluations.

**Learning Outcomes:** (1) Identify key aspects of class climate that reflect student expectations for interaction and engagement. (2) Recognize the potential for instructors to minimize negative perceptions of large undergraduate courses. (3) Tap into the early optimism exhibited by students at the beginning of the semester to maintain student motivation and engagement in large classes over time.

**Tracks:** *Course Design/Redesign, Engaging/Motivating Students, Evaluating Teaching Effectiveness*

**Location:** Courtyard 2

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## Creating and Implementing a Library Research Module in First-Year Courses

Jaclyn Darrouzet-Nardi, Karina Calderon, and Monica Martinez - *The University of Texas at El Paso*

Faculty and research librarians collaborated to create a comprehensive library research module that includes a library guide, tutorials, quizzes, and structured workshops.

**Abstract:** First-Year Experience faculty and research librarians collaborated to create a comprehensive library research module and implemented it across 90+ sections of a first-year seminar course. The module consists of a course-specific library guide, a series of online video tutorials with corresponding quizzes, an interactive scavenger hunt, and two structured library workshops. In this session, we will discuss the collaborative process, the components of the module, and the implementation of the module in courses serving first-year freshmen and transfer students. Participants will engage in activities that ask them to consider how they might implement such a module at their own institutions. *Joanne Kropp (University of Texas at El Paso) also contributed to the work presented.*

**Learning Outcomes:** (1) Collaborate with librarians to create an online library guide specific to their course research project that includes suggested sources, citation guides, and writing tips. (2) Collaborate with librarians to create online tutorials and quizzes and to design a scavenger hunt that engages students with basic library resources and skills. (3) Collaborate with librarians to develop and conduct workshops that teach students how to find, evaluate, and cite sources from the main stacks and online databases.

**Tracks:** *Academic Success*

**Location:** Shutters East 1

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## Actively Engaging Students in the Distance Education Environment via Team Teaching

Susan Egbert and Sean Camp - *Utah State University*

Strategies for implementing team teaching methodology via IVC with a focus on curriculum- and technology-related issues, dynamics in real-time course delivery, and evaluation.

**Abstract:** Collaborative course design and team teaching can enhance student engagement within the distance education delivery context. This interactive presentation provides practical strategies for implementing team teaching methodology via IVC and Learning Management Systems with a focus on student engagement and active learning, curriculum- and technology-related issues, dynamics inherent in real-time course delivery, and evaluation. Five years of course evaluation data support the effectiveness of these strategies and the positive impact on student learning.

**Learning Outcomes:** (1) Identify relevant theoretical frameworks related to distance learning and collaborative teaching theory. (2) Understand specific methods involved in our model of designing and implementing technology-based team-taught course. (3) Apply strategies for engaging students in active learning through course design, delivery, and a systematic and intentional ongoing self-reflective process evaluation.

**Tracks:** *Engaging/Motivating Students*

**Location:** Shutters East 2

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## Integrating Interactive Video Lectures Into a Hybrid Research Method Course

Timothy Ottusch - *University of Arizona*

Students' perspectives on the inclusion of interactive video lectures into a hybrid research methods class. How video results guided class sessions is also reported.

**Abstract:** The current study sought to students' perspectives on the inclusion of interactive video lectures (IVLs) into a hybrid research methods class. It also includes how video results guided class sessions. An anonymous survey was given to the course in spring 2019 to understand students' perspectives on the course's overall revision. Overall, students felt the IVLs increased their understanding of the content and kept them engaged, as well as helped solidify what they needed to study. Additionally, they felt their "muddiest points" from those videos were adequately addressed during the in-class sessions, which were guided by students' responses in the PLVs.

**Learning Outcomes:** (1) Understand students' perspectives on the use of interactive video lectures in a hybrid undergraduate research methods class. (2) See how interactive video lectures can support face-to-face time in a hybrid course. (3) Be

able to think about how they may include interactive video lectures into their course (hybrid or otherwise).

**Tracks:** *Active Learning Strategies, Classroom Technologies, Course Design/Redesign*

**Location:** Great Room 1

## Encouraging Classroom Discussion in Any Discipline

Sarah Holtan - Concordia University Wisconsin

We will explore the universal elements and corresponding tactics to create a classroom climate that fosters critical thinking and promotes the sharing of diverse perspectives.

**Abstract:** The presenter offers a framework for engaging students and enhancing any classroom discussion. The universal elements to create the climate plus the corresponding tactics for execution will be examined. Attendees will learn practical tips for facilitating discussion and how to navigate the challenges of discussion. Attendees will also gain insights into their own teaching habits that encourage or inhibit classroom dialogue. This session may be especially useful for instructors who crave richer student interaction.

**Learning Outcomes:** (1) Identify the universal elements and specific tactics to create a classroom climate that fosters critical thinking and promotes diverse perspectives to be shared openly. (2) Examine strategies for overcoming challenges of classroom discussion. (3) Discern personal habits and behaviors that encourage and/or inhibit classroom dialogue.

**Tracks:** Active Learning Strategies, Engaging/Motivating Students, Preparing Future Faculty

**Location: Great Room 2**

## Unplugging Students: Utilizing Guided Technology Policies to Enhance Classroom Engagement

Darien Hall and Mark Wireman - *Grand Canyon University*

A demonstration of appropriate guided technology usage will be given, as well as experimental evidence of how guided technology policies enhances classroom engagement.

**Abstract:** Utilization of in-class technology is well-documented to enhance student learning and increase topic engagement. Unfortunately, freely available personal technology such as cell phones and laptops can also act as a distractor leading to reduced learning effectiveness. Here, the authors implemented a guided technology policy in several introductory Anatomy and Physiology courses to determine the effect on in-class engagement and student

performance. Results demonstrated that while students in guided technology class sections all reported a statistically significant increase in feelings of engagement, there was no increase in grades compared to students whose classes allowed free technology use.

**Learning Outcomes:** (1) Identify how their classes may benefit from a guided technology policy. (2) Formulate guided technology policies appropriate for their class. (3) Utilize guided technology policies to enhance student engagement in their classes.

**Tracks:** Active Learning Strategies, Engaging/Motivating Students, Teaching Unplugged

**Location: Great Room 3**

## FRIDAY NOTES

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## POSTER PRESENTATIONS

<b>A</b>	Using Digital Life Stories as an Interdisciplinary Project: Lessons Learned - <b>C. Aamlid</b>
<b>B</b>	Curriculum Evaluation and Renewal: Gathering Evidence to Support Decision Making - <b>S. Bartolic</b>
<b>C</b>	OnTask Learning Analytics Tool for Personalized Feedback Promoting Student Success- <b>S. Bartolic &amp; L. Chang</b>
<b>D</b>	Cultural Competency: A Graduate Student Experiential Learning Opportunity - <b>M. Becerra and S. Mshigeni</b>
<b>E</b>	Preparing Future Faculty: Successes and Emerging Gaps - <b>M. Becerra</b>
<b>F</b>	Faculty Development: Pathway to Change - <b>R. Brinkerhoff</b>
<b>G</b>	Order Up! Serving Up a Personal Health and Wellness Course Cafeteria Style - <b>M. Brown and M. Larsen</b>
<b>H</b>	Perceptions of Belonging in Undergraduate STEM Education - <b>R. Buckmire</b>
<b>I</b>	"Zooming" Across the Globe: Using Technology to Partner in Teaching - <b>M. Claver</b>
<b>J</b>	Student Perceptions of Faculty/Instructor Bullying - <b>D. Cluphf</b>
<b>K</b>	Confidence and Culture: Metacognition in American, Cypriot, and Emirati Learners - <b>J. Couchman</b>
<b>L</b>	Utilizing Zoom to Sharpen Student's Verbal and Non-verbal Communication Skills - <b>K. Dixon and K. Vento</b>
<b>M</b>	Teammate Evaluations: Are Faculty Implementing Research-Based Best Practices? - <b>E. Eddy and C. D'Abate</b>
<b>N</b>	Make Technology Work for You! Teaching Strategies that Engage Students - <b>M. Fixen and N. Wald</b>
<b>O</b>	Recruiting Creative Writers in Composition Courses - <b>A. Fladeboe</b>
<b>P</b>	Exploring Undergraduate Research in Online and Seated Biology Classroom Environments - <b>K. Genet</b>
<b>Q</b>	Teaching and Assessing Professionalism Competence "Escape Room" Style - <b>A. Greig</b>
<b>R</b>	Engaging College Success with the Wellness Wheel - <b>S. Grotrian</b>
<b>S</b>	Brain-Based Learning Strategies and Student Performance in a First-Year Optometry Curriculum - <b>A. Hegamin</b>
<b>T</b>	Impact of Requiring Peer Tutor Visits in Beginning Algebra - <b>C. Holden-Sonnek</b>
<b>U</b>	Student to Hire: Quantitative Literacy for Academic and Career Success - <b>M. Howser and T. Tully</b>
<b>V</b>	Creative Course Design for Senior Faculty Connection and Renewal - <b>J. Jackson and J. Keys</b>
<b>W</b>	Colleges Need a Makeover - <b>D. Joyce and N. Morelli-White</b>
<b>X</b>	Sappho's Ghosts: Writing Ancient Love Poems in World Literature - <b>J. Keene</b>
<b>Y</b>	Impact of Participation in a Clinic on a PTA Student's Professional Behaviors - <b>E. Kuhn</b>
<b>Z</b>	Creating a Self-Directed Learning Environment - <b>G. Mullen</b>
<b>AA</b>	Impacts of Collaborative Learning in STEM Courses - <b>M. Ng</b>
<b>BB</b>	Impact of STEM Course Structure on Motivation, Engagement, and Retention - <b>M. Ng</b>
<b>CC</b>	Implicit Bias in Critical Thinking Students - <b>S. Parry</b>
<b>DD</b>	"May I be Frank?": What Students Want Us to Know - <b>N. Quam-Wickham</b>
<b>EE</b>	Measuring Student Success in Zero Textbook Cost Community College Courses - <b>T. Sands</b>
<b>FF</b>	How HIP is Service Learning: Multigenerational, Interprofessionalism and Cultural Competency - <b>C. Saunders-Russell</b>
<b>GG</b>	The Value of An Undergraduate Degree in Psychology: Enhancing Student Learning Through Service - <b>L. Simons</b>
<b>HH</b>	Exploring Opinions and Perceptions of Enhanced Resource Guides in a 200 Level Nutrition Course - <b>S. Smith</b>
<b>II</b>	Using an Audience Response System in a Graduate Optics Course - <b>F. Spors and K. Golly</b>
<b>JJ</b>	Transforming an Introduction to Biomedical Engineering Seminar Course: More than Meets the Eye - <b>J. Thomas</b>
<b>KK</b>	Personal Transparency as Self Care - <b>K. Walker</b>
<b>LL</b>	Creating Meaningful Learning Experiences: Course Design Approaches in Accounting, Economics and... - <b>O. Wieland</b>
<b>MM</b>	Promoting Universal Design for Learning (UDL) Through a Resource Repository - <b>J. Williams and L. Nave</b>

# Poster Presentation Abstracts and Outcomes

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

## **Using Digital Life Stories as an Interdisciplinary Project: Lessons Learned**

Cindy Aamlid - *Southwest Minnesota State University*

This session will share the challenges and successes of a collaborative project between students in a communications course and sociology course.

**Abstract:** Collaboration between students in different courses can provide unique learning opportunities. This project involved students in a communications course and sociology course teaming up to create digital life histories of local elders in the community. Digital life histories allowed students to examine how culture, group membership, and identity intersected for elders in their stories. Reflections on this collaborative project as a pedagogical tool revealed that students were engaged, learned from each other, and increased skills in storytelling. This presentation will share the lessons the instructors learned from a collaborative project.

**Learning Outcomes:** (1) Gain insight into developing a collaborative project between students in interdisciplinary courses. (2) Identify strategies for increasing student skills in interpersonal communication and listening through digital life histories. (3) Identify challenges and successes for both students and faculty in incorporating a collaborative project.

## **Curriculum Evaluation and Renewal: Gathering Evidence to Support Decision Making**

Silvia Bartolic - *University of British Columbia*

This presentation examines various forms of data gathered to support curriculum mapping and renewal.

**Abstract:** This presentation examines various forms of background data gathered to evaluate a Sociology undergraduate program, including an environmental scan, program analytics, syllabi assessment, and alumni survey, to support decision making in curriculum mapping and renewal based on a program action research approach. We discuss questions, coding strategies, and examples of reports created to provide suggestions and form a base for discussions around curriculum mapping and renewal. The goal is to provide a process that can be used by others interested in program renewal.

**Learning Outcomes:** (1) Describe the process of program action research. (2) Consider how to collect and code various forms of evidence to support discussions around curriculum mapping and renewal. (3) Examine examples of report outcomes and developed recommendations to enhance the effectiveness of programs.

## **OnTask Learning Analytics Tool for Personalized Feedback Promoting Student Success**

Silvia Bartolic and Lisa Chang - *University of British Columbia*

This poster presents the findings of a project that explored the use of a learning analytics tool on student engagement, motivation, and performance.

**Abstract:** With increasing class size and student diversity in higher education institutions, personalized feedback to students can be difficult to provide due to limited time and resources available to instructors. Based on nudge theory, Fritz (2017) claims we can use learning analytic data to help nudge students to take responsibility for their learning. The goals of this session are to 1) describe a learning analytic tool that can be used for personalized feedback, 2) present student perceptions of the usefulness of this tool for strengthening the instructor-student relationship, increasing motivation to participate and further engage with course materials and improve performance.

**Learning Outcomes:** (1) Describe key components of effective feedback. (2) Gauge the efficacy of a learning analytics tool to provide personalized feedback at scale for use by instructors. (3) Explore the impact of the learning analytics tool on student engagement and perceptions of the instructor-student relationship.

## **Cultural Competency: A Graduate Student Experiential Learning Opportunity**

Monideepa Becerra and Salome Mshigeni - *California State University, San Bernardino*

Graduate students evaluated how socially accepted health words can negatively impact a minority culture and, in turn, developed culturally competent alternates.

**Abstract:** The objective of this class-based project was to expand student learning on the various definitions of culture, including LGBT, disability, millennia, and address how socially acceptable words can be negative based on the culture. Students analyzed various cultural groups in order to create a final photo display through storytelling called: Say this, not that. Students created a photo display as a final project to demonstrate how some socially acceptable words can be replaced with alternates that are more culturally competent. Such experiential learning can help enhance student learning by being actively involved.

**Learning Outcomes:** (1) Discuss the various means of defining cultural competency. (2) Discuss the difference between cultural competency and humility in practice. (3) Identify how keywords, though socially acceptable, can be negative for specific cultures.

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## Preparing Future Faculty: Successes and Emerging Gaps

Monideepa Becerra - *California State University, San Bernardino*

This presentation will discuss key strategies that faculty can undertake to encourage and prepare future faculty growth, especially at teaching-based institutions of higher learning.

**Abstract:** The goal of this presentation is to discuss steps a faculty member can take to encourage and promote future faculty growth, especially at teaching institutions. We will highlight steps that have shown to be successful as well as identify gaps. For example, both formal and informal mentoring processes, opportunities for co-teaching, as well as methods to promote to scholarly growth will be discussed. Feedback for faculty experiencing such processes will be discussed. Emergent gaps, such as lack of field-specific expectations, funding, and community support will be included for brain-storming opportunity.

**Learning Outcomes:** (1) Key steps a current faculty can take to encourage interest in faculty profession. (2) Steps a current faculty can take to promote diverse faculty background. (3) Discuss barriers that future faculty may face in the field.

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## Faculty Development: Pathway to Change

Roxanne Brinkerhoff - *Utah Valley University*

Faculty created an online faculty development course to aid instructors in changing their instructional practices to include current research on teaching and learning.

**Abstract:** Though faculty are considered experts in their field, many have little to no training on current pedagogical methods and teaching skills that can greatly influence student success and retention. Faculty developed an online faculty development course that provides current research on teaching methods in order to provide learning opportunities to both full-time instructors and adjuncts. This course has been delivered for three semesters. The presenters will discuss course design, course framework, and lessons learned.

**Learning Outcomes:** (1) Summarize reasoning behind the faculty development process. (2) Use ideas of faculty development presented to impact their own department's faculty development. (3) Integrate current pedagogical research in the classroom.

## Order Up! Serving Up a Personal Health and Wellness Course Cafeteria Style

Mary Brown and Merilee Larsen - *Utah Valley University*

Students learn best when they have autonomy and choice. This session will outline how a cafeteria-style learning GE course provides learner-centered activities for various modalities.

**Abstract:** What happens when you redesign a general education personal health and wellness course and allow students to take the driver's seat? This session will explore how assignments and assessments were developed to appeal to a range of learning styles, diverse student groups, and various learning outcomes. The cafeteria-style approach provides more assignments than needed to earn an A grade and allows students to select assignments that are meaningful to them. Participants will gain insights on how to adapt a cafeteria-style approach to various topics as well as the online, hybrid, and face-to-face modalities.

**Learning Outcomes:** (1) Describe how learner-centered teaching approaches impacts student attitudes and performance. (2) Identify potential assignment categories to appeal to a variety of learning styles. (3) Compare and contrast outcomes of online, hybrid, and face-to-face modalities of the cafeteria-style approach.

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## Perceptions of Belonging in Undergraduate STEM Education

Ron Buckmire - *Occidental College*

We present results of a survey of undergraduate STEM majors about their perceptions of belonging in STEM and their experiences with high-impact practices.

**Abstract:** This project explores undergraduate perceptions of belonging in STEM and how it relates to their participation in, and leadership within, high-impact practices (HIPs). We investigate how demographic factors (underrepresented minority, gender, and first-generation status) interact with these variables. We found an overall positive association with perceived belonging and high-impact practices, but mediated by demographic factors, such that greater participation in HIPs does not increase perceived belonging for underrepresented minority students. We suggest that increasing participation in HIPs is not sufficient for enhancing perceived belonging. This work was conducted as part of a NSF S-STEM award.

**Learning Outcomes:** (1) Know the relationship between perceived belonging in STEM and participation in high-impact practices. (2) Know how demographic factors mediate the relationship between perceived belonging and participation in high-impact practices. (3) See how qualitative and quantitative data can be used in trying to understand student experiences in STEM education.



**“Zooming” Across the Globe: Using Technology to Partner in Teaching**

Maria Claver - *California State University, Long Beach*

“Global Aging” is taught as asynchronous, online course through the use of Zoom to include global partners in-class discussion.

**Abstract:** Aging is a global phenomenon, and we have much to learn from how countries around the world address challenges related to aging populations. To include gerontologists from around the world in “Global Aging,” class is conducted via Zoom. The course includes six main topics: Caregiving, Death & Dying, Healthcare, Economic Support, Retirement and Spirituality/Meaning of Old Age. The first week of each topic consists of a lecture and the second week of that topic consists of student-led small group presentations, created in collaboration with each group’s global partner. Global partners are from: the Netherlands, Taiwan, Japan, Spain, and India.

**Learning Outcomes:** (1) Discuss benefits and challenges of using Zoom (or similar technology) for conducting a course. (2) Discuss additional virtual classroom techniques to enhance discussion among students. (3) Identify a topic in their own discipline that would be appropriate for a course conducted via Zoom, or similar technology.

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**Student Perceptions of Faculty/Instructor Bullying**

David Cluphf - *Southern Illinois University Edwardsville*

This poster describes the types, sources, and frequency of bullying behaviors encountered by undergraduate students in their undergraduate education

**Abstract:** Little literature exists examining instances of faculty/instructor to student bullying behaviors. This study examines the perceived bullying experiences of undergraduate students from university faculty. Of 528 students that completed surveys, 52% reported at least one incidence of faculty or instructor bullying. Descriptive details are provided describing eight antecedents of bullying and what percentage of bullying behaviors fell under these eight categories

**Learning Outcomes:** (1) Understand that students experience bullying from teaching staff. (2) Describe the eight antecedents of bullying behavior. (3) Examine their own practices for bullying behaviors.

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**Confidence and Culture: Metacognition in American, Cypriot, and Emirati Learners**

Justin Couchman - *Albright College*

In three studies, college students across cultures rated their confidence for each choice in a multiple-choice exam administered as part of their normal college curriculum.

**Abstract:** Metacognition – thinking about thinking – is a skill that can help students make better decisions in the face of uncertainty. In three studies, college students rated their confidence for each choice in a multiple-choice exam administered as part of their normal college curriculum. Data come from the United Arab Emirates, Cyprus, and the United States of America. In all cultures, confidence ratings accurately predicted performance, but there were significant cross-cultural differences that probably arose from regional education practices. Pre-exam grade predictions also differed across cultures. There was a significant benefit for students who kept track of their confidence in all cultures.

**Learning Outcomes:** (1) Understand confidence and metacognition across cultures. (2) Apply a new learning technique to their own exams and assessments. (3) Identify misconceptions common in both college students and professors surrounding exams.

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**Utilizing Zoom to Sharpen Student’s Verbal and Non-verbal Communication Skills**

Kathy Dixon and Kaila Vento - *Arizona State University*

Zoom can be an efficient tool in developing communication skills in students. Using Zoom in counseling sessions, optimized learning skills needed for career pursuits.

**Abstract:** Zoom was originally designed to connect professionals from across the globe, yet has increased its popularity within the classroom setting. The unique features of audio-video recording and transcribing Zoom sessions can be resourceful when helping students acquire communication skills. When conducting mock interview sessions in a Nutrition Counseling course, Zoom enabled students to reevaluate language used, range and pitch of tone, and body interactions. The reflection paper completed after reviewing the Zoom video and transcription allowed may be key in refining pertinent communication skills needed to be professional candidates when entering the field as registered dietitians.

**Learning Outcomes:** (1) Identity useful Zoom features. (2) Organize a Zoom session. (3) Design a Zoom assignment.

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## Teammate Evaluations: Are Faculty Implementing Research-Based Best Practices?

Erik Eddy and Caroline D'Abate - *Siena College and Skidmore College*

Best practices for team member feedback, a critical component of team success, are identified. The current research explores whether faculty are following these best practices.

**Abstract:** Teamwork has grown dramatically over the past twenty years, both in the workplace and in higher education. Team member evaluation and feedback are critical to team success and the literature identifies elements of a sound teammate evaluation process. Best practices include: reduce bias in evaluation, provide an opportunity for development and improvement of team member skills, provide behaviorally specific feedback, and provide a benchmark for comparison. The current research focuses on team projects in the higher education setting with the goal of exploring whether faculty who assign team projects are following these best practices when conducting teammate evaluations.

**Learning Outcomes:** (1) Understand best practices in team member evaluation. (2) Identify gaps in their own facilitation of teamwork development. (3) Plan to enhance teamwork in their student teams.

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## Make Technology Work for You! Teaching Strategies that Engage Students

Megan Fixen and Nicole Wald - *Minot State University*

Looking for strategies to keep students engaged? Learn to adapt to active learning styles with technology. Nine technological tools that enhance learning will be introduced.

**Abstract:** Are you looking for new strategies to keep students engaged and excited in the learning process? Learn how educators can adapt to the active learning styles of students with technology. Many students learn best when they are actively participating. Technology can increase the ability for students to interact with one another and engage in content in real-time. Information will be provided for nine different technological tools that enhance learning, which participants can use immediately. Participants will gain an understanding of how technology can enhance desired goals and select an appropriate technology tool that enhances the learning experience for students.

**Learning Outcomes:** (1) Recognize how technology can bring educators closer to desired classroom goals. (2) Use technology to stimulate engagement, creative thinking, and problem solving. (3) Immediately use nine different technology tools.

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## Recruiting Creative Writers in Composition Courses

Amy Fladeboe - *Century College*

This poster presentation displays info on national English enrollment trends and illustrates materials, methods, results, and conclusions for the study on creative writing recruitment.

**Abstract:** Community colleges are uniquely positioned to discover the diverse writers of tomorrow's literary landscape, but before student pens can make poetry, they'll have to write essays in gateway courses, which often disproportionately focus on transferable skills for non-writing careers. This research first analyzed demographic differences between the general student and creative writing student profile, revealing dwindling diversity and further implications for creative writing transfer student profiles. Secondly, the study examined four composition courses, measuring the efficacy of three advising/recruitment techniques promoting creative writing interest and enrollment. While initial findings identify gained interest, the low sample size merits a study replication.

**Learning Outcomes:** (1) Recognize national trends impacting program enrollment and student demographics in departments that house gateway courses. (2) Identify recruitment methods that gateway course instructors can use in their courses. (3) Imagine ways to promote program-specific interest and enrollment in the gateway courses that serve the most diverse student populations.

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## Exploring Undergraduate Research in Online and Seated Biology Classroom Environments

Kristen Genet - *Anoka-Ramsey Community College*

This project evaluates the impact of a long-term undergraduate research project in online and seated delivery methods for introductory, nonmajors students in Environmental Science.

**Abstract:** This project evaluates the impact of undergraduate research on nonmajors students enrolled in an Environmental Science class at a two-year college. Students participate in a project in which they work through each stage of the scientific method beginning with composing original questions and culminating in a classroom symposium using publicly available data gathered in Gorongosa National Park in Mozambique, Africa. Areas of impact assessed are scientific literacy skills, attitudes towards science and research, and evidence-based decision making. Outcomes indicate that online and seated students did not obtain the same benefits and learning gains; implications of the findings are explored.

**Learning Outcomes:** (1) Explore how undergraduate research can be integrated into nonmajors, introductory science courses. (2) Examine the teaching and learning benefits of global citizen

science in an online platform. (3) Think creatively around providing online students with opportunities for active and collaborative learning.

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### Teaching and Assessing Professionalism Competence “Escape Room” Style

Alison Greig - *University of British Columbia*

The presentation explores an “Escape Room” methodology as an innovative approach to teach and assess professionalism competence in health professional learners.

**Abstract:** Professionalism competence is critical in health professional practice and includes domains such as ethics, communication, and compliance with regulatory standards. Professionalism competence is challenging to teach and assess using traditional approaches. The “Escape Room” experience was developed as an innovative experience for learners to practice and demonstrate professionalism competence in an engaging environment. The Escape Room experience centered around a clinical situation. Students progressed through three rooms and worked as a team to uncover clues and interact with standardized patient actors. The scenario and scripting guided students to address issues related to the scope of practice, conflict resolution, and ethical decision-making.

**Learning Outcomes:** (1) Describe the elements of an “Escape Room” model for teaching and assessment. (2) Describe the advantages of the “Escape Room” approach to teaching professionalism competence. (3) Describe challenges and barriers of the “Escape Room” approach to teaching professionalism competence.

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### Engaging College Success with the Wellness Wheel

Sheri Grotian - *Peru State College*

Teaching an introductory College Success class can encompass many concepts. Starting at the foundation with the multiple domains of the Wellness Wheel has proven successful.

**Abstract:** Domains of wellness often include intellectual, social, emotional, physical, occupational, and financial wellness. These areas provide an in-depth template for a curriculum to present to students in their first-semester COLL 101 – College Success course, offering a multitude of articulated learning and critical reflection opportunities. Teaching the Wellness Wheel concept in higher education is one venue to introduce and promote a comprehensive version of wellness in an active and engaged manner. This poster will visually depict a Wellness Wheel and how to determine if it is in balance.

**Learning Outcomes:** (1) Understand how “wellness” can encompass a variety of areas in one’s life. (2) Appreciate the importance of balance with the Wellness Wheel. (3) Carry out similar lessons or seek further information to develop more materials they desire in relation to this topic.

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### Brain-Based Learning Strategies and Student Performance in a First-Year Optometry Curriculum

Angela Hegamin - *Western University of Health Sciences*

This presentation examines how the use of brain-based learning strategies correlate with optometry students’ year one course and cumulative GPAs.

**Abstract:** First-year optometry students were surveyed following a one-day brain-based learning workshop at the beginning of the Fall 2018 semester. Survey data obtained from the workshop evaluation form were subsequently analyzed to explore associations between students’ use of specific brain-based learning strategies and performance in their year one courses. Weak positive correlations were observed between students’ distributed practice, self-quizzing via elaboration, sleeping seven or more hours per night, use of mnemonics or memory palaces, and cumulative GPA. Elaborative self-quizzing demonstrated a moderate positive association with performance in Ocular Pharmacology.

**Learning Outcomes:** (1) Apply brain-based learning principles to assess adoption of learning and self-care strategies aligned with these. (2) Relate optometry students’ use of brain-based learning strategies to their academic performance. (3) Infer future directions toward “unpacking” brain-based learning

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### Impact of Requiring Peer Tutor Visits in Beginning Algebra

Christina Holden-Sonnek - *Anoka Ramsey Community College*

This presentation will describe a system of classroom assessments and specialized tutor requirements for sustained tutor use by developmental students.

**Abstract:** Although the benefits of tutoring are well-known to faculty, voluntary use of tutoring services by developmental students is low. An integrated classroom and tutoring center system of assignments, assessments, and tutoring engagement was developed to address this challenge. The tutoring system includes in-class assessment followed by specialized tutor assignments. During my poster presentation, I will describe the system, how it can be implemented in a variety of classes

and disciplines, and discuss the outcomes of the interventions.

**Learning Outcomes:** (1) Think creatively around integration of tutoring services and classroom practices. (2) Explore interactive and formative assessments that support individual student learning needs. (3) Examine the teaching and learning benefits of collaboration between student support services and faculty.

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## Student to Hired: Quantitative Literacy for Academic and Career Success

Michael Howser and Tim Tully - *San Diego State University*

The session will focus on approaches to scaffolding quantitative skill development within upper-level course and internship opportunities to promote student early-career success.

**Abstract:** Graduates are faced with a complex information landscape where high-quality academic/research resources available during their student years are inaccessible post-graduation. With a need to develop data-informed reports, and analysis/visualizations, quantitative literacy skills are crucial. Utilizing post-graduation accessible information sources, quantitative focused discovery, evaluation, and analysis/visualization practices are presented using the Association of American Colleges & Universities (AAC&U) quantitative literacy VALUE rubric as a framework. By creating scaffolded synchronous and asynchronous approaches to engage upper level, capstone, and internship students, the quantitative literacy concepts presented can be implemented at other institutions to promote student success beyond the classroom.

**Learning Outcomes:** (1) Implement quantitative literacy principles within upper-level courses and utilize the AAC&U quantitative literacy rubric to assess skill development. (2) Create learning opportunities focused on data discovery, evaluation, analysis, and visualization for internships and capstone students. (3) Prepare students for early career success by establishing connections and awareness of professional organizations, conferences, and opportunities to engage within the career field.

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## Creative Course Design for Senior Faculty Connection and Renewal

Jennifer Jackson and Jennifer Keys - *North Central College*

Our qualitative study sought to learn whether an innovative course design emphasizing unbounded teaching would inspire connection and renewal among senior faculty.

**Abstract:** We conducted a qualitative study to learn if a creative course design helps senior faculty create imaginative and engaging connections outside the bounds of classroom space and time. Would faculty in their third or fourth decade in academia find unbounded course structures regenerative, even transformative? In *The Courage to Teach*, Parker Palmer states that “teachers are restored when they risk the live encounter.” Our focus groups affirm the value of such experiential learning opportunities. With Trower (2011), we argue institutions should support and encourage senior faculty efforts to reconnect with their passion for teaching through such innovative pop-up courses.

**Learning Outcomes:** (1) Describe examples of creative course designs and positive aspects of teaching that is unbounded by space and time. (2) Identify the kinds of collaborative, supportive structures needed to build and sustain creative course design among senior faculty. (3) Develop pop-up course ideas to engage students and senior faculty alike.

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## Colleges Need a Makeover: Adapting to Change One Student At a Time

Dawn Joyce and Nan Morelli-White - *St. Petersburg College*

This session will provide educators with ways to tailor their teaching strategies to reach students through Interdisciplinary Studies (IDS).

**Abstract:** Educators are constantly improving and changing their curriculum and teaching philosophy. What works for some students does not always work for others. This session will provide educators with ways to tailor their teaching strategies to reach community college students through Interdisciplinary Studies (IDS). This session also defines IDS, provides ways to implement IDS, and the importance of implementing IDS in the community college to help retention, provide a sense of community, and provide skills necessary in today's workforce.

**Learning Outcomes:** (1) Create Learning Communities, which will help with retention. (2) Create an IDS class(es) at their respective colleges/universities. (3) Learn how to implement hands-on activities that will foster creative thinking for all academic levels in the classroom.

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## Sappho's Ghosts: Writing Ancient Love Poems in World Literature

Jarret Keene - *University of Nevada, Las Vegas*

This poster shows an assignment that helped students understand wit and rhetoric, and how to exert control of expression when dealing with turbulent emotions.



**Abstract:** The purpose of this poster is to help the audience understand Sappho (b. 620 B.C.), the Greek poet born on the island of Lesbos, by explaining how World Literature students compose original love poems that emulate and extend the qualities of her work. By writing poems that strive for clarity of language, simplicity of thought, and musical images, students demonstrate a firm grasp on the elements of a lyric poem. This assignment helps students understand wit and rhetoric, and how to exert cool control of expression when dealing with turbulent emotions like heartbreak or infatuation. Although the emotions described in the poems are “real,” students refrain from using this assignment to confess anything that has actually happened to them.

**Learning Outcomes:** (1) Recite the qualities of a lyric poem. (2) Understand how to write a lyric poem. (3) Understand how to measure success for this assignment.

### **Impact of Participation in a Clinic on a PTA Student's Professional Behaviors**

Emily Kuhn - *Anoka Ramsey Community College*

We determined what impact participation in a self-contained physical therapy clinic would have on a PTA student's self-assessment of professional behaviors.

**Abstract:** Clinical experience is an integral part of the curriculum in a physical therapist assistant (PTA) program. When a PTA student struggles with or fails a clinical experience in our program, it is typically related to professional behaviors. For many students, when an instructor identifies difficulties with professional behaviors, the student has not been able to self-assess those same difficulties. A literature review revealed a consensus that professional behavior is difficult to define and assess, so this lack of ability to self-assess is not surprising. This project examines how utilizing these professional behaviors in clinical settings could influence student self-assessment.

**Learning Outcomes:** (1) Verbalize how participation in a self-contained physical therapy clinic influenced student self-assessment of professional behaviors. (2) Envision ways that professional behavior could be assessed in courses and/or programs. (3) Creatively identify and discuss ways that a SoTL project could influence teaching.

### **Creating a Self-Directed Learning Environment**

Greg Mullen - *Exploring the Core LLC*

My approach toward Self-Directed Learning focuses on blending standards-based and social-emotional learning.

**Abstract:** Three overlapping concepts are explored in this presentation. First, attendees explore concepts of standards-

based learning that challenge traditional grading practices. Then, attendees use a standards-based approach to explore social-emotional learning to challenge traditional classroom management practices. A developmental mindset is then addressed to connect this framework across grade-level classrooms. When teachers explore how these three concepts overlap, practices can be more clearly identified as intentional, unintentional, productive, or unproductive to support a self-directed learning environment. This framework benefits attendees wishing to explore their own core philosophies and create, intentionally and productively, a self-directed learning environment.

**Learning Outcomes:** Intentionally reflect on the impact: (1) Grading practices have on student ownership of learning. (2) Classroom management practices have on student ownership of learning. (3) A developmental mindset can have on the aligning this framework across grade-level classrooms.

### **Impacts of Collaborative Learning in STEM Courses**

Minna Ng - *Duke University*

To better serve our diverse undergraduate student population in STEM course retention, we are investigating the impacts of collaborative learning.

**Abstract:** We were interested in different collaborative learning practices across different STEM courses and their impact on student perceptions of learning outcomes. In collaboration with graduate and undergraduate researchers, we developed surveys that collected information on course preparation, class engagement, and interest in pursuing STEM. We explored differences in gender/sex, ethnicity/race, and other characteristics across classes with different teaching approaches.

**Learning Outcomes:** (1) See the list of survey questions designed to measure learning outcomes, self-efficacy, and class engagement. (2) Describe the characteristics of different collaborative teaching methods used in lower and upper-level STEM courses. (3) Identify key components of team-based learning that may contribute to community-building.

### **Impact of STEM Course Structure on Motivation, Engagement, and Retention**

Minna Ng - *Duke University*

This study examines the impact of course structure on student motivation, engagement, and retention in STEM courses.

**Abstract:** Collaborative learning is an interactive pedagogy shown to improve student academic experiences. The structure of this approach, however, can vary greatly; courses may devote between ten and fifty percent of class



time to collaborative learning. Over 1,000 undergraduate students across a wide range of STEM classes were surveyed to investigate the intersection of structure, course-related attitudes, and identity. Preliminary data suggest that students in courses with more collaborative learning perceived higher motivation, interest in STEM, and sense of belonging. This has implications for improving student retention rates in STEM and leads to further discussions on innovative techniques for more inclusive classroom environments.

**Learning Outcomes:** (1) Understand how course structure may impact student motivation, engagement, and retention in STEM courses. (2) Understand the Team-Based Learning methods and the purpose for each structural components. (3) Apply findings to real world situations in STEM related fields including research and medicine.

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## Implicit Bias in Critical Thinking Students

Susan Parry - *Hennepin Technical College*

This presentation shares the findings of a research study that examines whether students' levels of implicit bias change when taking a Critical Thinking course.

**Abstract:** Understanding fallacious reasoning and improving critical thinking skills may help students recognize and comprehend implicit bias. This study examines whether students' levels of implicit bias change when taking a Critical Thinking course. Results showed a statistically significant improvement in age implicit bias, but no statistically significant change in race implicit bias. Limitations of this study include the types of bias assessed and limited sample size. These results suggest value in expanding this study to include more students and additional types of implicit bias, further exploring the relationship between bias and traditional approaches to critical thinking.

**Learning Outcomes:** (1) Demonstrate familiarity with this study's design and key findings. (2) Identify examples of types of implicit bias. (3) Discuss ways in which this study's content and findings might be applicable to participants' own teaching and scholarship.

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## "May I be Frank?": What Students Want Us to Know

Nancy Quam-Wickham - *California State University, Long Beach*

Practicing transparency requires engaging in students in course design and pedagogy. This poster presents five years of data and strategies for student involvement in instruction.

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**Abstract:** Students are knowledgeable and discriminating consumers of higher education. Five years of systematic data collection—using pre-course surveys, in-course formative assessments, and post-course evaluations and interviews—at a regional, comprehensive minority-serving institution provide evidence that engaging students in course design and assignments before and through the instructional term instills a sense of belonging and motivation among students. Students report more engagement in the course, greater sense of satisfaction that courses meet their academic and professional goals, and more ownership over course learning outcomes and more authentic demonstration of student achievement. Implications for equity and inclusion are also addressed.

**Learning Outcomes:** (1) Identify opportunities for using brief assessment tools to boost transparency practices in teaching. (2) Implement discipline-specific pre-course surveys for enhanced student engagement. (3) Evaluate and reflect on one's own readiness to adopt assessments to alter pedagogical practices and embrace transparency principles.

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## Measuring Student Success in Zero Textbook Cost Community College Courses

Teryl Sands - *Mesa Community College*

Are students more successful in courses leveraging Open Educational Resources (OER)? My study measures student completion, attrition, and persistence rates.

**Abstract:** My project involves researching student completion, attrition, and persistence in zero cost community college courses in order to determine student success, failure, and withdrawal rates. Zero cost courses leverage use of Open Educational Resources (OER) instead of requiring students to purchase expensive textbooks and publisher materials. Over three semesters, my study determines if there is a difference in student performance compared to traditional courses. Participants will learn how textbook affordability can impact student learning and success as well as other important considerations found at the community college level including access and inclusion of diverse learners.

**Learning Outcomes:** (1) Learn how the high cost of college textbooks negatively impacts student success, access, and inclusion. (2) Learn how zero cost courses that leverage OER materials can potentially have a positive impact on student success, access, and inclusion. (3) Learn from my empirical research the actual impact of zero cost courses on student success rates compared to traditional classes.

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### **How HIP is Service Learning: Multigenerational, Interprofessionalism and Cultural Competency**

Carmen Saunders-Russell - *California State University Northridge*

Demonstration of how a field-based “experiential learning” experience gives students an opportunity to analyze and solve problems while applying what they have learned.

**Abstract:** Service learning is a pedagogical approach that utilizes a field-based “experiential learning” experience. This particular instructional strategy encourages the professional development of students in a manner that promotes citizenship, work- life balance, as well as provides a means for an instructor to enhance and deepen their professional relationship while promoting student success. In a Health Administration program at CSU, students perform service at a multigenerational daycare facility with the intention that this additional high impact practice will help prepare them to enter the increasingly interdisciplinary multicultural, multigenerational healthcare work environment. This experience has had a positive effect on students’ self-assessment of their interprofessional competencies, as well as, increased their understanding of being culturally competent.

**Learning Outcomes:** (1) Explain relationship-building values and their importance in an interprofessional work setting. (2) Discuss culturally competent communication techniques. (3) Describe multigenerational workforce dynamics.

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### **The Value of An Undergraduate Degree in Psychology: Enhancing Student Learning Through Service**

Lori Simons - *Widener University*

Internship and service-learning courses contribute to different student learning outcomes. Implications for infusing both service-learning and fieldwork are discussed.

**Abstract:** A total of 226 undergraduate students enrolled in undergraduate psychology courses that utilize practicum/internship and service-learning as primary instructional methods took part in the study. Interns improved their understanding of the integration of diversity content in the course, awareness of gender and racial inequality, and general empathy from the beginning to the end of the practicum/internship program. Interns also reported being prepared for fieldwork and appraised their fieldwork favorably. Results from a repeated measures analyses of variance further indicate that interns had higher ratings of ethnocultural awareness and lower ratings for interpersonal engagement and civic responsibility compared to service-learners from the beginning to the end of the semester.

**Learning Outcomes:** (1) Describe a practicum/internship program. (2) Identify assessment methods and student learning outcomes. (3) Implement program/course components and assessment methods.

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### **Exploring Opinions and Perceptions of Enhanced Resource Guides in a 200 Level Nutrition Course**

Shannon Smith - *Glendale Community College*

This presentation will share the results of a study that examined student perceptions of enhanced resource guides in a 200-level nutrition course.

**Abstract:** This poster presentation shares results from a semester-long study of student perceptions and opinions of resource guides created for a 200-level nutrition course at a community college. Hybrid courses require a significant amount of outside work and preparation. The resource guides were created to encourage reading and note-taking. Students participated in focus groups and provided their perceptions in terms of how the resource guides helped/did not help prepare them for class and exams. Though these resource guides were created for a nutrition course, the ideas can be applied to other subjects. *Co-authored by Michelle Petry and Deborah Baker.*

**Learning Outcomes:** (1) Describe the benefits of resource guides to help students prepare for class. (2) Identify two ways to enhance study materials. (3) Identify barriers with using resource guides.

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### **Using an Audience Response System in a Graduate Optics Course**

Frank Spors and Krystle Golly - *Western University of Health Sciences*

We describe the experiences and benefits of using an audience response system (ARS) in a graduate optics course from the viewpoints of students and faculty.

**Abstract:** An evaluation of using an audience response system (ARS) in a first-year graduate optometry course using Just-in-Time Teaching. The potential benefits of interactive engagement include but are not limited to improved student motivation and attention during lectures, understanding of lecture content, preparation of upcoming examinations, and performance in examinations. The students used mobile devices as ARS responders for strategically placed questions throughout the lectures in an optics course. Students were surveyed at the conclusion of the course to evaluate the use of ARS. In addition, we conducted a retrospective cohort analysis from a prior year where no ARS was utilized.

**Learning Outcomes:** (1) Describe best practice of using an audience response system to facilitate student engagement. (2) Select an appropriate amount of assessment questions to encourage small group discussion and team-based learning. (3) Explain of impact of using an audience response system for Just-in-Time Teaching on student course performance.

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## Transforming an Introduction to Biomedical Engineering Seminar Course: More than Meets the Eye

Joanna Thomas - *Mercer University*

Changes to an introductory biomedical engineering seminar course aimed at improving career path awareness and career development planning have been successful.

**Abstract:** Activities targeting learning outcomes set by the Accreditation Board for Engineering and Technology (ABET) are emphasized in engineering courses. Generally, less focus is put on the knowledge and skills needed to find, apply for, and land a desirable job or gain admission to a graduate program. In 2016, we implemented changes within an existing, sophomore-level Introduction to Biomedical Engineering (BME) seminar course to ensure BME students are 1) aware of career paths within their field of study, 2) informed of effective practices for networking and tools for job hunting, and 3) understand the qualifications beyond coursework expected of graduates.

**Learning Outcomes:** (1) Identify methods to redesign seminar course structure to improve student engagement in career path and development. (2) Design assignments for a seminar-style course that target career awareness and networking skills. (3) Generate guides for guest speakers to promote lecture content that includes firsthand experiences and outcomes relating to their education and career decisions.

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## Personal Transparency as Self Care

Kasey Walker - *University of Arkansas*

Engaging students as whole persons requires we do the same. Transparency regarding our own struggles with illness is a form of self-care.

**Abstract:** Engaging students as whole persons can lead to better learning outcomes, higher graduation rates, and, ultimately, better humans. Engaging students as whole persons means recognizing and dealing with aspects of their lives not immediately related to their classroom performance. One of the key issues students have trouble discussing is physical and mental health. Here transparency about our own issues with general health and especially illness can provide an opening for students and provide a form of self-care. This

poster provides a framework for being transparent about our own health and how to navigate students' discussion of theirs.

**Learning Outcomes:** (1) Evaluate the appropriateness of revealing health issues. (2) Construct a framework for the revelation of health issues that provides self-care. (3) Create a plan for responding to students' revelation of health issues that protects self-care.

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## Creating Meaningful Learning Experiences: Course Design Approaches in Accounting, Economics and Finance Courses

Oxana Wieland - *University of Minnesota Crookston*

The project demonstrates the integration of various curriculum design instruments and procedures to achieve global learning, experiential learning, and data visualization outcomes.

**Abstract:** First, the alignment of course design with activities, assessments, and technology for global outcomes was illustrated based on a collaborative assignment. Then, course design was built on an experiential learning model. Students play the part of a professional consultancy and apply course methods to solving a Harvard business, generating a real-world style report. Additionally, data visualization has been included into an intermediate Accounting course to help students understand concepts.

**Learning Outcomes:** (1) Design educational experience through which students gain Global learning competences. (2) Engage in experiential, project-driven, data-driven academic learning practices. (3) Develop a real-world-type class project that applies analysis outcomes to support decision-making optimization and improve performance.

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## Promoting Universal Design for Learning (UDL) through a Resource Repository

Jennifer Williams and Lillian Nave - *East Carolina University and Appalachian State University*

This presentation will feature no-cost resources (online modules, case studies, videos, podcasts) that are applicable to the college setting and based on the UDL framework.

**Abstract:** This poster session will feature resources based on the framework of Universal Design for Learning (UDL) that demonstrate a variety of instructional strategies in higher education. The repository of resources was created by a network of individuals, campuses, and organizations focused on learning how postsecondary campuses can create welcoming learning environments for students with learning and attention differences. The presenters will highlight resources such as modules, case studies, professional development sessions, video clips, and podcasts

that are grounded in the principles of UDL. Opportunities for participants to help develop future resources to address learner variability will be shared.

**Learning Outcomes:** (1) Identify the principles of Universal Design for Learning (UDL). (2) Access resources that feature the integration of UDL in the college environment. (3) Examine innovative instructional practices within a repository of resources.

## ONLINE POSTER GALLERY

Go to our website to view our online poster gallery.

Includes: Image of poster, presenter headshot, and a short audio clip of the presenter explaining their poster.

[lillyconferences-ca.com/2020postergallery](http://lillyconferences-ca.com/2020postergallery)

## Round Table Discussions

Round table discussions will be held Saturday following breakfast. Signs with the title and corresponding letter will be placed on tables at the end of breakfast. Participants will sit at the table of interest to them. Round table discussions are intended to facilitate a conversation around the topic proposed. Presenters will provide participants with an overview on the topic, and then ask focused questions that guide the discussion among participants at table.

## ROUND TABLE **DISCUSSIONS**

- |          |  |
|----------|--|
| <b>A</b> | Online Office Hours: Engaged Learning With Distance Students - <i>T. Adams</i>   |
| <b>B</b> | The Cultivation of Critical Thinking Ability Through Multiple Narrative Frames - <i>L. Bai</i>                                 |
| <b>C</b> | Community Conversations of Neighborhood Stakeholders as Narrative for Experiential Learning - <i>A. Bernstein</i>              |
| <b>D</b> | Sustaining or Initiating Your Faculty Learning Community Program - <i>M. Cox</i>   |
| <b>E</b> | Recuperating Literature in the First-Year Composition Classroom - <i>J. Hipp</i>   |
| <b>F</b> | Finding Connections in Large Classes: Effectively Utilizing Undergraduate Instructional... - <i>K. Hoffner &amp; T. Broman</i> |
| <b>G</b> | The Ever-Present, Grading Dilemma: Making the Most of Instructor Feedback - <i>L. Hughes</i>                                   |
| <b>H</b> | A Story-Driven Framework in Teaching GE courses - <i>F. Lin &amp; Y. Wei</i>   |
| <b>I</b> | Student Led Research Article Discussion in Lecture Based Courses - <i>N. Nolan</i>   |
| <b>J</b> | A First-Year Experience for us all: Engaging in the "184" - <i>B. Pearson</i>  |
| <b>K</b> | Assessing a Redesign of Developmental Mathematics - <i>E. Porter</i>   |
| <b>L</b> | Teaching Strategies for Promoting Lifelong Health & Science Learning - <i>C. Ramirez &amp; B. Ramirez</i>                      |
| <b>M</b> | Lang's "Small Teaching" Techniques in Practice - <i>D. Reece</i>   |
| <b>N</b> | Exploring the Landscape of Asynchronous Teaching - <i>J. Richards &amp; C. Schubert</i>  |
| <b>O</b> | Cultivating a Culture of Inclusive Dialogue in Diverse Mentoring Relationships - <i>J. Rodriguez</i>                           |
| <b>P</b> | Get Them Through the Door: Innovative Approaches to Engage Faculty - <i>S. Twill</i>   |



## Round Table Discussion Abstracts and Outcomes

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

### Online Office Hours: Engaged Learning With Distance Students

Trevor Adams - *Embry-Riddle Aeronautical University*

Do your online students need an additional opportunity to demonstrate what they really know? Using virtual office hours for discussion-based assessment could help!

**Abstract:** Using online office hours can be used for both an active learning environment and an assessment opportunity, giving asynchronous online students the opportunity to connect with their instructor, build confidence, and demonstrate their learning. Quizzes, tests, and other forms of assessment don't always capture what students really know. Having another opportunity for students to demonstrate their mastery through a discussion-based assessment can not only help the student improve their grade, but it can also help improve their overall subject mastery!

**Learning Outcomes:** (1) Develop strategies to attract online students to office hours. (2) Develop informal discussion-based assessments and activities for supplementing summative assessments. (3) Assess student learning through discussion-based activities using generic rubrics.

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### The Cultivation of Critical Thinking Ability Through Multiple Narrative Frames

Lifang Bai - *Hainan University*

Egocentrism features the perception of everything in relation to oneself. This session addresses students' egocentric thinking by encouraging multiple narrative frames.

**Abstract:** Egocentric thinking in reading leads to credulity and ignorance of other possible voices, and in writing the isolation of writing from the social environment, disregarding the audience, purpose, and writer's identity in idea development. Egocentrism gives rise to prejudice and failure of social communication. One way to change students' egocentrism is to develop their critical thinking by encouraging multiple perspectives for the same issue. Specifically, they can be given different identities and trained to experience diversified cognitive perspectives and schemas, and accordingly form different versions of narrative for the same issue.

**Learning Outcomes:** (1) Encourage students to explore the truth from multiple perspectives. (2) Improve students' ability to assess the credibility of information from its sources, the identity of the story-teller, and his/ her purposes. (3) Develop students' audience awareness and achieve success in communication.

### Community Conversations of Neighborhood Stakeholders as Narrative for Experiential Learning

Arla Bernstein - *Mercer University*

The goal of this project is to apply a place-based approach to experiential learning based on revitalizing a poverty-stricken community.

**Abstract:** The goal of this project is to apply a place-based, narrative approach to experiential learning based on a poverty-stricken area, while invigorating both the community and student learning by means of "community conversations" The project is centered on three key principles: 1) "Community Conversations" provide narratives for experiential learning activities; 2) "In order to prepare for an increasingly diverse society and to help students navigate diverse learning environments, many institutions of higher education have developed programs that support student learning and competencies around inter-group relations;" and 3) Universities, as research centers, can be place-based "anchor institutions" for the purpose of playing a critical role in the civic life and economy of a city.

**Learning Outcomes:** (1) Understand how community-based research can be incorporated into experiential learning modules. (2) Apply case study research to experiential learning modules. (3) Incorporate focus group narratives into experiential learning modules.

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### Sustaining or Initiating Your Faculty Learning Community Program

Milt Cox - *Miami University*

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

**Abstract:** Many colleges and universities have faculty learning communities (FLCs) as part of their faculty/ educational development programs. Research results about the effectiveness of FLC's impact on faculty and staff participants, student learning, and implementation strategies are helpful in designing, implementing, and sustaining FLCs. At our table, we will discuss 16 recommendations for building and sustaining FLCs and FLC programs. We will provide opportunities for participants to ask questions about FLCs and meet others who are working with initiating or facilitating FLC Programs on their campuses.



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

### **Recuperating Literature in the First-Year Composition Classroom**

Julie Hipp - *Aurora University*

This session will discuss how teaching literature in first-year composition provides students with a foundation for reading, analyzing, and writing about a variety of texts.

**Abstract:** Study of the short story in the first-year composition classroom enhances students' writing and reading abilities. This genre employs recognizable elements of fiction; asking students to complete daily note-taking assignments that identify these elements leads to thoughtful examinations of texts' language and structures. It also introduces students to reading strategies that can be applied to other genres with different narrative purposes. This session will discuss the debate over using literature in the composition classroom and explore the ways in which it can provide students with a foundation for academic success in a variety of disciplines.

**Learning Outcomes:** (1) Understand the value of using literature in the first-year composition classroom. (2) Identify effective strategies for enhancing the development of students' reading and writing skills. (3) Apply the strategies they have learned in this session to their own discipline.

### **Finding Connections in Large Classes: Effectively Utilizing Undergraduate Instructional Assistants**

Kristin Hoffner and Tannah Broman - *Arizona State University*

Discuss strategies for utilizing undergraduate assistants to help manage large courses – lightening the instructor load, and fostering engagement to promote learning and satisfaction.

**Abstract:** Large lecture courses can leave some students feeling disconnected and may not offer much opportunity for engagement. Utilizing undergraduate instructional assistants (IAs) can be a great option for instructors who wish to provide more discussion and active learning techniques, but do not have the bandwidth to facilitate effective small groups on their own. Further, undergraduate IAs can build valuable relationships with their peer learners - which ultimately leads to a more enriching student experience. We will discuss strategies for utilizing undergraduate IAs in large courses and brainstorm effective techniques for overcoming challenges that can come with this type of assistance.

**Learning Outcomes:** (1) Discuss effective methods of utilizing undergraduate instructional assistants in large courses. (2) Identify opportunities for undergraduate instructional assistants within their own courses. (3) Develop strategies to overcome possible challenges to the use of undergraduate instructional assistants.

### **The Ever-Present, Grading Dilemma: Making the Most of Instructor Feedback**

Lisa Hughes - *Indiana State University*

In this session, discover the most opportune times to give feedback, how much is optimal, the most beneficial comments, and supportive technologies for feedback.

**Abstract:** As faculty workloads continue to increase, assessment methods become more and more automated and truncated to help ease the grading load. But research indicates that certain feedback techniques at key points in the learning process are well worth the effort and can greatly increase learner motivation and outcomes. In this session, we will discuss the most opportune times to give feedback, just how much is optimal, the kinds of comments that are most well-received, and what technologies best support giving meaningful feedback.

**Learning Outcomes:** (1) Describe the most opportune times to give feedback to learners. (2) Explain the most beneficial forms and amounts of feedback for learners. (3) Evaluate several feedback technologies.

### **A Story-Driven Framework in Teaching GE Courses**

Frank Lin and Ying Wei - *California State University, San Bernardino and Yunnan Normal University*

This presentation illustrates a story-driven mindset framework as a pedagogical methodology in teaching GE courses and demonstrates its efficacy in producing positive outcomes.

**Abstract:** This presentation illustrates a story-driven mindset development framework as a pedagogical approach in teaching a newly approved GE course entitled, "Digital Mindset," and demonstrates its efficacy in assisting students in self-development for successful lifelong learning. Topics covered include: what is mindset and digital mindset, what is storytelling, story-driven mindset development framework, and application of the framework as a pedagogy in teaching a GE course. Participants will engage in and experience first-hand in developing their own stories. At the end of the session, participants will be able to access the applicability of a story-driven framework approach to their respective disciplines.

**Learning Outcomes:** (1) Develop an understanding of interdisciplinary story-driven digital mindset lens of learning process. (2) Use a story-driven framework to create his/her story as it's relevant to the subject of study. (3) Access the applicability of story-driven framework approach to participant's discipline.

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## Student-Led Research Article Discussion in Lecture Based Courses

Nicole Nolan - *Arizona State University*

Discuss ways to foster student-led engagement in classroom discussions of research articles, particularly in larger lecture courses, where discussion presents numerous challenges.

**Abstract:** Research has shown that classroom discussions are an effective way to increase student comprehension and learning. Furthermore, class discussions of research articles can help students better understand and apply course content, while also helping them develop skills to be lifelong learners. Nonetheless, classroom discussions, particularly in large lecture courses, can be daunting for the instructor and nerve-racking for the students. This session will identify strategies to help overcome the challenges the instructor faces with discussion of research articles and allow the participants to brainstorm about ways to foster discussion in the classroom.

**Learning Outcomes:** (1) Identify challenges when facilitating classroom discussions of research articles. (2) Identify various ways to foster a research article discussion in a lecture course, with a focus on large lecture courses. (3) Identify ways for students take the lead in classroom research article discussions.

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## A First-Year Experience for us all: Engaging in the "184"

Becky Pearson - *Central Washington University*

A new course, taught using diverse disciplinary perspectives but shared outcomes and assessments, brings opportunities to engage first-year students and ourselves.

**Abstract:** Our new General Education program features a seminar-style First Year Experience (FYE) "184" course that all students must complete in their first year, meaning a typical fall quarter sees more than 1,000 students enrolled across several dozen sections. Rather than emphasizing the predictable college success checklist of study skills, time management, and resource awareness, the courses highlight disciplinary content proposed by faculty members with specific scholarly interests. Each 184 section is unique, then, in approach, but all share a set of outcome and assessment statements. I share my approach to FYE184, including a personal focus on school attachment.

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**Learning Outcomes:** (1) Outline a feasible approach to engaging students through unique content while using shared outcome and assessment statements as well as shared assessment methods. (2) Discuss how the ideas, values, and habits of open pedagogy, as well as high-context culture, may be useful to those planning to teach a small, seminar-style First Year Experience course. (3) Develop a list of activities and formative assessments to support students' connection to course outcomes and success.

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## Assessing a Redesign of Developmental Mathematics

Evelyn Porter - *Utah Valley University*

Will redesigning our curriculum to create a shorter math sequence lead to an increased rate of early general education math completion?

**Abstract:** Research indicates the more time it takes for a student to complete their general education (GE) math requirement, the less likely a student is to graduate. After an evaluation of course content, we removed significant overlap between courses in a four-semester sequence, resulting in a decrease in the total number of courses in the math sequence and a shorter path to completion. We assessed pre-determined indicators and have used the results to further inform the redesign. This presentation will include a summary of the process and assessment tools which could be used for others interested in course redesign.

**Learning Outcomes:** (1) Compare our process and outcomes to current national trends in developmental math redesign. (2) Identify steps that can help them approach a similar redesign. (3) Build an assessment model for a course redesign project.

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## Teaching Strategies for Promoting Lifelong Health & Science Learning

Cherie Ramirez and Bernardo Ramirez - *Simmons University and University of Central Florida*

This session will introduce three instructional methods (guided reading assignments, research blog posts, and co-teaching) and guidance on how to implement them.

**Abstract:** What are ways to encourage students—especially non-health and non-science majors—to connect content with real-world applications during a course (and hopefully also beyond)? This session will introduce three instructional methods (guided reading assignments, research blog posts, and co-teaching) and guidance on how to implement them. Participants will engage in a discussion about how to apply these and other methods in their teaching as well as the strengths and challenges of various approaches.

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**Learning Outcomes:** (1) Become familiar with three instructional strategies intended to help students build lifelong skills for staying current with and communicating about health and science. (2) Share additional strategies for accomplishing these goals. (3) Determine how to adapt and implement these strategies in their own teaching, including weighing the benefits and costs of each.

### Lang's "Small Teaching" Techniques in Practice

Dawn Reece - *Central College*

This round table will be centered around techniques highlighted in the book, "Small Teaching." Participants will share and reflect on techniques incorporated in their courses.

**Abstract:** This round table will be centered around and grounded in techniques highlighted in the book, "Small Teaching" by James Lang. We will first generate a brief review of some key ideas and techniques introduced by Lang. Following the review, participants will engage in sharing and assessing the techniques they have tried. The session will be conducted by incorporating small teaching techniques within the round table itself. We will start with a "knowledge dump" regarding what participants know about "small teaching" and conclude with a "one-minute closing question" reflecting on what we learned.

**Learning Outcomes:** (1) Articulate key "small teaching" techniques. (2) Share and reflect on what techniques they have attempted or hope to incorporate in their courses. (3) Experience two small teaching techniques during the session.

### Exploring the Landscape of Asynchronous Teaching

Jan Richards and Cynthia Schubert - *National University*

Interactive round-table session presents successful techniques for promoting student engagement in online courses.

**Abstract:** This interactive session focuses on the evolution from face-to-face teaching through online teaching to the latest approach: asynchronous teaching. This presentation addresses a variety of successful student-centered instructional strategies that promote student engagement in the "anytime, anyplace" asynchronous environment. Content is based on the work of educational researcher, Michael G. Moore (2001), who suggested that successful online teaching and learning relies on the degree of interaction among students, between students and instructor, and between students and content. Other educational researchers who have addressed the importance of such interaction include Chickering & Ehrmann, 1996; Wanstreet, 2006; Martin & Bolliger, 2018.

**Learning Outcomes:** (1) Discuss the transition from face-to-face teaching and learning to asynchronous online teaching and learning. (2) Consider how to use the three basic strategies for increasing student engagement: promoting student to student, student to instructor, and student to content interaction. (3) Share their own strategies and techniques for promoting engagement in online courses.

### Cultivating a Culture of Inclusive Dialogue in Diverse Mentoring Relationships

Jose I. Rodriguez - *Long Beach State*

The session demonstrates how faculty members can facilitate mindful conversations with students by using compassionate communication, and thereby, promote active dialogue, inclusion, and proactive engagement.

**Abstract:** The session discusses original research, demonstrating how faculty members can respond empathically in conversations with diverse students to cultivate compassion in university settings. With an empathy-based framework as a foundation, the session demonstrates how professors can respond humanely in conversations with members of different cultural groups, and thereby, promote ethical conduct, compassion, and proactive social change in academic communities.

**Learning Outcomes:** (1) Identify the significance of conversational empathy in situations involving diverse communities. (2) Clarify the role of empathic concern in supportive communication with members of distinct cultural groups. (3) Facilitate expressions of concern for members of different traditions, using helpful or supportive messages.

### Get Them Through the Door: Innovative Approaches to Engage Faculty

Sarah Twill - *Wright State University*

This round table will educate and engage participants in innovative programming to bring faculty into a CTL.

**Abstract:** Following years of faculty disengagement due to administrative mismanagement, declining enrollment, a 4-week faculty strike, and ethics investigations of Board of Trustees members, the Center for Teaching and Learning (CTL) sought innovative ways to engage faculty with programming. Five programs – Haunted by Technology, Fall in Love with Teaching, Tips and Sips, Grade-a-thons, and Doodling for Academics – were added to tradition workshops offerings. At this round table, participants will learn about these programs, including budget, participant recruitment, and lessons learned. Participants will have the opportunity to brainstorm modifications needed to implement on their campus and share their nontraditional engagement techniques.

**Learning Outcomes:** (1) Describe five nontraditional faculty development programs. (2) Share creative programming from their campus. (3) Articulate at least one modification that would need to be made for a program to work at their institution.

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## LAST CHANCE

Turn in your bingo sheets for extra raffle tickets and enter the book raffle!!!

Winners will be drawn at 10am  
*Names will be posted at the registration desk.*

## SATURDAY 8:45a - 9:45a

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### Sifting Through the Stereotypes: Connecting with Gen Z Students

Eileen Camfield, Leslie Bayers, and Lott Hill - *University of California, Merced*

Attendees will emerge with more empathetic perspectives on “Gen Z” students and practical strategies for building student resilience and leveraging learning.

**Abstract:** Stereotypes about Gen Z students can shape instructors’ unconscious biases. How might beliefs be reframed constructively to better support these students? During this session, we will unpack some fixed beliefs about Gen Z students and examine our assumptions. We will explore how they hinder or help our pedagogical endeavors and imagine alternative narratives that might better align with our values and be conducive to serving students well. We will co-create a set of equity-minded goals that could transform campus climates. Attendees will emerge with a more empathetic understanding of today’s students as well as with practical strategies for building student resilience and leveraging learning.

**Learning Outcomes:** (1) Reframe student behaviors through a growth mindset to foster better engagement. (2) Adapt and adopt new strategies for developing learning relationships and classroom communities. (3) Consider assessment protocols that honor and empower student agency; employ tools to foster student resilience and persistence.

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

**Location:** Courtyard 1

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### Linking Learning and Work Through Career-Relevant Instruction

Steven Taylor and Catherine Haras - *ED2WORK and California State University, Los Angeles*

This session explores how faculty can leverage disciplinary expertise and instructional effectiveness to enhance the career-relevance of classroom instruction.

**Abstract:** Employers and the academy both recognize the need for graduates to attain and demonstrate broader employability

skills that enable their success in the workplace; these are arguably the skills that undergird a liberal arts curriculum. However, there is a disconnect between how higher education structures college attainment and what employers say they require of graduates in a changing workplace. We offer an exploratory approach for enhancing career-relevant learning from the perspective of what students need to succeed in future work and learning, and the aptitudes that enable faculty to experiment and enhance the career-relevance of their teaching.

**Learning Outcomes:** (1) Understand how the concepts of learner adaptivity and job crafting behavior facilitate students’ ability to succeed in future work and learning. (2) Describe the aptitudes that faculty need to develop to enhance the career-relevance of instruction. (3) Identify approaches academic leaders can take to support faculty in achieving greater career relevance in the classroom.

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

**Location:** Courtyard 1

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### Using Multiple Theoretical Frameworks to Guide Technology Integration

Vivian Johnson - *Hamline University*

Exploration of one professor’s formalized process to prioritize student learning when deciding how to integrate technology into the curriculum.

**Abstract:** The increased use of technology in the higher education learning environment is a given for many faculty and administrators, but the process too often involves simply inserting technology tools into ineffective teaching methods rather than focusing on student learning. This session describes one professor’s journey to keep learning front and center when selecting technology tools. Her solution has been to create a decision matrix that synthesizes multiple frameworks about effective learning environments and curriculum design. This matrix provides a guide to inform decisions about when and how to integrate technology tools in traditional and online environments.



**Learning Outcomes:** (1) Articulate how current practice support/hinder keeping learning objectives as the starting point when selecting technology tools. (2) Determine if the concrete model can be used to inform technology integration decision making. (3) Gain access to a digital resource document to support when making decisions.

**Tracks:** *Active Learning Strategies, Classroom Technologies, Course Design/Redesign*

**Location:** Shutters East 1

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### Fostering Deep Learning in a University Classroom

Ray Posey, Grace Fantaroni, and Yazmin Pineda-Zapata  
- Point Loma Nazarene University

Through this “hands on” presentation, a variety of interactive activities, which participants may use in their own teaching situations, will be presented and discussed.

**Abstract:** Interactive Learning encourages “deep learning” rather than “surface learning,” according to Martin and Saljo (1976). This deep learning causes students to reorganize their thought processes and subsequently pay more attention to the material being presented. This presentation focuses on strategies that will encourage “deep learning” in any content area.

**Learning Outcomes:** (1) Implement activities presented in their own university classrooms. (2) List the benefits to student learning of an interactive approach to teaching. (3) Develop an interactive activity of their own that will be shared with the group.

**Tracks:** *Active Learning Strategies*

**Location:** Shutters East 2

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### Interactive Online Discussions: Let Us Change the Way We Talk

David Kim - Indiana University East

Understand the versatility of discussion boards and how new innovative designs/layouts can help foster student learning, interaction, and overall performance in online courses.

**Abstract:** Student interactions is a critical component for student performance in both online and face-to-face classrooms. However, the amount of interaction that occurs in these two types of environments vastly differs. Due to this, online courses have traditionally used discussion posts/boards to increase student interaction. The traditional format of discussion posts/boards, utilized in most courses, have not helped students and instructors. Thus, the proposed research developed a new discussion post/board format to increase student interaction, critical thinking, and overall performance by students. By altering the traditional format, this will resolve the discrepancies and improve the versatility of online discussions.

**Learning Outcomes:** (1) Increase student interaction in online courses. (2) Understand how versatile and important discussion boards/posts are for online courses. (3) Design innovative discussion boards/layouts in online courses.

**Tracks:** *Engaging/Motivating Students, Innovative Pedagogical Approaches, Teaching Online*

**Location:** Great Room 1

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### Enhancing Student Motivation and Engagement in Learning Using In-Class Inventories

Nate Yerke, Genesis Gutierrez, and Anton Tolman -  
Utah Valley University

This session addresses connections between resistance, motivation, and engagement and explores instruments that can help faculty improve their teaching.

**Abstract:** Increasing student awareness of their readiness to change and motivation to achieve can help them become more engaged and successful learners. This session will examine the relationship between the Transtheoretical Model of Change Learning Survey (TTM-LS) and other useful instruments such as the Achievement Emotions Questionnaire (AEQ), which measures student motivation, and the Student Course Engagement Questionnaire (SCEQ). The use of instruments such as these can assist faculty in better understanding their students and facilitate more effective course design. The tools also can be utilized to promote student metacognition of their own attitudes and behaviors and reduce resistance to learning.

**Learning Outcomes:** (1) Explain the Transtheoretical Model and its application as a heuristic for understanding resistance. (2) Describe how measuring resistance, achievement motivation, and level of student classroom engagement can inform course design and enhance student learning. (3) Evaluate approaches to teaching and how to incorporate some or all of these instruments to enhance student engagement.

**Tracks:** *Assessment, Engaging/Motivating Students, Innovative Pedagogical Approaches*

**Location:** Great Room 2

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### Discovering the Student Engagement Journey: Implications for Teaching & Learning

Hailley Fargo - Penn State University, University Park

Original research will be presented on how undergraduate students are navigating the student engagement landscape. Hear initial findings and how they could impact your teaching.

**Abstract:** Providing robust student engagement experiences in and out of the classroom is a priority for higher education institutions. However, we, as educators, do not always know how our students are navigating this landscape, what motivates



them to select opportunities, how those opportunities are connected, and how they are creating new knowledge within those experiences. This presentation will show results from a study being done at a large university where students are mapping their student engagement journeys. Participants will learn about this research project and reflect on ways this research could enhance the students they work with.

**Learning Outcomes:** (1) Articulate their institutions (or their own) definition of student engagement in order to define boundaries on what student engagement means to them. (2) Understand how students at one university navigate the student engagement landscape in order to draw parallels to the students they work with. (3) Explain major themes coming from this research in order to see how student engagement enhances the undergraduate student experience.

**Tracks:** *Assessment, Service/Experiential Learning, Student Engagement*

**Location:** Great Room 3

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## SATURDAY 10:00a - 10:30a

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### **The Role of Faculty in Scaling Community-Based Learning to Maximize Student Engagement**

Jodie Parys - *University of Wisconsin, Whitewater*

Discuss how a faculty-centric approach to Community-Based Learning has enabled a university to grow and scale service-learning and community-based research across campus.

**Abstract:** As one of the first states to participate in the LEAP Initiative, our University has a long-standing history with HIPs that are thoroughly embedded into our academic programs. Despite this history, we have lacked a comprehensive strategy to fully integrate Community Based Learning into our General Education programs and maximize student engagement in this engaged pedagogy. In response to this gap, our University has participated in a 3-year NASH TS3 (Taking Student Success to Scale) grant project aimed at bolstering and scaling Community Based Learning across our campus. This presentation outlines the strategic efforts taken to achieve this task and the central role that faculty and staff CBL practitioners have played in this process.

**Learning Outcomes:** (1) Learn about the design and implementation principles utilized to increase visibility and promote the scaling of Community Based Learning at our campus. (2) Learn about our newly developed CBL course designation process. (3) Learn how we have engaged faculty and staff CBL practitioners, allowing us to maximize impact despite minimal resources available to support CBL.

**Tracks:** *Course Design/Redesign, Innovative Pedagogical Approaches, Service/Experiential Learning*

**Location:** Courtyard 1

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### **Developing a Classroom Culture Grounded in Metacognition**

Debby Hailwood - *Ashford University*

Metacognition is commonly described as “thinking about your thinking” but what does this really mean? And what does it look like in practice?

**Abstract:** Are you struggling to get your students to focus less on grades and more on actively engaging in the learning process? If you’ve researched learning strategies, chances are you’ve come across the term metacognition. Maybe you thought, “Sounds great, but is it worth the effort to devote class time to this? I don’t even have enough time to teach my course content!” In this presentation, we aim to empower participants to seamlessly integrate metacognitive practices in their classrooms and arm participants with practical metacognitive learning strategies that can be adapted across disciplines and modalities (i.e., face-to-face, hybrid, online).

**Learning Outcomes:** (1) Understand why explicit instruction of metacognitive practices can lead to sustained academic success, regardless of the subject matter. (2) Promote metacognitive talk in the classroom. (3) Design activities that foster the use of metacognitive practices.

**Tracks:** *Active Learning Strategies, Engaging/Motivating Students, Innovative Pedagogical Approaches*

**Location:** Courtyard 2

### Teaching Biostatistics with a PeerLab Instructor to Reduce Student Anxiety

Salome Kapella Mshigeni and Monideepa Becerra -  
*California State University, San Bernardino*

This presentation shares evidence-based interventions that incorporated course redesign for Biostatistics undergraduate class that resulted in improved outcomes.

**Abstract:** Teaching Biostatistics is always a challenge as many undergraduate students lack confidence in the subject matter. To reduce students' anxiety level, we redesigned the course and incorporated the use of a peer laboratory instructor(tutor), who was a graduate student. Job duties for the PeerLab included: 1) Offer review sessions at the beginning and the end each class session; 2) Offer practice sessions at the beginning and the end of each class session; 3) Be a resource and respond to students' questions via email 24/7 throughout the quarter.

**Learning Outcomes:** (1) Understand evidence-based strategies to engage students in a Biostatistics course. (2) Learn academic success strategies to improve students' learning outcomes. (3) Learn the importance of course redesign to increase students' compliance and reduce anxiety.

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

**Location:** Shutters East 1

### Moments in Teaching: Improving Bandwidth by Personalizing Learning

Lori Wilber - *Loma Linda University*

This presentation outlines two powerful strategies designed to help support students achieve their best learning.

**Abstract:** When coursework becomes challenging, this can unveil some of the challenges that disproportionately affect the learning of students in marginalized groups. These students have the most to gain by certain improvements to our courses. This presentation outlines two powerful strategies that can help you create a culture of success while maintaining high academic standards. By the end of this

presentation, you will have completed the first two critical steps needed to begin this journey.

**Learning Outcomes:** (1) Describe why these strategies matter to students. (2) Identify a specific person you can use as your imaginary "student." (3) Select one method to find a new idea that resonates with you.

**Tracks:** *Academic Success, Engaging/Motivating Students, Multiculturalism/Diversity/Inclusion*

**Location:** Shutters East 2

### Engaging Digital Natives Through the Use of Bitmojis and Gifs

Laura Llamas Fraga - *Baylor University*

The presenter will share two apps, Bitmoji and Giphy, that allow instructors to engage and motivate students while also connecting with them.

**Abstract:** Most of our undergraduate students are digital natives, people who have grown up using technology and have been surrounded by it since the day they were born. Due to their constant exposure to digital technologies, students today have developed a specific learning style that differs from that of previous generations. For example, they may possess a short-attention-span and demonstrate a preference for personalized learning and for visual communication. This presentation aims to introduce participants to Bitmoji and Giphy, two applications that allow instructors to create comical avatars and animated gifs with humorous messages that motivate students, connect with them, and get their attention.

**Learning Outcomes:** (1) Determine if Bitmoji and Giphy should be used for their classes. (2) Gain the necessary information to create their own avatars and gifs with the Bitmoji and Giphy apps. (3) Brainstorm specific examples of when and how each app can be used in their classes.

**Tracks:** *Engaging/Motivating Students, Innovative Pedagogical Approaches, Preparing Future Faculty*

**Location:** Great Room 1



for providing all participants with the Bloom's Cognitive Taxonomy Slider. This simple desktop reference is a guide for developing course objectives, constructing assessment questions, and suggesting instructional strategies for your classroom.

— [www.educationalblueprints.com](http://www.educationalblueprints.com) —

Power in Collaboration: College and Elementary Students for Social Justice

Oraib Mango, William Beshears, and Denise Flores - California State University, San Bernardino and Manuel A Salinas School for the Creative Arts

This session reports on the experiences and outcomes of an ongoing three-year collaborative service-learning project between college and elementary students and faculty.

**Abstract:** Presenters will report on a project that they created and developed in the spirit of service-learning. College and elementary school faculty and students worked collaboratively to promote civic engagement and appreciation of diversity through critical questioning and analysis of experiences of different racialized groups. The presenters will share resources that were used in this project and explore with attendees how the project engaged different community members through a play, a town hall meeting with local families, interviews with peers and family members, and Theatre of the Oppressed performances that engaged community members as spect-actors.

**Learning Outcomes:** (1) Examine pedagogical approaches that help promote critical thinking. (2) Explore different ways to connect their own disciplines to service-learning. (3) Recognize the impact of community engagement and its influence on promoting civic engagement at different levels.

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

**Location:** Great Room 2

					3		8	5
		1		2				
			5		7			
		4				1		
	9							
5							7	3
		2		1				
				4				9

SATURDAY 10:45a - 11:15a

Making Meaningful Connections: An Integrated Model for Community of Inquiry and Social-Emotional Learning

Kelly Olson Stewart and Wendy Kubasko - Ashford University and Shippensburg University

Focused on student retention, participants explore a new model merging COI and SEL to make meaningful connections in traditional and online graduate programs.

**Abstract:** Merging the Community of Inquiry and Social-Emotional Learning models, this session provides perspectives from a traditional brick and mortar professor and a fully online professor highlighting their efforts to forge relationships with graduate students using COI, a recognized structure for engaging students in authentic learning and SEL, providing specific skills supporting relationships. In this session, an original visual of this union will be shared as this blended framework is utilized to enhance student engagement through instructor and student interactions. Participants from online, blended, and face-to-face will reflect and refine practices and develop new ideas to engage and motivate students.

**Learning Outcomes:** (1) Reflect upon intentional practices to connect with students in meaningful and authentic ways. (2) Refine purposeful efforts to engage and motivate students, leveraging relationship-building skills. (3) Develop new ideas and strategies to generate a strong and supportive classroom community with the COI and SEL integrated model.

**Tracks:** Engaging/Motivating Students, Innovative Pedagogical Approaches, Teaching Online

**Location:** Courtyard 1

Re-Evaluate and Re-Energize Your Teaching: Your Students Will Benefit

Mary Jo Hartman - Saint Martin's University

Re-evaluating teaching and students' success was paramount in motivating me to re-energize my classroom with changes in my course materials and teaching style.

**Abstract:** After >20 years of teaching at the college level, it can sometimes feel like "the same old, same old." How many times have I talked about "keystone species" or "population dynamics" in my ecology classroom? How often have I graded the same type of lab reports and corrected the same mistakes? Re-energizing your course material is one step in bringing more excitement to your classroom for your students and yourself. I will share strategies that I have used in my biology classrooms to get myself and my students more involved and energized.

**Learning Outcomes:** (1) Identify a topic in their discipline that they could teach in a different way. (2) Describe a new course they would like to design or teach. (3) List several strategies they could incorporate to re-energize themselves and their students in the classroom or lab.

**Tracks:** *Course Redesign, Engaging/Motivating Students, STEM*

**Location:** Courtyard 2

## Let's BoK About it: Examining a Reflective Journaling Assignment

Tara Earls Larrison - *University of Illinois*

This presentation offers conceptual and practical relevance about the use of reflective journaling to foster deep and engaged learning and presents research of its effectiveness.

**Abstract:** This presentation examines the use and application of a reflective journaling assignment in an introductory undergraduate course. Theoretical and conceptual knowledge and its practical considerations will be discussed. Reflective journaling is an effective pedagogical tool that fosters deep learning and critical thinking. Its use in building a community of engaged and motivated learners where students learn from and grow with each other was an unintended and significant outcome. Data from 80 students across two sections included journal entries, discussion, and writing of their learning processes, which suggested both individual and collective growth in facilitating reflective self-awareness and transformative understanding.

**Learning Outcomes:** (1) Identify the relevance and rationale of reflective journaling as an effective pedagogical tool. (2) Examine pedagogical goals and practices and consider ways to use/adapt reflective journaling strategies. (3) Appraise and consider the role, approach, and significance of creating such conditions within the learning environment that fosters and nurtures transformative learning.

**Tracks:** *Assessment, Creating Communities of Learners, Innovative Pedagogical Approaches*

**Location:** Shutters East 1

## Apples to Apples, not Apple to Oranges: Comparing Final Exam Results of Online VS. Face-to-Face

Helen Eckmann - *Brandman University*

This presentation discusses the results of a comparison of the online vs. face-to-face rubric scores for final exams.

**Abstract:** At the inception of the BBA program ten years ago, Brandman University faculty determined twelve classes to be core classes in which in-depth statistical analysis would occur

regularly, evaluating student success. This data becomes a Learning Outcomes Data Report (LODR). This specific LODR consists of 166 face-to-face and 779 online student scores from 1 August 2016 (Fall session) through 1 June 2018 (Summer session). The face-to-face and online students were all given the same course content and text and the identical final exam. The analysis compares student results in this final exam. The presentation will analyze the results of the above.

**Learning Outcomes:** (1) Evaluate systems used to create a level playing field between face-to-face and online scores. (2) Judge the proposed reasons online and face-to-face students are equally successful. (3) Critical group analysis, evaluation, and suggestions of the 10 proposed reasons.

**Tracks:** *Academic Success, Assessment, Teaching Online*

**Location:** Shutters East 2

## Course Redesign with Technology and Collaborative Activities for Engaged Learning

Abeer Hasan - *Humboldt State University*

We discuss student experience in course design that utilized flipped pedagogy with interactive video tutorials, simulation-based instruction, and collaborative group activities.

### LILLY WORD SEARCH

CURRICULUM	ENGAGING	MENTOR	STUDENTS
EDUCATION	FACULTY	SCHOLARLY	TEACHING
S	T	U	D
E	N	T	S
D	E	B	R
F	I	T	
H	R	Q	U
C	F	N	C
J	C	S	O
Y	T	L	
L	F	A	C
U	L	T	Y
P	N	N	T
J	E	V	
R	P	F	M
J	Q	N	B
I	M	E	W
L	H		
N	J	Y	O
P	W	E	P
C	T	D	A
M	I	C	
A	T	L	K
P	C	D	M
R	S	T	C
G	L	R	
N	A	R	M
H	U	U	M
I	U	W	H
H	L	Z	
T	E	A	U
E	J	C	R
B	A	C	I
I	I	Y	O
O	Z	L	T
E	N	A	D
R	P	N	N
R	Q	N	
J	W	O	I
M	U	T	K
C	I	L	G
P	S	S	
T	I	H	V
T	A	I	O
X	Z	C	L
U	G	I	
Z	K	C	B
E	J	O	E
R	E	S	U
J	Z	J	
K	P	S	O
G	R	N	U
Y	S	I	S
L	E	O	
B	D	E	N
G	A	G	I
N	G	B	D
U	U	J	
F	N	O	W
B	N	Y	T
F	M	O	S
G	F	M	



**Abstract:** In this session, we discuss ways to utilize technological innovations to create an engaged learning experience and increase the efficiency of in-class group projects. We report on a study that compares the learning outcomes in two sections of Introductory Statistics. In our study, the technology-enhanced flipped course design shows promising improvements in student overall success rates and exam scores compared to the traditional instruction. We invite participants to reflect on how they can integrate simulation applets, interactive video tutorials, and collaborative group activities in their course design.

**Learning Outcomes:** (1) Identify technological tools to help students prepare for class discussions and group collaboration. (2) List concepts in their discipline that can be taught using guided explorations and simulation applets. (3) Reflect on the pros and cons of using technology to facilitate class discussions.

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

**Location:** Great Room 1

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## Technology and Culturally Competent Strategies for the Online Classroom

Justina Kwapy - *Grand Canyon University*

Instructors can facilitate a sense of community through careful planning, support, and intentional tasks and activities that support best practices in the online learning community.

**Abstract:** The last decade has brought an increase in online courses. While students, higher universities, and faculty are enjoying the convenience and flexibility of online learning environments, there is an increasing concern over the support students receive, the teaching methods, and a lack of social connectedness. Online faculty are now faced with the task of creating a virtual community of learners. This presentation will examine the best practices for fostering a sense of community that mirrors the traditional classroom through a students' sense of belonging, while promoting students to be successful, motivated, and ready to learn.

**Learning Outcomes:** (1) Deepen their understanding of the impact social and cultural factors have on learning. (2) Employ competent teaching and learning strategies through the use of conceptual and critical thinking skills. (3) Define how cultural competency influences instructional approaches in the teaching and learning process.

**Tracks:** *Active Learning Strategies, Creating Communities of Learners, Multiculturalism/Diversity/Inclusion*

**Location:** Great Room 2

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## SATURDAY 11:30a - 12:30p

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### Transforming Your Course With Student Peer Assessment

Amanda Bradley - *University of British Columbia*

Discover how to thoughtfully integrate student peer assessment and transform your course, leading to improved student learning and achievement of higher-order outcomes.

**Abstract:** Having students assess one another's work has the potential to improve students' learning and provides students with valuable practice at giving and receiving constructive feedback. Peer assessment can also incite student resistance due to the perceived and/or real lack of value. To improve outcomes, care must be taken to thoughtfully integrate student peer assessment, while being aware of the implications for students, the course, and the teacher. Participants' own experience, lessons from the literature, and a case study are sources of evidence-based strategies for planning and implementing a quality student peer assessment process.

**Learning Outcomes:** (1) Describe at least four requirements for student peer assessment to work well. (2) Imagine the disruptions to their course that would occur as a consequence of adding student peer assessment and consider how these disruptions could lead to improved course design. (3) Integrate lessons learned from a case study to incorporate student peer assessment into a course successfully.

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

**Location:** Courtyard 1

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### Advocating for Equity: Steps Towards Cultural Humility

Linda Maier and Eric Boyer - *Saint Martin's University*

This presentation will share the results and lessons learned of 3-years of work with faculty and students towards advancing equity in an education program.

**Abstract:** In today's climate of incivility and tribalism, the need for cultural humility and cultural responsive pedagogy becomes even more critical. This session will share the lessons learned from a 3-year initiative to increase equity and diversity in an education department. It was and continues to be a multi-faceted project asking faculty to reflect on their own perspective, practices, and pedagogy; exploring how to better connect and support marginalized students and students of color; and increasing its partnerships and collaboration with its education and community partners in advancing equity.



**Learning Outcomes:** (1) Understand “naïve realism” as it relates to equity. (2) Recognize the need for the use of an equity lens in pedagogy, policies, and practice. (3) Describe challenges and strategies in advocating for equity.

**Tracks:** *Course Design/Redesign, Multiculturalism/Diversity/Inclusion*

**Location:** Courtyard 2

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### **A Pilot Assessment of a University Academic Service-Learning Program on Student Learning and Faculty Development**

Lori Simons and Marina Barnett - *Widener University*

This study described the impacts of ASL on student learning and faculty development.

**Abstract:** A total of 301 students and eight faculty members took part in a pilot assessment of a University-wide academic service-learning (ASL) program during the 2018-2019 academic year. Students who participated in academic service-learning improved their awareness, knowledge, and connection to the community from the beginning to the course end. Students also improved their interpersonal problem-solving, interpersonal engagement, and leadership skills. Students and faculty increased their satisfaction with the University through participation in the program. Students also reported that they were much more likely to graduate from this institution. Implications for student learning and faculty development are discussed.

**Learning Outcomes:** (1) Implement components of a University Academic Service-Learning program. (2) Identify student learning outcomes. (3) Summarize lessons learned about the impact from ASL on student learning and faculty development.

**Tracks:** *Assessment, Preparing Future Faculty, Service/Experiential Learning*

**Location:** Shutters East 1

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### **Educate-Motivate-Activate: Empowering Students in Becoming Action-Based Learners**

Lauri Moore - *Ventura Community College*

A variety of equity-mindful teaching/learning strategies will be practiced providing participants innovative ways of connecting social justice content to their students' lives.

**Abstract:** This session provides a highly interactive opportunity to explore ways of engaging our students and/or colleagues in meaningful dialogues around real-world challenges. A variety of equity-mindful teaching/learning strategies will be introduced and utilized at this hands-on workshop in an effort

to provide a more just classroom, a more just campus, and a more just community. Action-based inclusivity techniques will be applied to provide participants new ways of connecting content to the lives of their students and activating them in the classroom, the campus, and the community.

**Learning Outcomes:** (1) Recognize the assumptions we make that may get in the way of reaching our students. (2) Stimulate and facilitate ongoing authentic dialogues regarding real-world issues. (3) Apply three new learning strategies to assist students, colleagues, and their communities in becoming more just.

**Tracks:** *Active Learning Strategies, Engaging/Motivating Students, Multiculturalism/Diversity/Inclusion*

**Location:** Shutters East 2

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### **Integrating Simulations, 360 Degree Video, and Virtual Reality into the Classroom Environment**

David Anderson - *Greenville University*

Access to interactive and group-based games are becoming the norm for student learning and interaction. This research examines these new teaching experiences.

**Abstract:** Publishers and professors are moving rapidly to integrate collaborative, interactive experiences into the classroom environment. This is particularly the case when online courses demand interaction with the material rather than answering questions about a reading. With so many innovations coming from so many directions, it is difficult to understand the available options and format them into an educational structure. This presentation seeks to categorize the new technologies and link them to the traditional educational format that they seek to reinforce. Technology approaches are identified and linked to desired pedagogical approaches and outcomes.

**Learning Outcomes:** (1) Understand the impact of Interactive Simulations and Games. (2) Reinforce classroom objectives through interactive classroom learning experiences. (3) Identify synergies achieved through consolidated experiences.

**Tracks:** *Active Learning Strategies, Classroom Technologies, Innovative Pedagogical Approaches*

**Location:** Great Room 1

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### **Engaging with Self to Better Engage with Others**

Mathew White and Sophie Muller - *Nagoya University*

How the Person-Centered Approach, developed by C. Rogers turned our classrooms into places of personal exploration to better connect and communicate with others.

## SATURDAY NOTES

**Abstract:** Carl R. Rogers developed the Person-Centered Approach to foster environments where patients could freely express themselves and grow. We took the three core conditions and created a curriculum that allows our students to: discover who they are and want to be; find the strength to be that person in front of others; positively connect with others, thanks to their self-awareness and confidence, as well as through empathy. All class materials and flow were designed to be accessible to learners without the ability to read C. Rogers' original work. Interactivity was a teaching environment prerequisite.

**Learning Outcomes:** (1) Engage their students to foster their self-understanding. (2) Facilitate positive, genuine interactions between their students. (3) Based on their learners' needs, adapt our curriculum or elaborate their own, using C. Rogers' three core conditions.

### **Tracks:** *Engaging/Motivating Students*

**Location: Great Room 2**

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# Presenter Index

## Presenter - Page#

Cindy Aamlid - 33	Erik Eddy - 36	David Kim - 49	Jan Richards - 47
Jamie Adam - 24	Susan Egbert - 24, 30	Wendy Kubasko - 53	Larry Riggs - 20
Trevor Adams - 44	Grace Fantaroni - 49	Emily Kuhn - 39	William Robertson - 17
David Anderson - 55	Hailley Fargo - 49	Justina Kwapy - 54	Vikki Rodgers - 12
Lifang Bai - 44	Catherine Fitzgerald - 29	Pamella Lach - 19	Jose Rodriguez - 47
Marina Barnett - 55	Megan Fixen - 20, 36	Merilee Larsen - 34	Miryha Runnerstrom - 25
Silvia Bartolic - 33	Amy Fladeboe - 36	Suzanne Larson - 21	Ken Ryalls - 22
Leslie Bayers - 48	Denise Flores - 52	Frank Lin - 45	Tashana Samuel - 15
Monideepa Becerra - 33, 34, 51	Zach Frank - 23	Laura Llamas Fraga - 51	Teryl Sands - 40
Stephen Bergstrom - 28	Terrence Frazier - 17	Angela Macias - 13	Carmen Saunders-Russell - 41
Arla Bernstein - 44	Cathy Frey - 26	Linda Maier - 54	Cynthia Schubert - 47
William Beshears - 52	Ron Friedman - 18	Oraib Mango - 52	Lori Simons - 41, 55
Grishma Bhavsar - 13	Kathleen Gabriel - 23	Sheila Manley - 22	Emily Slusser - 29
Melissa Bowles-Terry - 14	Laura Galloway - 13	Monica Martinez - 30	Deborah Smith - 26
Eric Boyer - 28, 54	Kristen Genet - 36	Kylie McGraw - 28	Shannon Smith - 41
Amanda Bradley - 54	Ranjan George - 14	Michael McGuire - 23	Gayle Sollfrank - 31
Sylvia Branca - 29	Krystle Golly - 41	Tracy Medrano - 18	Stacey Souther - 22
Roxanne Brinkerhoff - 34	Alison Greig - 37	Michael Miguel - 18	Paul Spencer - 19
Tannah Broman - 28, 45	Genesis Gutierrez - 49	Kim Miller-Davis - 27	Jamie Spinney - 12
Mary Brown - 20, 34	Sandy Guzman Foster - 13	Lauri Moore - 55	Frank Spors - 41
Steven Brownson - 13	Dori Haggerty - 24	Nan Morelli-White - 38	Eleri Syverson - 28
Andy Buchenot - 20	Debby Hailwood - 50	Greg Mullen - 39	Steven Taylor - 48
Ron Buckmire - 34	Darien Hall - 31	Sophie Muller - 55	Max Terry - 17
Sebastien Buttet - 15	Catherine Haras - 48	Joe Musicco - 25	Joanna Thomas - 42
Karina Calderon - 30	Mary Jo Hartman - 52	Lillian Nave - 42	Anton Tolman - 17, 22, 49
Eileen Camfield - 48	Abeer Hasan - 53	Minna Ng - 39	Leslie Trimmer - 21
Sean Camp - 24, 30	Angela Hegamin - 37	Darrell Nickolson - 20	Tim Tully - 38
Conni Campbell - 23	Sandra Hellyer-Riggs - 20	Tolulope (Tolu) Noah - 17, 19	Dayius Turvold Celotta - 26
Lisa Chang - 33	Sherry Herbers - 13	Nicole Nolan - 46	Sarah Twill - 47
Maria Claver - 35	Lott Hill - 48	Kelly Olson Stewart - 52	Elizabeth Valenti - 14
Jo Clemmons - 31	Julie Hipp - 45	Timothy Ottusch - 30	Lelli Van Den Einde - 27
David Cluphf - 35	Kristin Hoffner - 45	Susan Parry - 40	Kaila Vento - 35
Melanie Collins - 26	Christina Holden-Sonnek - 37	Jodie Parys - 50	Dale Vidmar - 25
Janet Cooley - 21	Sarah Holtan - 31	Becky Pearson - 46	Catherine Vimuttinan - 19
Justin Couchman - 35	Amanda Holton - 23	Steve Peterson - 21	Nicole Wald - 20, 36
Kathryn Cox - 18	Michael Howser - 38	Yazmin Pineda-Zapata - 49	Kasey Walker - 42
Milt Cox - 15, 44	Lisa Hughes - 45	Cathy Pohan - 16	Ying Wei - 45
Kathryn Cunningham - 24	Jennifer Jackson - 38	Elizabeth Pollard - 19	Mathew White - 55
Erin Curran - 17	Angela Jenks - 18	Evelyn Porter - 46	Oxana Wieland - 42
Caroline D'Abate - 36	Vivian Johnson - 49	Ray Posey - 49	Lori Wilber - 51
Jaclyn Darrouzet-Nardi - 30	Ida Jones - 15	Carrie Pullen - 12	Jennifer Williams - 42
Shamini Dias - 24	Dawn Joyce - 38	Nancy Quam-Wickham - 40	Mark Wireman - 31
Kathy Dixon - 35	Salome Kapella Mshigeni - 33, 51	Bernardo Ramirez - 46	Nate Yerke - 49
Tara Earls Larrison - 53	Jarret Keene - 38	Cherie Ramirez - 46	Aimee Zoeller - 20
Helen Eckmann - 53	Suzanne Kerr - 12	Mary Raymond - 29	
	Jennifer Keys - 38	Dawn Reece - 47	

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# REFLECTIONS FOR PROFESSIONAL DEVELOPMENT AND NETWORKING

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



# 1-Minute Paper

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

What do you most enjoy about teaching? Think of what brings you energy and happiness or the reason you wanted to become an educator.

[illegible]

# Course **Enrichment**

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

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

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

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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)?

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

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## Take-Home Exam

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

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

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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?

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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.

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## Thank You Note

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

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

### Sample Thank You note:

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

## Networking & **Contacts**

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.

Conference Tip: When you acquire a business card with the intent of contacting that individual, jot a quick note on the back of the card pertaining to the issue addressed. Your name badge sheet includes networking cards to assist with this as well..

[illegible]

Once this page is filled, stop by the registration desk to receive 3 extra raffle tickets for the book drawing.



## Reflections & Notes

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?*

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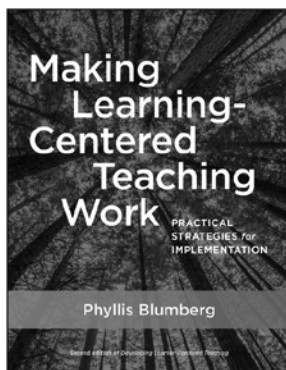
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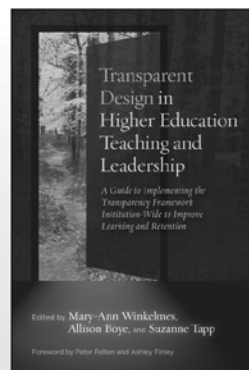


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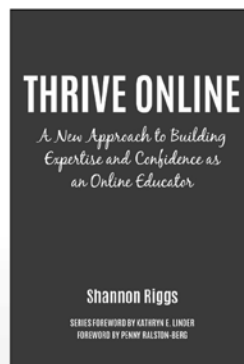
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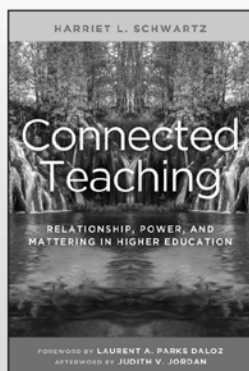
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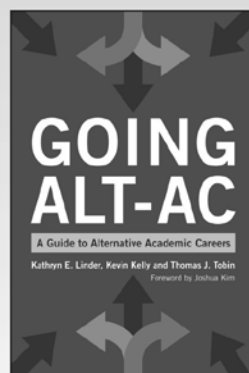
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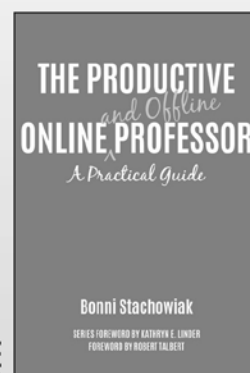
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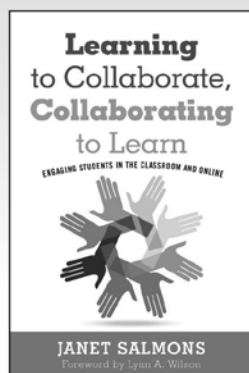
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Janet Salmons

Foreword by Lynn A. Wilson



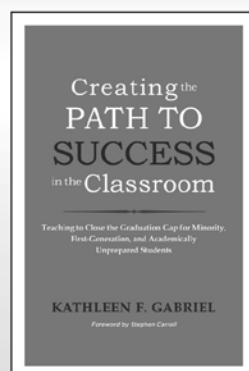
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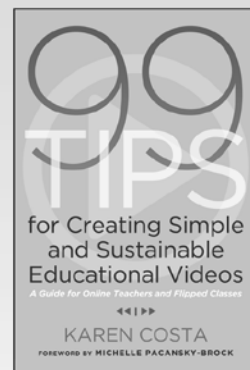
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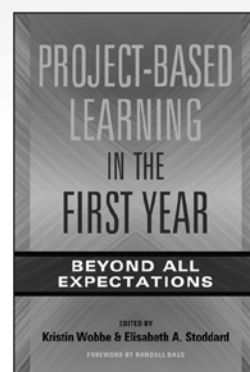
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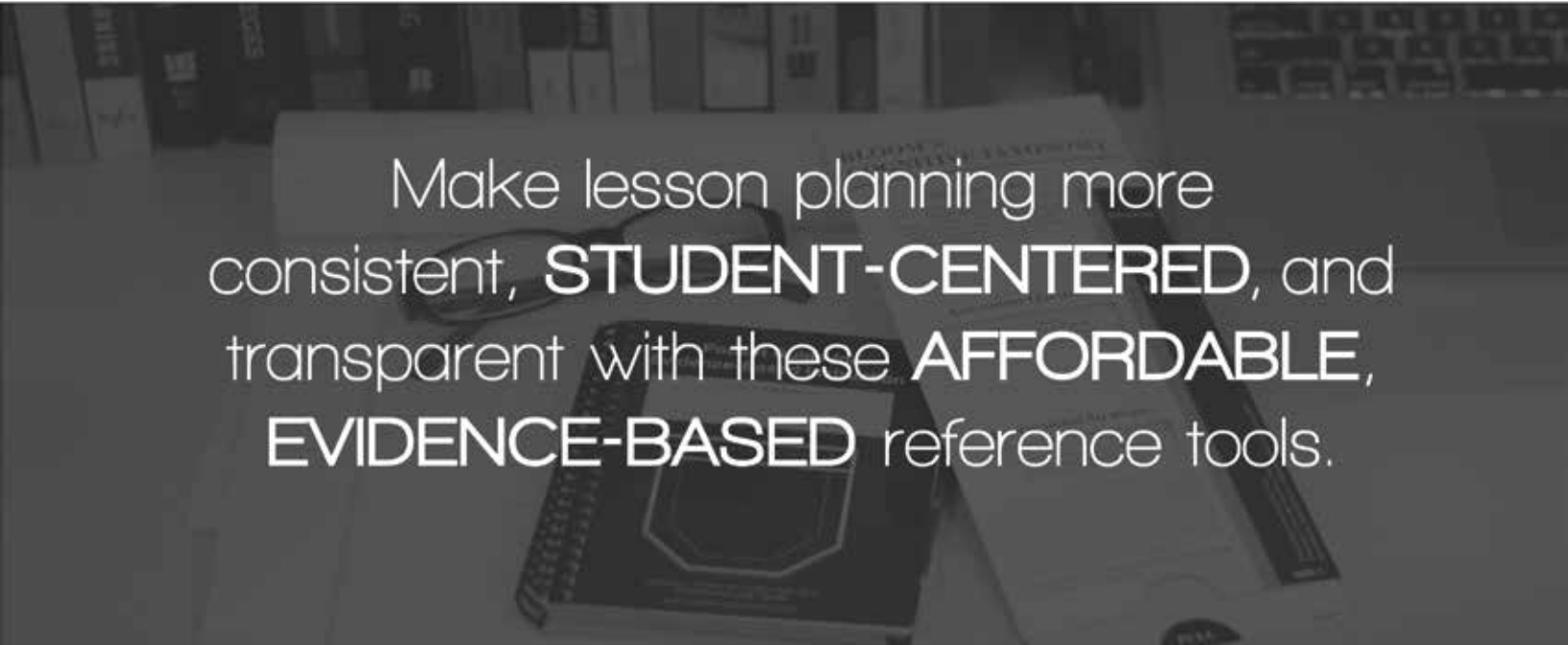
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