



LILLY CONFERENCES
EVIDENCE-BASED TEACHING & LEARNING

ITLC | INTERNATIONAL TEACHING
LEARNING COOPERATIVE, LLC

San Diego, CA
January 6-8, 2022

DoubleTree by Hilton Hotel San Diego - Mission Valley



WELCOME & ACKNOWLEDGEMENTS

Welcome to ITLC Lilly San Diego!

For the past 41 years, faculty members, graduate students, and administrators throughout higher education and across all disciplines have gathered at Lilly Conferences to share research findings and scholarly-based ideas. With Lilly San Diego in February 2020 and Lilly Original in November 2021, not even a pandemic has broken this four-decade-long streak of at least one on-site Lilly Conference every year since 1981. There is no other higher education conference I know of that is interdisciplinary and designed to bring faculty members together to share ideas on becoming better educators.

The COVID-19 pandemic continues to create extensive challenges for nearly every aspect of higher education. Pandemic-related enrollment and budget challenges will create additional pressure for years to come. It is likely higher education has changed forever, and one day we will differentiate higher education as pre- and post-COVID. That said, we do not yet know which will be stronger: the higher education before or after the pandemic.

Although there has been significant stress and challenge for us all, let's take a moment and focus on what we have learned and accomplished over the past twenty months. Most importantly, we never stopped learning. It was challenging, and, at times, ugly, but with a tenacity I doubt any of us thought we had, we made an educational *transformation*. Our shift to online teaching, sometimes with no more than a day's notice, was no mere pivot, and our response was nothing short of amazing.

Literally everyone—faculty, students, administrators, and staff—in the higher education system who was not running online courses when the pandemic struck faced an environment like they had never seen before. Individuals who had primarily lectured their entire careers in onsite courses were creating engaging learning environments via breakout rooms and chats. We learned even more about equity in higher education, looked more seriously at testing, and integrated more teaching strategies. We faced this seismic shift together, and the grace and cooperation were staggering. These are just a few things that suggest higher education may emerge more robust than ever.

However, even with the potential for a brighter educational landscape, additional challenges are already emerging. Fatigue, frustration, inequity, and accessibility issues, to name just a few, will continue to show themselves in many challenging ways. Still, there are always challenges when our goal is to create the best educational outcomes possible for the next generation of learners.

These potential advantages and disadvantages suggest there has been no better time for us to come together. Individuals from a variety of disciplines to provide multiple views of any situation; individuals from various points in their career to look at issues from different reference points; and individuals with various teaching strengths to combine strategies to create even more opportunities. This is the perfect time to gather at a conference that has already been looking at these issues for four decades.

This conference is not about wringing hands and worrying about what is next. It is about moving forward with cautious optimism. At this conference, we will have serious discussions about ways to better address teaching challenges within higher education that have long been problematic. We *can* design better systems, resolve persistent problems, and make a more inclusive environment for our students. We know this because we have begun to do it during the past years. Everything improves through education. The future will continue to test us, and what we face is a huge responsibility. I am not worried about the future. I am excited about the future, because I have seen what we can do.

This is all a prelude to welcoming you to the ITLC-Lilly San Diego conference. Of all the uncertainty around us, the one constant across every ITLC-Lilly event is that I know going in that I am about to meet extraordinary individuals, individuals who care deeply about student learning, who will be colleagues and friends for years to come. For that reason, above all others, I look forward to these coming days with exuberance.

Over the next few days, it is imperative that you know that we do not expect everyone to always agree. Still, we do expect everyone will value and respect all participants' perspectives and experiences. We worked to make this conference a learning community. It is a rare opportunity to be around such amazing colleagues from the United States and Canada. Make time to network with each other and look for opportunities to find potential collaborators on projects.

For those of you at this event for the first time, we welcome you. For those of you who are returning, we're happy to see you again. 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! We are outside the core area of San Diego to keep event costs down to be more accessible for all. That said, there is easy and inexpensive access to all San Diego offers. San Diego is a dynamic, urban metropolis home to world-renowned family attractions, sophisticated arts, fine and fun dining, exciting nightlife, trendy neighborhoods, popular shopping, endless outdoor recreational opportunities, and much more.

We want your conference experience to be valuable and for you to leave energized and excited about the upcoming semester. 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,

A handwritten signature in black ink, reading "Todd Zakrajsek". The signature is fluid and cursive, with a large, sweeping flourish at the end.

Todd Zakrajsek, PhD
Conference Director



At Lilly Conferences, we value every individual's perspective and experience, with the understanding that all faculty members are life-long learners. We hope you will take some time to network with other participants, students, and mentors through the discussion boards and synchronous portions of the conference. Our goal is to provide development and career opportunities for faculty, as well as future faculty members.



MEET THE TEAM



TODD ZAKRAJSEK, PHD
CONFERENCE DIRECTOR,
ITLC FOUNDER & PRESIDENT



DEB VAN ETTEN, MSN
ITLC DIRECTOR OF OPERATIONS



MELANIE COLLINS, PSYD
ITLC DIRECTOR OF PROGRAMMING
& ADVANCEMENT



KATHRYN SMITH, MS
ITLC DIRECTOR OF LEARNING
TECHNOLOGIES & ASSESSMENT



MCKENZIE BAKER, MS, PMP
ITLC DEVELOPMENTAL
EDITOR/CONSULTANT

The International Teaching Learning Cooperative (ITLC) is dedicated to excellence. We want your conference experience to be valuable and to exceed your expectations! We want you to finish the conference with new contacts, new ideas to implement in your classrooms, and a renewed energy for teaching. Please do not hesitate to let us know if we can help you in any way.

If you love what you experience, the faculty development doesn't end here! In addition to conferences, the ITLC Network brings together faculty to advance student learning through 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. 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.

We wish you an excellent conference experience!

Todd, Deb, Melanie, Kathryn & McKenzie



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GENERAL INFORMATION

ITLC Lilly events strive to provide a community whereby individuals feel safe to work and interact in an environment that is supportive and focused on the **Lilly Conference spirit**. As a result, we must insist that individuals who participate in this conference:

Respect all of their colleagues at the conference and speak in a supportive and nonthreatening way.

Refrain from self-promotion with the intent to generate income. If an individual at the conference is interested in engaging your services, please ask them to contact you at the conclusion of the conference.

Commercial educational products and other conferences may not be promoted at the ITLC Lilly Conference except by the vendors who have agreed to our **vendor policies** for this event.

Conference drawings will be held during Round Table Sessions on Saturday morning and will include: One Free ITLC Lilly Conference Registration Giveaway, Books, Lilly Swag, and other prizes.

We understand the value of networking at conferences and aim to **promote collaborations** that extend beyond the conferences into lifelong collegial friendships. We encourage you to attend the Friday evening reception and to connect with others during breaks, conference meals, and dinners.

Professional **Head Shots** are offered at ITLC Lilly San Diego and may be purchased via the online ticketing system. Participants may sign up for their preferred time at the conference desk.

The **Lilly Conference team** will be available at the conference desk throughout the conference.

Download the **SCHED app** to navigate your conference experience. Build your own schedule, upload/download session handouts, create your conference profile and more!

Keep on top of **conference announcements** in real-time via text! Remind lets you stay informed with easy access and up to the minute changes, while keeping your contact info private. We promise not to send a plethora of texts and you can unsubscribe at any time.

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.

We encourage you to complete the session evaluation following each concurrent session. We care about your experience; if you have any concerns during the conference, please come to the registration desk and speak to an ITLC staff member.

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.

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.

Your conference registration includes: an afternoon snack on Thursday; breakfast, lunch, afternoon refreshments, and a reception on Friday; and breakfast 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.

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.



NOTE OF THANKS

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

Thank you notes are available at the Conference Desk throughout the conference.

“

Thank you for the support you provided that allowed me to attend the ITLC 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) 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.

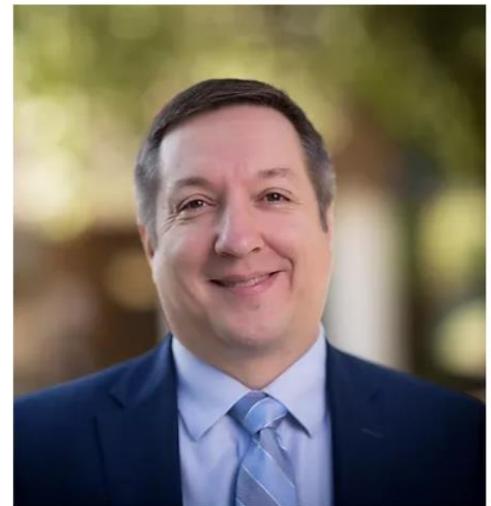
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PLENARY SESSION

Todd Zakrajsek

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.



PLENARY PRESENTATION GETTING TO THE NEW NORMAL AND THRIVING THEREAFTER

Recognizing the havoc caused by the COVID-19 pandemic, there have also been some lessons learned that have the potential to create a new normal in higher education post pandemic that will likely have a significant positive effect on student learning. That said, we are not post pandemic yet. Getting to the new normal continues to present significant challenges. In this session we will look at what is happening in higher education right now that will help us all move forward. In addition, we will look at a few of the lessons learned thus far, and how those lessons may help higher education to thrive down the road.



PLENARY SESSION

Marina Smitherman



Marina Smitherman is Chair of the Department of Life Sciences, Director of the Center for Excellence in Teaching and Learning, and a Professor of Biology at Dalton State College. With two decades of college teaching experience, Dr. Smitherman has specialized in Educational and Organizational Development; serving as Director of the Center for Academic Excellence, Director of the Center for Excellence in Teaching and Learning, leading faculty development in Teaching and Learning, leading High Impact Practice, and Inclusive Excellence innovations, chairing the Georgia Consortium of Teaching and Learning Directors, and working collaboratively on scholarship with POD, CUR, and AAC&U colleagues. She has served as a University System of Georgia Leadership Fellow 2020-2022, and was the recipient of the Felton Jenkins Jr. Faculty Hall of Fame Teaching Award in 2020. She is a co-author of *Taking Flight: Making your Teaching and Learning Center Soar* published with Stylus in June 2020.

PLENARY PRESENTATION DID WE DO ANYTHING IMPORTANT? COMMUNICATING PURPOSE TO EMPOWER AND ENGAGE STUDENTS

Empowering and engaging students in learning is an essential skill for educators. However, students frequently perceive the work of learning as busy work and are not motivated to complete it. "Why?" "What is the point?" "Will this help me?" "Is this important?" This frequently leads to a lack of participation, completion, or students not seeking help or support resources despite poor performance. Through this plenary, participants will explore the importance of clearly communicating purpose at every level of the higher education landscape, and use a model to develop strategies for intentionally sharing purpose for assignments, courses, and programs.



PRE-CONFERENCE WORKSHOP

Kevin Kelly

Kevin Kelly is the Educational Advisor at the Association of College and University Educators. He serves as a Lecturer in Education at San Francisco State University, where he has taught graduate and undergraduate classes since 1999, and has taught at Santa Clara University as well. Throughout almost 20 years in higher education, Kelly has advanced and supported professional development efforts for higher education faculty and campus leaders.



PRE-CONFERENCE WORKSHOP ONLINE TEACHING STRATEGIES FOR IN-PERSON AND FLEXIBLE (MULTIMODAL) COURSES

Emergency remote teaching and online teaching throughout the COVID-19 pandemic has shown us many ways to connect with our students and help them to learn. As we begin to transfer back to face-to-face courses, it is important to consider incorporating online tools and strategies. In this pre-conference workshop, you will learn strategies that will take your onsite course to a whole new level. Join Kevin Kelly on Thursday, Jan 6th from 9:30-11:30AM. Participants will receive a copy of Kevin's new book with Todd Zakrajsek, autographed by both authors. Limited to 25 participants.



LILLY AMBASSADORS

Ambassadors are active Lilly attendees whose teaching practices are informed by established pedagogy and embraces innovation. Ambassadors are representatives of the ITLC/Lilly brand; they are very familiar with Lilly Conferences and will be presenting and participating in sessions throughout the conference. If you have any questions about the Lilly Conference experience, seek them out.

Eric Boyer, St. Martin University
Amanda Holton, University of California, Irvine
Ranjan George, Fresno Pacific University
David Betancourt, Cerritos College



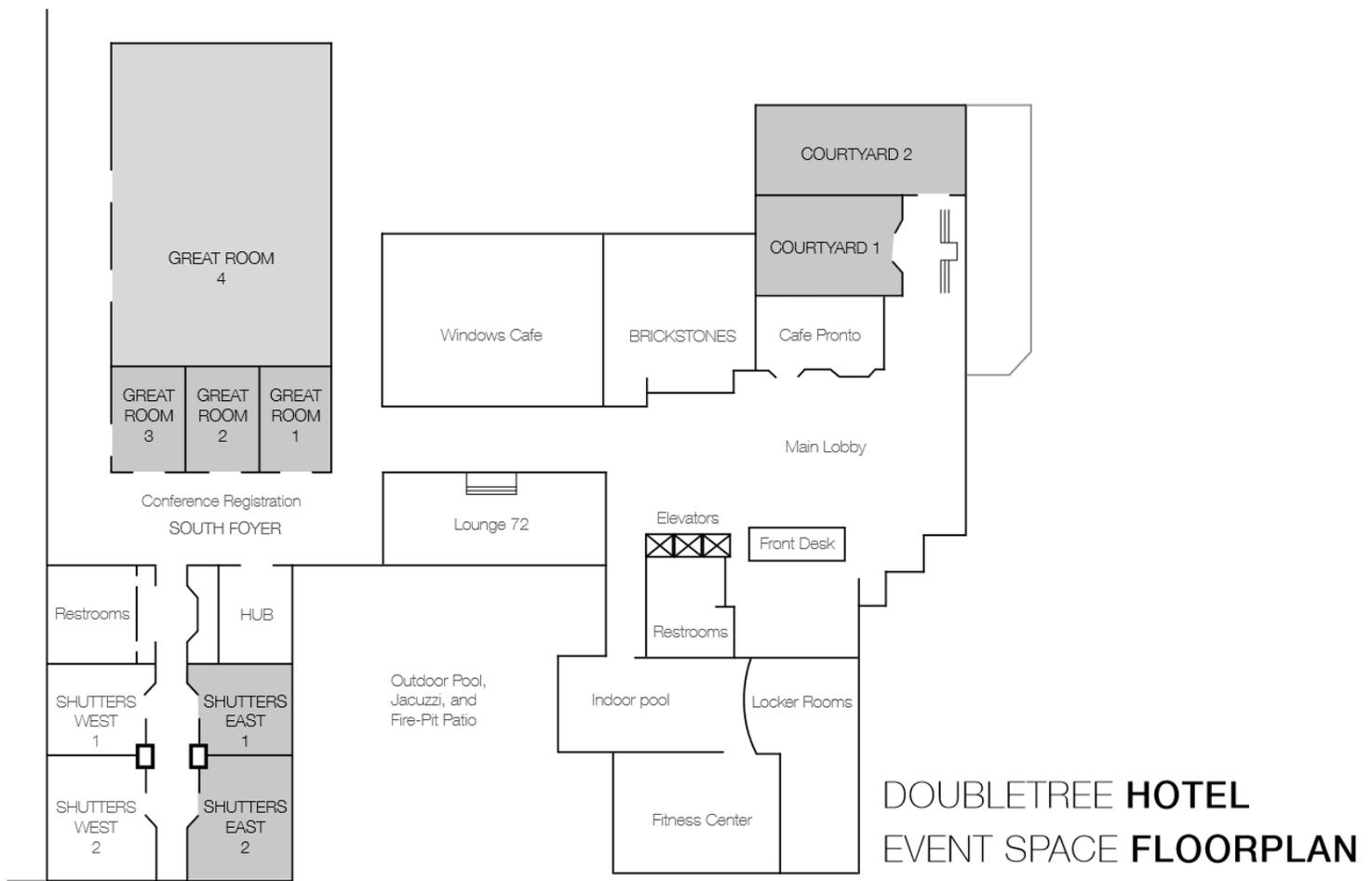
PROPOSAL REVIEWERS

All conference presenter proposals undergo a blind peer review. ITLC Lilly Conferences has a robust group of proposal reviewers helping us prepare for conferences throughout the year. Our complete list of reviewers, with their affiliations, can be found at lillyconferences.com/proposal-review.

Conference reviewers must have attended past ITLC Lilly Conferences, have 2 years of teaching experience, and the ability to self-pace to meet deadlines. If interested please contact us at registrar@lillyconferences.com



CONFERENCE SCHEDULE



THURSDAY, JANUARY 6, 2022						
REGISTRATION DESK OPEN 8:30 - 4:30						
9:30 AM Pre-Conference Workshop: Kevin Kelly						
LUNCH ON YOUR OWN						
1:30 PM Conference Welcome: Melanie Collins - Great Rooms 4 & 5						
2:00 PM Plenary Presentation: Todd Zakrajsek - Great Rooms 4 & 5						
	Great Room 1	Great Room 2	Shutters East 1	Shutters East 2	Shutters West 1	Shutters West 2
3:20 PM	1a Faculty Readiness to Change: Potential Impact on Student College Readiness - A. Tolman, et al.	1b Mindfulness in the Classroom: Perception and Practice - E. Valenti & J. Langdal	1c Show me! Best Practices for Videos in Distance Learning Classes - J. Griffith & E. Faulconer	1d The Courage to Co-construct: Co-Producing Knowledge for Whole-Person Learning - L. Wilkinson & V. Reitenauer	1e Concurrent Remediation: A Solution to the Pitfalls of Preparatory Courses - A. Holton	1f A Structure for Designing Specifications Grading Systems - Renée Link
4:20 PM	2a Integrating Visual Representations as Assessments of Student Learning - C. Kelly & S. Tanner Anderson	2b How to Engage Minority and Indigenous Students in Your Class - W. Hsiao	2c Using Film Media Video Case Study Approach to Teaching Motivation - R. George	2d Academic Accompaniment: How Faculty Members Can Improve the College Experience - R. Pearson	2e Interprofessional Virtual Encounters: A Collaboration Between Dental Medicine and Optometry - J. Wong Yumori	2f Honors Students and Public Engagement Projects - J. Frelier
4:50 PM	3a Inspire to Learn, to Change, to Innovate - M. Rowbotham	3b Presenting is Not Teaching: Moving From "What" to "How" - R. Lane & L. Chambers	3c Increase Success in Asynchronous Courses Through Increasing Student's Social Presence - E. Porter & R. Brinkerhoff	3d Modernizing Your Laboratory Course Using Blended Learning - D. Vaughan, et al.	3e Student-Written & Facilitated Case Studies Impact... - M. Schwartz	3f Building a Thriving Classroom Using the ECO-STEM Tools - S. Heubach, et al.
DINNER ON YOUR OWN						

FRIDAY, JANUARY 7, 2022

REGISTRATION DESK OPEN 6:45 AM - 11:00 AM

BREAKFAST 7:00 - 7:45 AM - Great Rooms 4 & 5

	Great Room 1	Great Room 2	Shutters East 1	Shutters East 2	Shutters West 1	Shutters West 2
8:00 AM	4a Using Protocols to Enhance Group Discussions - L. Trimmer	4b Reflection to Action: Strategies for Teaching Compassion and Civic Engagement - L. Chambers & R. Lane	4c Universal Design for Learning: Multiple Means of Engagement - Y. Pineda-Zapata, et al.	4d A Mindful Approach to Student Well-Being - E. Hoover	4e Integrative Interdisciplinary Teaching: A Synergistic Approach - H. Duong & N. Marcellus	4f (1) Student Selected Materials... A. Soprych, et al. 4f (2) Open World Assessment: Increasing Student Agency - R. Marnane
9:00 AM	5a Teaching With Simulations: What You Need to Know - L. Farmer	5b A Low-Cost/High-Impact Approach to Increasing Inclusive Teaching on Your Campus - C. Dexter	5c Cultivating Meaningful Partnerships to Promote Holistic Faculty Development - M. Napolitano	5d Tips for Developing and Maintaining CBL Partnerships in a Virtual Environment - J. Parys	5e Engaging Students Through the Art of Music: A Global History Playlist - K. Monroe	5f How Faculty and Students See the Teacher's Primary Role - E. Lopez
9:40 AM	6a 'Cup Stack Game': An Experiential Activity to Teach Teamwork - R. George	6b Egalitarian Engagement: Promoting Equal Opportunities for Every Student to Be Heard - D. Davis Strong	6c Overcoming Student Resistance to Challenging Material: The Power of Literary Learning Circles - S. Camp & J. Evers	6d Preparing Students for Change: Addressing Student Resistance Through Graduate Advising - M. Gorenberg & J. Dulek	6e Beyond the Degree, Fostering Professionalism in the Classroom and Online - R. Sears, et al.	6f (1) Global Mentorship... - D. West & B. Ramirez 6f (2) Art for Healing and Reconciliation - M. Hauptert
10:40 AM	7a Embracing Action Research in Higher Education - J. Kwapy	7b Mindful Assessment to Support Equitable Learning - L. Bayers & E. Kogl Camfield	7c Cognitive Load in Asynchronous Discussions in a Fully Online Course - E. Faulconer	7d Expanding Your Technology Toolbox: Innovations for Collaborative and Active Learning - A. Clauson & C. Norton	7e Writing Over Lunch: A Faculty Initiative to Develop Scholarly Capacity - R. Pearson	7f Respectful Discourse: Inclusion In Culturally Diverse Classrooms - K. Smith
Poster Q&A 11:40 AM	pa Action Research as Professional Development: Its Role in Education Reform - T. Hathorn & C. Hathorn	pd Incorporating Research as a Teaching Practice in an Online Database Management Course - B. Becerra	pg Creating a Classroom Culture Through Diversity Education: A Social Work Perspective - J. Kraus	pj A Community of Practice: The Business of Developing Clinical Skills - D. Mills	pm Warming Up to Music: Incorporating Audio Texts in Second-Language Teaching; J. R. C. Toscano	pp Culinary Compositions and First-Generation College Students: Why Writing about Food is a High-Impact Educational Practice - F. Tsufim
	pb Improving Teaching: Reflections of High School and Community College Faculty - G. Carmona, et al.	pe Using PBL to Teach Undergraduate Assessment Course in Teacher Education Program - W. Gu	ph - Centering Identity: An Inclusive Teaching Course for Community College STEM Faculty - A. Conway	pk Improve Student Learning with Bite-Sized Online Teaching Bits - E. Roberts, et al.	pn Infusing a Trauma Informed Pedagogy to Promote Academic Achievement for African American Undergraduate Students - L. Guisintanner	pq Designing e-Portfolio Signature Assignments Using Gifs, Memes, and Sizzle Reels - C. Saunders-Russell
	pc Office Hours: Students Perceived Role, Usage, and Barriers to Usage - T. Ottusch	pf Supporting Students to Become Expert Learners with Universal Design for Learning - J. Dulek	pi Building Engagement in the Classroom Acknowledging Psychological Distress and Coping Strategies of Students Amid COVID-19 - K. Choi & D. Knapp	pl Having a PAL: Where New-Comers Become Old-Timers - D. Mills & E. Roberts	po Instructional Strategies for Supporting Student Learning of Graphical Design Skills - G. Bornhorst & J. Mullin	pr Emergence of Undergraduate Programs Awarding a Pre-PA Degree - Lindsay Gietzen
LUNCH 12:30 - 1:30 PM - Great Rooms 4 & 5						
1:30 PM	8a Online Teaching: The Balancing Act of Synchronous and Asynchronous Delivery D. Betancourt	8b We Long to Belong: Creating Classroom Community for Better Student Engagement - E. Boyer	8c Don't Listen to Yoda: Try, Try, Try! - D. Mills & A. Chu Fountain	8d Using a Faculty Learning Community to Reduce Student Math Anxiety - E. Post & M. Stone	8e A Model for Augmenting Higher Education Curriculum to Teach Cultural Competency - E. Power	8f(1) A Happy Student is a Smarter Student - D. Mills, et al. 8f(2) Stop Stressing Your Mind: A Mindfulness Intervention - P. Cook & R. Toothaker
2:30 PM	9a Increasing Student Engagement and Productivity Through Brain Breaks - M. de Souza	9b Lessons from a Faculty Development Workshop for Mathematics Instructors - R. Binkerhoff & B. Connelly	9c Simple Escape Room Creation Using Google Sheets, Docs, and Forms - B. McMullen	9d Activating and Advancing Anti-Racist Pedagogies - R. Stumpf, et al.	9e Transdisciplinary Approaches to Higher Education's Problems - J. Schnieder & J. Tinklenberg	9f(1) Student Feedback on What Strategies to Maintain Post 9f(2) Tips from Previous Students: A Novel Strategy to Create OERs - J. Tishinsky & K. Ritchie
3:30 PM	10a Evaluating the Role of Podcasts in Faculty Development - K. Pickus	10b Place-Based Interdisciplinary Curricula: Toward Solving "Glocal" Problems - L. O'Toole & J. Mitchell	10c Social Loafing in Student Group Assignments: Quantitative and Qualitative Analysis - J. Zantinga & C. Lyons	10d Linguistic Justice and Grade-Related Anxiety: Students' Perceptions of Grading Contracts - T. Black	10e Facilitating Group Interaction in Any Course - K. Walker	10f (1) Three Keys for Cultivating Solidarity in the College Classroom - J. Rodriguez
4:10 PM	11a Adaptation as a Way of Learning: Form, Content, and Meaning - M. Napolitano	11b Supporting Neurodiversity in College Classrooms: Professional and Parental Perspectives - L. Bayers	11c What Can "Wise Interventions" Teach Us About Equity in the Classroom? - D. Gooblar	11d Teach Me! Best Practices for Designing Your Distance Learning Course - J. Griffith & E. Faulconer	11e Fostering Teaching, Learning, and Scholarship Through Virtual Communities of Practice - R. Atterholt	11f What is SoTL and Seven Steps to Engage and Produce It - M. Cox
RECEPTION 5:00 - 6:00 PM - Gallery						
DINNER ON YOUR OWN						

SATURDAY, JANUARY 8, 2022						
REGISTRATION DESK OPEN 6:45 AM - 4:50 PM						
BREAKFAST 7:00 - 8:00 AM - Great Rooms 4 & 5						
	Great Room 1	Great Room 2	Shutters East 1	Shutters East 2	Shutters West 1	Shutters West 2
Round Table Discussions 8:10 AM	RT 1 Asking Students "What They Believe" for Improved Engagement with Topics - C. Aamlid	RT 2 Adapting the Undergraduate Capstone Experience During COVID-19: A Lesson in Resilience & Innovation - T. Beeson, et al.	RT 3 A Platform to Engage Difficult Discussions: The World Cafe Model - D. Taylor	RT 4 Using Emotion to Effectively Enhance Learning: Applying Cognitive Load Theory - T. Broman & K. Hoffner	RT 5 Metacognition as a Theory of Instruction for Developmental College Courses - G. Mullen	RT 6 Sustaining or Initiating Your Faculty Learning Communities - M. Cox
9:00 AM	12a Eliciting Cognitive Engagement: Lessons Learned From Teaching in a Pandemic - K. Hove & N. Kuhl	12b GIFs, MEMEs, Sizzle Reels and Me: Using E-Portfolios to Showcase Student's Creative Works - C. Saunders-Russell	12c Using a Developing Story Approach to Anchor Course Concepts in Current Events - G. Brynildsen	12d Cross-cultural Interactions: Developing Cultural Self-efficacy Through Experiential Learning - L. Kahle-Piasecki	12e Creating Brave Spaces for Difficult Dialogues in the Classroom - S. Guzman Foster	12f Creating an Engaging Faculty Mentoring Program for New Full-Time College Instructors - C. Garrett
9:40 AM	13a Using a Storytelling Framework in Teaching a GE Course - F. Lin & Y. Wei	13b L.A.C.E.: Teaching Post-COVID with Love, Authenticity, Courage, and Empathy - E. Roberts, et al.	13c Classroom Leadership Post COVID-19 - O. Hertz	13d Authentic Assessment Across the Curriculum: Prevalence, Patterns, and Possibilities! - K. Ritchie	13e Poverty Simulation: Results From An Interdisciplinary Study - T. Delpier & L. Nelson	13f Enhancing Inclusive Learning Environments for International Students: Best Practices - K. Choi & J. Kraus
10:40 AM	Plenary Presentation: Marina Smitherman - Great Rooms 4 & 5					



CONFERENCE ABSTRACTS

CONFERENCE ABSTRACTS ARE LISTED IN ALPHABETICAL ORDER OF THE
FIRST PRESENTER'S LAST NAME

Each listing is formatted in this order:

- Title of the session
- Presenter(s) name and affiliation
- Keyword Search: terms related to the subject or found within the abstract; this is a searchable document
- Written abstract describing the presentation
- Outcomes: what viewers will gain by participating/viewing the presentation.

Thursday January 6, 2022
Concurrent Sessions

Thursday, 3:20 pm - 4:00 pm

Concurrent Sessions 1a - 1f

1a Great Room 1 Faculty Readiness to Change: Potential Impact on Student College Readiness

Anton O. Tolman, Utah Valley University

Nathan Martin, Utah Valley University

Brynn Wallentine, Utah Valley University

Many secondary students struggle to successfully transition to college; new metacognitive instruments provide faculty new opportunities to improve their teaching and help students succeed.

Keywords: metacognition, readiness to change, transition to college

Outcomes:

1. Describe the TTM-F and TSSA and how they facilitate faculty metacognition.
2. Explain the results of the Spring study and the implications it has for shifting teaching strategies in high school and in first-year student college classes.
3. Explain how use of these instruments can be used to implement personalized pedagogies to boost student learning skills for improved retention in college.

1b Great Room 2 Mindfulness in the Classroom: Perception and Practice

Elizabeth Valenti, Grand Canyon University

Julia Langdal, Grand Canyon University

Original research examining mindfulness in freshmen undergraduate college students is shared. Methods to integrate mindful practices to improve academic performance and well-being will be shared.

Keywords: mindfulness, perception, classroom

Outcomes:

1. Understand and discuss original research on learners' perception of mindfulness.
2. Analyze current mindful practices of undergraduate learners.
3. Be provided with simple strategies to integrate mindful practices into their pedagogy and curriculum.

1c Shuttles East 1 Show Me! Best Practices for Videos in Distance Learning Classes

John Griffith, Ph.D., Embry-Riddle Aeronautical University – Worldwide Campus

Emily Faulconer, Ph.D., Embry-Riddle Aeronautical University – Worldwide Campus

Best practices for infusing videos at key points in your course to support effective learning. Discover effective strategies for course video use, length, and design.

Keywords: high-impact practice, distance learning videos, instructor presence

Outcomes:

1. Describe best practices of infusing videos in distance learning environments.
2. Identify and discuss where to place effective videos in your course.
3. Identify software platforms and practical lessons on how to make an effective video.

1d Shuttles East 2 The Courage to Co-Construct; Co-Producing Knowledge for Whole-Person Learning

Lindsey Wilkinson, Portland State University

Vicki Reitenauer, Portland State University

Co-constructed learning environments require students and instructors to share power as they collaborate to transform and be transformed. We'll practice that together in this session.

Keywords: transformative learning, integrative learning, critical self-reflection.

Outcomes:

1. Gain a working understanding of the hallmarks of co-construction as a curricular and pedagogical practice.
2. Draft ideas to ground and implement co-constructive approaches in their own professional practice.
3. Find inspiration to continue engaging in critical self-reflection on pedagogical/professional practice and collegial sharing for ongoing mutual support.

1e Shutters West 1 Concurrent Remediation: A Solution to the Pitfalls of Preparatory Courses

Amanda Holton, University of California - Irvine

Problems with traditional preparatory courses will be addressed. Our implementation of a concurrent course was able to reverse these problems and lower achievement gaps.

Keywords: preparatory courses, concurrent enrollment, diversity equity inclusion

Outcomes:

1. Describe problematic results from typical prerequisite course implementations.
2. Explain the assessed benefits of concurrent instruction in our course.
3. Use the new information to reflect on their institutional practices.

1f Shutters West 2 A Structure for Designing Specifications Grading Systems

Renée Link, University of California, Irvine

Want to design a specifications grading system but aren't sure where to start? We have examples and flowcharts. Please bring your course learning outcomes.

Keywords: specifications grading, mastery grading, alternative grading system

Outcomes:

1. Describe different ways to connect letter grade bundles to course LOs in specifications grading systems.
2. List the six components of specifications grading systems and explain which components can be incorporated into a course independently of the others.
3. Evaluate how to introduce opportunities for students to revise/resubmit/retake assignments while managing the time needed to spend grading.

20-Minute Transition

4:00 pm - 4:20 pm

Thursday, 4:20 pm - 4:40 pm

Concurrent Sessions 2a - 2h

2a Great Room 1 Integrating Visual Representations as Assessments of Student Learning

Courtneay Kelly, Lynchburg University

Sarah Tanner Anderson, Longwood University

The integration of visual representations allowed students to demonstrate deep knowledge in non-linguistic ways in a Literacy and Leadership course. Suggestions and examples will be shared!

Keywords: innovative practices, assessment, visual representations

Outcomes:

1. Understand the value of incorporating non-linguistic, visual representations into their college/university courses.
2. View and discuss examples of non-linguistic/visual representations used in a university course.
3. Brainstorm and describe ways in which to effectively incorporate non-linguistic/visual representations into current college/university courses.

2b Great Room 2 How to Engage Minority and Indigenous Students in Your Class?

Wei-Ying Hsiao, University of Alaska Anchorage

This presentation will provide pedagogies for teaching diverse learners. How to establish a learning community to engage minority and Indigenous students will be discussed.

Keywords: Indigenous and minority, culturally responsive teaching, engagement

Outcomes:

1. Learn how to establish a learning community in both face-to-face and online classes.
2. Grasp ideas on how to engage students in the classroom.
3. Have more understanding of minority and Indigenous students' learning style.

2c Shutters 1 East Using Film Media Video Case Study Approach to Teaching Motivation

Ranjan George, Fresno Pacific University

In this session, the presenter is providing an innovative video case study approach to learning and applying motivation concepts.

Keywords: innovative pedagogical approaches, case study method

Outcomes:

1. Appreciate how undergraduate business students would value visual learning as an alternative to reading and rote learning of motivation theories.
2. Synthesize the study of motivation concepts and theories using a movie as an innovative teaching methodology.
3. Gain insights to enable students to achieve a higher learning experience of the study of motivation at work.

2d Shutters East 2 Academic Accompaniment: How Faculty Members Can Improve the College Experience

Rebecca Pearson, Central Washington University

Faculty accompany students in their college experience: challenging them, but also supporting and empowering. Come consider a new framework, Academic Accompaniment, and potential practical strategies.

Keywords: classroom community, learner experience, faculty roles and identities

Outcomes:

1. Describe the value of accompaniment as part of personal teaching perspective/identity.
2. Explain how accompaniment may improve course-specific student learning.
3. Outline feasible ways to enact accompaniment in classes.

2e Shutters West 1 Interprofessional Virtual Encounters: A Collaboration Between Dental Medicine and Optometry

Jasmine Wong Yumori, Western University

Learn about a novel interprofessional telehealth standardized patient experience involving predoctoral dental medicine and optometry students that's focused on communication, collaboration, and roles and responsibilities.

Keywords: interprofessional education, telehealth, standardized patients

Outcomes:

1. Describe why simulation is important in education.
2. Explain the use of a novel interprofessional telehealth standardized patient experience.
3. Identify strengths and opportunities for growth and adaptation within and beyond this dental medicine and optometry collaboration.

2f Shutters West 2 Honors Students and Public Engagement Projects

Jocelyn Frelie, Texas A&M University

We are often tasked with devising innovative assessment for honors students. Project-based learning for a public audience enhances their motivation and leads to original deliverables.

Keywords: honors students, public engagement, project-based learning

Outcomes:

1. Describe project-based learning.
2. Connect project-based learning and public engagement to student engagement.
3. Outline how project-based learning could work in their classrooms.

10-Minute Transition

4:400 pm - 4:50 pm

Thursday, 4:50 pm - 5:30 pm

Concurrent Session 3a - 3f

3a Great Room 1 Inspire to Learn, to Change, to Innovate

Melodie Rowbotham, Southern Illinois University-Edwardsville

Using appreciative coaching and motivational interviewing as models, participants will discuss and practice ways to help improve teaching and reach their potential as educators.

Keywords: faculty innovation, appreciative coaching, motivational interviewing

Outcomes:

1. Understand appreciative inquiry and motivational interviewing to help encourage change.
2. Discuss application, the use of appreciative inquiry, and motivational interviewing in higher education.
3. Develop and practice questions to encourage growth and change in faculty.

3b Great Room 2 Presenting Is Not Teaching: Moving From “What” to “How”

Richard Lane, Clarion University

Leah Chambers, Clarion University

In professors’ pedagogical training knowledge is consumption—the “what” of learning. This presentation explores an approach that prioritizes immediate practice, application, feedback, and production.

Keywords: pedagogy, assessment, metacognition

Outcomes:

1. Be able to articulate their own pedagogical practices and reflect on how much time is spent on the consumption of facts, or the “what” of their discipline.
2. Identify at least one strategy for formative assessment that they implement into their own courses and develop a plan for doing so.
3. Be prepared to utilize models of knowledge acquisition that are interactive, and will know how to convert simple presentations to more effective teaching and learning.

3c Shuttles East 1 Increase Success in Asynchronous Courses Through Increasing Student’s Social Presence

Evelyn Porter, Utah Valley University

Roxanne Brinkerhoff, Utah Valley University

High social presence in asynchronous learning is possible. Come for a robust discussion on social presence in strictly online courses!

Keywords: classroom community, teaching online, instructional strategies

Outcomes:

1. Understand the importance of increased interaction in online courses.
2. See specific results from courses implemented enhanced social interaction.
3. Design activities and assignments that encourage social presence.

3d Shuttles East 2 Modernizing Your Laboratory Course Using Blended Learning

Dana Vaughan, Grand Valley State University

Mattie Brechbiel, Grand Valley State University

Lilianne Nelson, Grand Valley State University

This session will present actionable strategies to utilize blended learning in your laboratory courses to achieve a modern, accessible, and efficient course design.

Keywords: blended learning, laboratory, mini-mods

Outcomes:

1. Explain the benefits of a blended learning model.
2. Describe actionable strategies to convert your laboratory content to a blended learning model.
3. Explain the application of mini-mods in your course.

3e Shuttles West 1 Student-Written, Student-Facilitated Case Studies Impact Critical Thinking, Participation, and Learning

Matthew Schwartz, Simmons University

How do the impacts of student-written, student-facilitated case studies on critical thinking, participation, and learning compare to instructor-facilitated case studies and traditional lecturing?

Keywords: case studies, student participation, active learning

Outcomes:

1. Examine the positive and negative impacts of student-written, student-facilitated case studies on critical thinking, participation, and learning.
2. Compare those impacts to the effects of teaching with instructor-facilitated case studies or traditional lecturing.
3. Discuss whether and how they would incorporate the use of student-written, student-facilitated case studies into their own courses.

3f Shuttles West 2 Building a Thriving Classroom Using the ECO-STEM Tools

Silvia Heubach, California State University Los Angeles

Jane Dong, California State University Los Angeles

Corin Bowen, California State University Los Angeles

Use the ECO-STEM Peer Observation Tool and the ECO-STEM Resource Repository to enhance your teaching and turn your classroom into a thriving learning environment.

Keywords: classroom culture, pedagogical resources, peer observation

Outcomes:

1. Use the ECO-STEM Peer Observation Tool to identify areas in which to adapt to better meet the needs of their students.
2. Select a reading that pertains to one or more of the areas for peer feedback.
3. Identify an activity to use in their classes to change one of the areas they have identified.

Friday January 7, 2022

Concurrent Sessions

Friday, **8:00 am - 8:40 am**

Concurrent Session 4a - 4f

4a Great Room 1 Using Protocols to Enhance Group Discussions

Leslie B. Trimmer, The George Washington University

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

Keywords: collaboration, analysis, protocol

Outcomes:

1. Choose an appropriate protocol to lead group discussions.
2. Explain the protocol process.
3. Engage in a hands-on protocol activity.

4b Great Room 2 Reflection to Action: Strategies for Teaching Compassion and Civic Engagement

Leah Chambers, Clarion University

Rich Lane, Clarion University

The session provides an opportunity to interact with the practical underpinnings of service-learning and learn about strategies to equip students to live civic-minded, compassionate lives.

Keywords: service-learning, reflection, civic engagement

Outcomes:

1. Be able to more deeply define “service-learning” and how this practice works to develop compassion and civic-mindedness in students.
2. Be able to identify some of their “locations”—the experiences and assumptions that shape their teaching and worldviews, and reflect on how they impact their teaching through sharing and discussion.
3. Be able to articulate a process for developing impactful service projects for students at a variety of levels.

4c Shutters East 1 Universal Design for Learning in a University Classroom - Multiple Means of Engagement

Yazmin Pineda-Zapata, Point Loma Nazarene University

Grace Fantaroni, Point Loma Nazarene University

Ray Posey, Point Loma Nazarene University

A component of Universal Design is Multiple Means of Engagement. This workshop will actively engage participants in creating activities for their university classroom.

Keywords: Universal Design, Engagement, Hands-on

Outcomes:

1. Define Multiple Means of Engagement
2. Participate in activities they may use in their own classes.
3. Brainstorm unique ways to engage students in their own content area.

4d Shutters East 2 **A Mindful Approach to Student Well-Being**

Eve B. Hoover, Midwestern University

Strategic burnout prevention for students is increasingly viewed as an essential competency. Expand your well-being toolbox through this interactive mindful approach to prioritizing self-care.

Keywords: mindfulness, well-being, resilience

Outcomes:

1. Describe the profound effects of student burnout and the benefit of mitigation strategies.
2. Define evidence-based well-being practices such as mindfulness and decentering and how they foster resilience.
3. Describe five tools to provide students a foundation for self-care.

4e Shutters West 1 **Integrative Interdisciplinary Teaching: A Synergistic Approach**

Hon-Vu Q. Duong, School of Liberal Arts & Sciences, Nevada State College

Nina Marcellus, School of Nursing, Nevada State College

To share experience integrating the expertise of two faculty from different disciplines to give our students a multi-layer approach to current healthcare issues.

Keywords: interdisciplinary teaching, integrative collaboration, nursing education

Outcomes:

1. Describe the process of integrative interdisciplinary teaching.
2. Understand how to implement team teaching techniques in disseminating complex concepts.
3. Pitfalls to avoid when designing a course for team teaching.

(20-minute presentation)

4f(1) Shutters West 2 **Student Selected Materials: Including Diverse Voices Through Shared Curriculum Ownership**

Andrya Soprych, Mount Mary University

Lance Peterson, University of Saint Thomas

Kristin Lambert, Utah Valley University

Shared Curriculum Ownership (SCO) includes students in course design to enhance diversity and inclusion. The Student Selected Materials assignment can help meet SCO goals.

Keywords: student choice, diversity and inclusion, learner-centered teaching

Outcomes:

1. Explain characteristics and benefits of shared curriculum ownership (SCO).
2. Describe how the Student Selected Materials assignment increases inclusion and diverse voices and perspectives in class.
3. Use the Student Selected Materials assignment in their courses to increase student participation in course design.

(20-minute presentation)

4f(2) Shutters West 2 **Open World (Un)Grading: Increasing Agency in the Demonstration of Learning**

Ryan Marnane, Bryant University

Different students demonstrate learning differently at different times, each with differing motivations for doing so—flexibility with assessment and grading practices/policies required.

Keywords: ungrading, DEIB, assessment

Outcomes:

1. Explore the relationship between Universal Design for Learning and Diversity, Equity, Inclusion, and Belonging.
2. See student variability through an asset-based, culturally sustaining lens, which requires increased flexibility with curriculum and assessment design.
3. Incorporate “Open World Assessment” (or some variation thereof) to participants’ own curriculum.

20-Minute Transition

8:40 am - 8:90 am

Friday, 9:00 am - 9:20 am

Concurrent Session 5a - 5g

5a Great Room 1 Teaching With Simulations: What You Need to Know

Lucinda Parmer, Southeastern Oklahoma State University

Teaching with simulations is a great way to infuse experiential learning within a controlled environment. There are many benefits to student learning when playing simulations.

Keywords: simulations, experiential learning, instructional scenarios

Outcomes:

1. Analyze the importance of simulations to student learning.
2. Assess a simulation for best practices.
3. Compare the pros and cons of using simulations.

5b Great Room 2 A Low-Cost/High-Impact Approach to Increasing Inclusive Teaching on Your Campus

Casey Dexter, Berry College

This scalable, low-cost, high-quality approach has the potential to dramatically transform an institution's approach to creating diverse and inclusive learning environments for its students.

Keywords: inclusive teaching, faculty development, course design

Outcomes:

1. Experience a brief overview of the inclusive teaching coursework.
2. Discuss campus recruitment/program fidelity strategies.
3. Discuss data collection efforts to demonstrate impact.

5c Shutters East 1 Cultivating Meaningful Partnerships to Promote Holistic Faculty Development

Marc Napolitano, United States Airforce Academy

In order to successfully promote faculty development, we must seek to leverage meaningful partnerships with various offices on our campuses, especially library and research offices.

Keywords: faculty development, library, partnerships

Outcomes:

1. Identify offices on campus that they might partner with to promote faculty development.
2. Consider how faculty learning communities or mentoring programs might include research and service-based activities in addition to teaching/learning activities.
3. Describe the benefits of taking a holistic approach to meeting faculty's developmental/professionalization needs.

5d Shutters East 2 Tips for Developing and Maintaining CBL Partnerships in a Virtual Environment

Jodie Parys, University of Wisconsin-Whitewater

This presentation focuses on strategies used by experienced practitioners of Community-Based Learning (CBL) to pivot CBL partnerships to online and virtual formats during the COVID-19 pandemic.

Keywords: community-based learning, hybrid and blended learning design, campus-community collaboration

Outcomes:

1. Possess strategies to modify face-to-face CBL partnerships into virtual and hybrid offerings.
2. Consider the needs of the various stakeholders involved in CBL.
3. Develop a plan to sustain their partnership throughout the pandemic and beyond.

5e Shutters West 1 Engaging Students Through the Art of Music: A Global History Playlist

Kimberly F. Monroe, Trinity Washington University

Teaching history can be fun. Music can be used to help students remember information. In active learning experiences music creates a soundtrack for learning activities.

Keywords: music pedagogy, global education, active learning

Outcomes:

1. Describe innovative digital teaching practices.
2. Design activities to incorporate music into the classroom.
3. Discuss examples of classroom engagement using music.

5f Shutters West 2 How Faculty and Students See the Teacher's Primary Role

Eduardo Lopez, Belmont University

To maximize learning educators should understand how education looks for Generation Z, including fostering students' development and personal growth in addition to traditional teaching.

Keywords: primary role of the teacher, different generational perspectives on the teacher's role, changing the teacher's role for Generation Z

Outcomes:

1. Describe how education looks for Generation Z.
2. Explain the importance of fostering students' development and personal growth in addition to traditional teaching.
3. Propose a teaching mentality switch from preparing to fostering.

20-Minute Transition

9:20 am - 9:40 am

Friday, 9:40 am - 10:20 am

Concurrent Session 6a - 6f

6a Great Room 1 "Cup Stack Game": An Experiential Activity to Teach Teamwork

Ranjan George, Fresno Pacific University

This proposal is a presentation of an experiential activity to engage students to appreciate the concept of teamwork.

Keywords: teamwork, experiential learning, pedagogical approaches

Outcomes:

1. Appreciate how undergraduate business students would value experiential learning as an alternative to reading and rote learning of the concept of teamwork.
2. Synthesize the study of the concept and theory relating to teamwork using the experiential learning methodology.
3. Gain insights to enable students to achieve a higher learning experience on teamwork.

Great Room 2 Egalitarian Engagement: Promoting an Equal Opportunity for Every Student to Be Heard, Learn, and Participate in Class

Devi Davis Strong, Arizona State University

Strategies and activities to engage students from all backgrounds. Invite students into an egalitarian class experience. Inclusive approaches that teach soft skills, content and value of class member.

Keywords: engagement, discussion, pedagogy

Outcomes:

1. Cultivate additional strategies to manage classroom interaction and discussion.
2. Analyze class engagement benefits and obstacles.
3. Explain the barriers some groups have to classroom participation.

6c Shutters East 1 Overcoming Student Resistance to Challenging Material: The Power of Literary Learning Circles

Sean Camp, Utah State University

Jen Evers, Utah State University

Engaging reluctant students on high-resistance course material is a challenging task for educators. A newly-adapted approach proved extremely effective at overcoming student reluctance. Join us!

Keywords: high resistance, learning circle, student engagement

Outcomes:

1. Learn about a unique approach to overcoming student resistance to challenging course material.
2. Recognize the applicability of learning circles to a variety of course content areas.
3. Brainstorm and strategize for using this approach in future courses to overcome student reluctance.

6d Shutters East 2 Preparing Students for Change: Addressing Student Resistance Through Graduate Advising

Michelle D. Gorenberg, OTD, OTR/L, Widener University

Jeni Dulek, OTD, OTR/L, Pacific University

This presentation describes an advising program informed by the Integrated Model of Student Resistance to help students navigate the changes inherent in transitioning to graduate studies.

Keywords: advising, student resistance, graduate students

Outcomes:

1. Discuss how Tolman and Kremling's Integrated Model of Student Resistance (IMSR) offers insight into student behaviors that impact student learning and growth.
2. Discuss the application of the IMSR to inform development, implementation, and outcomes of a learner-centered group advising experience for graduate students.
3. Propose potential applications of the IMSR for their own teaching and/or advising practices.

6e Shutters West 1 Beyond the Degree: Fostering Professionalism in the Classroom and Online

Robyn Sears, Midwestern University

Deborah Black, Midwestern University

Gretchen Post, Midwestern University

This discussion will focus on student professionalism, including online platforms, correlation to professionalism in future practice and potential remediation in a "Think Pair Share" format.

Keywords: virtual education, professionalism health care education, tools in online professionalism

Outcomes:

1. Identify expected professional behaviors in health science students.
2. Understand of the correlation between unprofessional behavior during health science education and future work practice.
3. Formulate potential solutions to student professionalism issues through collaboration with other educators.

(20-minute presentation)

6f (1) Shutters West 2 Global Mentorship: Sharing Innovative Practices for a Sustainable Future

Daniel J. West, University of Scranton

Bernardo Ramirez, University of Central Florida

Mentorship is a pedagogical strategy that can be used to build successful, sustainable, long-term relationships in faculty and university partnerships.

Keywords: globalization, mentorship, partnerships

Outcomes:

1. Understand mentorship as a strategy.
2. Determine how to use new initiatives to increase sustainability.
3. Discuss applying new global partnership ideas.

(20-minute presentation)

6f (2) Shutters West 2 Behind Bars: Art for Healing and Reconciliation

Mary Ellen Hauptert, Viterbo University

The presentation will contain recordings of past student composition projects, paired with deep questions that motivated each original work. The presentation of former works are meant to set up the current project.

Keywords: music composition, creativity, justice

Outcomes:

1. Students will be able to creatively apply and develop the foundations of music theory learned in their first year of university-level music study.
2. Students will develop proficiency using music writing software.
3. Students will overcome their fear of composition and gain confidence as musicians.

20-Minute Transition

10:20 am - 10:40 am

Friday, **10:40 am - 11:20 am**

Concurrent Session 7a - 7e

7a Great Room 1 Embracing Action Research in Higher Education

Justina Kwapy, Grand Canyon University

Action research allows practitioners to be more effective at teaching and development of students and supports educators in making sense of their educational context.

Keywords: research methods, educational theory, faculty development

Outcomes:

1. Define the Action Research Cycle.
2. Examine Kurt Lewin's (1946) Model of Action Research.
3. Define methods of formal and informal action research.

7b Great Room 2 Supporting Neurodiversity in College Classrooms: Professional and Parental Perspectives

Leslie Bayers, University of the Pacific

Eileen Kogl Camfield, University of California, Merced

Discuss the power of an asset-based mindset around neurodiversity, common barriers to learning for Autistic students, and approaches to supporting the success of neurodivergent learners.

Keywords: neurodiversity, autism, inclusive teaching

Outcomes:

1. Explore an asset-based mindset around neurodiversity.
2. Discuss common barriers to learning for Autistic students in college classes.
3. Identify strategies that support the success of Autistic learners in college classes.

7c Shutters East 1 Cognitive Load in Asynchronous Discussions in a Fully Online Course

Emily Faulconer, Embry-Riddle Aeronautical University

Cognitive load in asynchronous discussions is explored through five discrete tasks: understanding expectations, crafting the first post, reading posts, creating reply posts, and integrating feedback.

Keywords: cognitive load, online learning, asynchronous

Outcomes:

1. Identify discrete tasks students complete in engaging in asynchronous online discussions.
2. Describe student-reported sources of cognitive load in asynchronous online discussions.
3. Discuss implications of cognitive load on students.

7d Shutters East 2 Expanding Your Technology Toolbox: Innovations for Collaborative and Active Learning

Angela Clauson, Belmont University

Cathey Norton, Belmont University

Our team will discuss the various innovative technologies utilized to improve collaborative and active learning in order for students to deepen their understanding of content.

Keywords: collaborative learning, teaching technologies, remote learning

Outcomes:

1. Discuss aspects of various innovative technologies.
2. Recognize the utility of various technologies to increase collaborative and active learning.
3. Plan an activity utilizing an innovative technology in a current course.

7e Shutters West 1 Writing Over Lunch: A Grassroots Faculty Initiative to Develop Scholarly Capacity

Rebecca Pearson, Central Washington University

In this experiential session, we'll share our approach to building a faculty writing community. Bring a focused writing goal and come ready to work!

Keywords: faculty development, scholarly writing, publishing

Outcomes:

1. Describe the value of concurrent writing.
2. Explain how to utilize Zoom features to promote a faculty writing “space.”
3. Outline a plan for publicizing and sustaining a regular faculty writing group.

7f Shuttles West 2 Respectful Discourse: Inclusion in Culturally Diverse Classrooms

Kentina Smith, Anne Arundel Community College

Keywords: intercultural communication, social emotional, diversity

Faculty-to-student and student-to-student communications involves social, emotional, and behavioral components. We will explore examples of these components, for respectful interactions in diverse environments.

Outcomes:

1. Identify teaching and learning goals, to inform communication strategies.
2. Explore social, emotional, and behavioral aspects of interactions.
3. Discuss learner-centered strategies, for classroom application

20-Minute Transition

11:20 am - 11:40 am

Friday, 11:40 am - 12:30 pm

Digital Poster Gallery with Presentations

Great Room 1 11:40 - 12:30 pm

Poster A **Action Research as Professional Development: Its Role in Education Reform in the United Arab Emirates**

Tina Hathorn, Louisiana State University Alexandria

Conley Hathorn, Louisiana State University Alexandria

United Arab Emirates explored the microsystem of teachers’ experiences with education reform within the action research model for professional development.

Keywords: action research, professional development, classroom-based research

Outcomes:

1. Identify action research, conducted in the classroom by teachers, as an effective professional development opportunity.
2. Recognize that opportunities for professional development should not be limited to training sessions or limited contact such as departmental meetings but be active learning.
3. Conclude that action research is an important core tool that teachers use when making educated and logical decisions.

Poster B **Improving Teaching: Reflections of High School and Community College Faculty**

Gabrielle Carmona, Utah Valley University

Brynn Wallentine, Utah Valley University

Anton O. Tolman, Utah Valley University

Promoting faculty metacognition is essential to student learning. Come learn about the attitudes and thoughts of high school and community college faculty on their teaching.

Keywords: metacognition, engaged teaching, faculty development

Outcomes:

1. Explain the importance of metacognitive teaching to improve student learning opportunities in the classroom.
2. Describe practical metacognitive scales that can be used to promote faculty metacognition and encourage adoption of engaged teaching strategies.
3. Compare and contrast the motivation and self-evaluations of high school and community college teachers and the implications for student academic success and retention in college.

Poster C Office Hours: Students' Perceived Role, Usage, and Barriers to Usage

Timothy M. Ottusch, University of Arizona

The present study assessed students' perceived role of office hours. Implications for practice on strategies of structuring and messaging around office hours will be discussed.

Keywords: office hours, online learning, instructor-student interactions

Outcomes:

1. Describe students' reported use of office hours and perception of what they serve.
2. Describe students' reported barriers to attendance and engagement in office hours.
3. Evaluate their use of office hours and strategies to implement to increase the effectiveness.

Great Room 2 11:40 am - 12:30 pm

Poster D Incorporating Research as a Teaching Practice in an Online Database Management Course

Benjamin J. Becerra, California State University, San Bernardino

This study utilized a Peer Research Consultant to facilitate incorporating research into an online flipped database management for business course. Check out the poster!

Keywords: peer feedback, research in teaching, online course

Outcomes:

1. Describe how research was incorporated into a fully-online course.
2. Elaborate on application and experiences of Peer Research Consultant.
3. Discuss potential applications and adaptations of this study for other courses.

Poster E Using PBL to Teach Undergraduate Assessment Course in Teacher Education Program

Wie Gu, Grand Valley State University

Using project-based learning to teach classroom assessment courses in undergraduate teacher education programs is effective! Come and see!

Keywords: project-based learning, teacher education, assessment

Outcomes:

1. Leave with the knowledge of Project-Based Learning (PBL).
2. Leave with specific examples of how PBL is incorporated in teaching undergraduate assessment courses in elementary teacher education.
3. Leave with the knowledge of helping pre-service elementary teachers to develop a comprehensive assessment plan that demonstrates their ability to use observation, documentation, and assessment.

Poster F Supporting Students to Become Expert Learners with Universal Design for Learning

Jeni Dulek, Pacific University

To support students to become expert learners, engaging, flexible, and supportive learning environments are necessary. Universal Design for Learning provides strategies for creating these environments.

Keywords: Universal Design for Learning, expert learners, course redesign

Outcomes:

1. Describe the Universal Design for Learning (UDL) framework.
2. Identify possible changes to online or blended courses that align with the UDL framework.
3. Assert the benefits of using UDL in online course design and delivery to support expert learning.

Shutters East 1 11:40 am - 12:30 pm

Poster G Creating a Classroom Culture Through Diversity Education: A Social Work Perspective

Joyce Kraus, Saint Thomas University

Learning communities contain students along a knowledge spectrum on cultural diversity. Coordinated use of three unique frameworks can support success in the classroom. Discover how!

Keywords: teaching, diversity, classroom culture

Outcomes:

1. Understand how concepts of Critical Race Theory, Community of Inquiry Teaching Presence and social work's helping process combine to facilitate discourse in the classroom.
2. Describe elements from each theoretical framework that contribute to classroom discourse focused on cultural diversity.
3. Identify a minimum of three ways participants can use the Faculty as Facilitator framework in their learning environment.

Poster H Centering Identity: An Inclusive Teaching Course for Community College STEM Faculty

Ann Conway, Des Moines Area Community College

The Inclusive STEM Teaching course advances instructor's awareness and ability to cultivate inclusive learning environments. Learn how this course has engaged faculty across the nation.

Keywords: The Inclusive Teaching in STEM Project, sense of belonging, inclusive teaching, community colleges

Outcomes:

1. Learn about the Inclusive STEM Teaching Project and how it is designed for community college faculty.
2. See some of the activities of the course that can advance inclusive teaching practice.
3. Learn about the Facilitator's Training and Guide for this project.

Poster I Building Engagement in the Classroom: Acknowledging Psychological Distress and Coping Strategies of Students Amid COVID-19

Kyung-Mee Choi, University of St. Francis

Dan Knapp, University of St. Francis

This session examines how faculty builds engagement in the classroom through acknowledging psychological distress and coping strategies of students amid COVID-19.

Keywords: engagement, psychological distress, coping strategies

Outcomes:

1. Define psychological distress and coping strategies of students amid COVID-19.
2. Demonstrate knowledge of how COVID-19 affects psychological distress of students and how they use coping strategies to deal with distress across cultures.
3. Develop teaching strategies aimed at inclusion, engagement and positive coping methods, and support systems for dealing with distress of students.

Shutters East 2 11:40 am - 12:30 pm

Poster J A Community of Practice: The Business of Developing Clinical Skills

Denise A. Mills, Midwestern University

A community of practice (CoP) is a situated learning environment whereby newcomers become oldtimers in the context of individual, group activity, and identity.

Keywords: community of practice, cooperative learning, near peer

Outcomes:

1. Describe the community of practice.
2. List the benefits of learning in a community of practice.
3. Describe experiential learning and benefits for knowledge retention, skill development, and motivation.

Shutters East 2 11:40 am - 12:30 pm

Poster K Improve Student Learning with Bite-Sized Online Teaching Bits

Eugenia P. Roberts, Midwestern University College of Dental Medicine Arizona

Bradley S. Roberts, Midwestern University College of Dental Medicine Arizona

Denise A. Mills, Midwestern University College of Dental Medicine Arizona

Anita Chu, Midwestern University College of Dental Medicine Arizona

Based on brain science, videos using Medina's 10- minute attention rule provide students with multiple channels of learning online with visual, written, and auditory formats.

Keywords: videos, interprofessional, distance learning

Outcomes:

1. Identify ways to implement learning modalities of visual, written, and auditory in an online format.
2. Discover a new format for interdisciplinary education.
3. Share effective ways to incorporate the ten-minute rule in online learning.

Poster L Having a Pal: Where New-Comers Become Old-Timers

Denise A. Mills, Midwestern University College of Dental Medicine Arizona

Eugenia P. Roberts, Midwestern University College of Dental Medicine Arizona

"When one teaches, two learn." - Robert Heinlein. Peer-assisted learning (PAL) has shown that shared learning builds knowledge in a positive, informal, and social environment.

Keywords: peer learning, collaborative learning, community of practice

Outcomes:

1. Recognize the positive social and educational effects of peers in collaborative learning.
2. Describe the communities of practice that benefit from PAL.
3. List the knowledge tools that can be used in PAL: technology, assisting, and storytelling.

Shutters West 1 11:40 am - 12:30 pm

Poster M **Warming Up to Music: Incorporating Audio Texts in Second-Language Teaching**

Jeanie R. C. Toscano, University of California Irvine

Drawing on current research on second-language acquisition, I discuss methodologically sound procedures for incorporating lyrical music as warmups to communicative vocabulary-building lessons.

Keywords: second language acquisition, methodological principles of second language teaching, input processing

Outcomes:

1. Explain how research into SLA, specifically learners' developmental readiness, guides pedagogical procedures for incorporating music in second-language teaching.
2. Identify key methodological principles of language teaching, as compiled by Michael H. Long (2009), that justify the incorporation of authentic cultural texts (including lyrical music) in second language teaching.
3. Identify strategies for elaborating upon thematic content of music to design follow-up task-supported vocabulary building lessons.

Poster N **Infusing a Trauma-Informed Pedagogy to Promote Academic Achievement for African American Undergraduate Students**

Brittany Guisintanner, University of St. Thomas

Trauma impacts students frequently. Implementing a trauma-informed pedagogy can be an effective response in reducing the impact of trauma and maximizing students' academic success.

Keywords: trauma-informed pedagogy, constructivism, cultural sensitivity

Outcomes:

1. Describe the six principles of a trauma-informed approach.
2. Explain noticeable signs of how trauma manifests itself in the classroom.
3. Express effective teaching strategies for engaging trauma-exposed students.

Poster O **Instructional Strategies for Supporting Student Learning of Graphical Design Skills**

Gail M. Bornhorst, University of California, Davis

Jennifer Mullin, University of California, Davis

Student learning of graphical design skills was supported through open-ended design projects for students with varying background knowledge and spatial visualization skills.

Keywords: spatial visualization, graphical design, open-ended design

Outcomes

1. Describe the use of the Purdue Spatial Visualization Test: Visualization of Rotations (PVST:R) in assessment of student spatial visualization skills.
2. Compare the complexity of open-ended design projects for students with varying levels of spatial visualizations skills.
3. Explain the utility of open-ended design projects in development of engaging graphical design curriculum for students with a range of spatial visualization skills.

Shutters West 2 11:40 am - 12:30 pm

Poster P **Culinary Compositions and First-Generation College Students: Why Writing About Food Is a High-Impact Educational Practice**

Franziska Tsufim, University of California, Irvine

Drawing on student writing and research on high-impact educational practices (HIPs), this study discusses why writing about food fosters first-generation students' sense of institutional belongingness.

Keywords: first-generation students, retention, writing pedagogy

Outcomes:

1. Examine HIPs in the context of a writing-intensive course.
2. Describe the impact a particular course theme can have on students' sense of institutional belonging.

3. Explain the relationship between writing about food and the academic engagement of students historically underrepresented in higher education.

Poster Q Designing e-Portfolio Signature Assignments Using Gifs, Memes, and Sizzle Reels

Carmen Saunders-Russell, California State University, Northridge

Using signature assignments, the transparent assignment template, and ePortfolios affords students the opportunity to showcase their creativity, competence, and knowledge.

Keywords: signature assignments, ePortfolios, transparent assignments

Outcomes:

1. Be able to use the transparent assignment to design the signature assignments of GIFS, Memes, and Sizzle Reels to demonstrate competency.
2. Explain how creative ePortfolio signature assignments showcase innovation and creativity by demonstrating student work.
3. Describe the importance of ePortfolios for showcasing student competency levels and knowledge attainment.

Poster R Emergence of Undergraduate Programs Awarding a Pre-PA Degree

Lindsay Gietzen, Oakland University

Pre-PA bachelor's degree program was designed including the natural and psychosocial sciences and seminar courses that address PA professional trends, resources, and graduate preparation.

Keywords: Curriculum Design, New Major, Prerequisite Coursework

Outcomes:

1. Compare Pre-PA program requirements with AAPA recognized prerequisites for PA graduate programs.
2. Describe an educational innovation that combines the natural and psychosocial sciences to prepare students for the rigor of graduate PA education.
3. Prepare students for entry into graduate PA programs by introducing them to PA trends and culture prior to matriculation.

Lunch

12:30 pm - 1:20 pm

Friday, 1:30 pm - 2:10 pm

Concurrent Session 8a - 8e

8a Great Room 1 Online Teaching: The Balancing Act of Synchronous and Asynchronous Delivery

David Betancourt, Cerritos College

This session will provide an opportunity to reflect on the benefits of synchronous and asynchronous teaching while also compiling best practices. Optimum balance between the two methods will be explored.

Keywords: online teaching, benefits of asynchronous instruction, best teaching practices

Outcomes:

1. Identify synchronous and asynchronous delivery models.
2. Identify benefits and challenges of synchronous and asynchronous delivery models.
3. Develop a plan to implement a teaching strategy based on a synchronous or asynchronous delivery practice.

8b Great Room 2 We Long to Belong: Creating Classroom Community for Better Student Engagement

Eric Boyer, Saint Martin's University

We long to belong, and a sense of belonging in the classroom can translate into better outcomes, both social and academic. Come learn some effective strategies to create this environment in your classroom.

Keywords: belonging, discussion, community

Outcomes:

1. Feel confident in creating a sense of belonging in their classroom.
2. Recognize the relationship between activation of prior knowledge, group discussion and reflective journaling to community building.
3. Develop strategies of engagement specific to their content area.

8c Shutters East 1 Don't Listen to Yoda: Try, Try, Try!

Denise Mills, Midwestern University

Anita Chu Fountain, Midwestern University

Yoda said, "Do or Do Not. There is no try." Despite what Yoda said, take a risk; try is the path to success.

Keywords: growth mindset, embrace failure, playful learning

Outcomes:

1. Assess their growth mindset.
2. Embrace professional failures by creating a "CV of Failure."
3. Develop strategies for a "try" attitude through playful learning.

8d Shutters East 2 Using a Faculty Learning Community to Reduce Student Math Anxiety

Elizabeth Post, Ferris State University

Mischelle Stone, Ferris State University

From panic, paralysis, and helplessness to relaxed, engaged, confidence: using a faculty learning community to reduce math anxiety for students in non-math disciplines.

Keywords: faculty learning community, interdisciplinary course reform, math anxiety

Outcomes:

1. Articulate what a faculty learning community is.
2. List three benefits of interdisciplinary collaboration to reduce math anxiety.
3. Identify one way in which a faculty learning community could address an issue of curricular reform at their university/college.

8e Shutters West 2 A Model for Augmenting Higher Education Curriculum to Teach Cultural Competency

Elisabeth "Lisa" Power, Saint Martin's University

This workshop introduces a replicable model for teaching Cultural Intelligence (CQ), a globally recognized way to learn how to work effectively with people from different cultural backgrounds.

Keywords: Cultural Intelligence, cultural competency skills, cultural values profile

Outcomes:

1. Recognize that Cultural Intelligence is a skill set that predicts effectiveness in diverse situations by measuring capabilities in areas of CQ Drive, CQ Knowledge, CQ Strategy, and CQ Action.
2. Complete/interpret a mini-assessment that evaluates cognitive (CQ Drive), metacognitive (CQ Knowledge), motivational (CQ Strategy), and behavioral (CQ Action) factors.
3. Learn how to add CQ practice activities to augment course content across disciplines.

8f (1) Shutter West 2 A Happy Student Is a Smarter Student

Denise A. Mills, Midwestern University

Eugenia P. Roberts, Midwestern University

Bradley S. Roberts, Midwestern University

Research has shown that happiness and humor can make students more responsive to learning new information and therefore, smarter! Come and see how!

Keywords: emotions, global learning, humor

Outcomes:

1. Explain the neuroscience of how positive emotions of happiness, wellbeing, and satisfaction can impact learning.
2. Discover how valances of emotion can motivate transference of knowledge.
3. Develop strategies for using the instructional humor processing theory in the classroom for improved cognition.

8f (2) Shutter West 2 Stop Stressing Your Mind: A Mindfulness Intervention

Pamela Cook, Bloomsburg University

Rebecca Toothaker, Bloomsburg University

The purpose of this presentation is to introduce the practice of mindfulness and benefits of decreasing stress and burnout in students.

Keywords: mindfulness, stress, coping

Outcomes:

1. Apply concepts of mindfulness to enhance stress reduction in students.
2. Explore the concepts of meditation as a viable option for reducing burnout in college-age students.
3. Apply innovative teaching strategies to enhance resiliency in college-age students.

20-minute Transition
2:10 pm - 2:30 pm

Friday, 2:30 pm - 3:10 pm

Concurrent Session 8a - 8e

9a Great Room 1 Increasing Student Engagement and Productivity Through Brain Breaks

Marcela de Souza, St. Martin's University

Academic performance improves when students are engaged. Brain breaks are essential for students to remain alert for learning. Come and learn about tried-and-tested brain breaks!

Keywords: brain breaks, student engagement, teacher effectiveness

Outcomes:

1. Recognize the critical connection between brain breaks and academic performance.
2. Explain the benefits of brain breaks for teacher/instructor and students alike.
3. Implement a variety of classroom-ready instructional ideas to incorporate brain breaks in the classroom.

9b Great Room 2 Lessons from a Faculty Development Workshop for Mathematics Instructors

Roxanne Binkerhoff, Utah Valley University

Becky Connelly, Salt Lake Community College

Faculty development programs change attitudes and beliefs of faculty when crafted well. The mindset of the incoming faculty is paramount to creating change.

Keywords: professional development, learning strategies, student success

Outcomes:

1. Describe a well-crafted faculty development workshop.
2. Discuss and promote growth mindset in faculty.
3. Construct ideas for developing a growth mindset in faculty.

9c Shuttters East 1 Simple Escape Room Creation Using Google Sheets, Docs, and Forms

Bob McMullen, AT Still University

Engagement enhances long-term retention. Actual/virtual escape rooms provide group or individual engagement and can be easily created using Google Suites tools to gamify learning.

Keywords: gamification, escape room, engaged learning

Outcomes:

1. Explain the concept of escape rooms and how they can be utilized in educational lessons.
2. Outline the basic steps for creating an escape room lesson.
3. Create the beginnings of an escape room lesson.

9d Shuttters East 2 Activating and Advancing Anti-Racist Pedagogies

Rachel Strumpf, University of California, Davis

Michelle Rossi, University of California, Davis

Kem Saichaie, University of California, Davis

Anti-racism can be applied as a lens to examine our teaching and address inequities. Join us to explore, discuss, and reflect on anti-racist teaching practices.

Keywords: anti-racism, equity, inclusion

Outcomes:

1. Critically examine the relationship between anti-racism and teaching.
2. Explore anti-racist teaching strategies.
3. Reflect on their current teaching practices and identify ways to implement anti-racist approaches.

9e Shuttters West 1 Transdisciplinary Approaches to Problems in Higher Education

Jeremy Schnieder, University of LaVerne

Jessica L. Tinklenberg, The Claremont Colleges

Transdisciplinary approaches offer an alternative that values shared goals, collaboration, cross-disciplinary conversation, and a basis for transformative action for problems in higher education.

Keywords: transdisciplinarity, issues in higher education, transformative action

Outcomes:

1. Discuss the basics of transdisciplinarity.
2. Apply the principles to issues in higher education.
3. Envision transdisciplinary approaches to localized concerns.

9f (1) Shutters West 2 Student Feedback on What Strategies to Maintain Post Pandemic

Timothy M. Ottusch, University of Arizona

The pandemic significantly impacted college courses. Students provided feedback about what they would like to see kept and dropped from pandemic teaching in post-pandemic classes.

Keywords: pedagogy, student feedback, pandemic

Outcomes:

1. Describe students' perspectives on Pandemic-related teaching components they would like to see continue once normally scheduled courses resume.
2. Describe students' perspectives on Pandemic-related teaching components they would not like to see continue once normally scheduled courses resume.
3. Reflect on how their own teaching may adapt according to students' perspectives on Pandemic-related teaching.

9f (2) Shutters West 2 Tips From Previous Students: A Novel Strategy to Create OERs

Justine Tishinsky, University of Guelph

Kerry Ritchie, University of Guelph

A students-as-partners approach allowed faculty to oversee the development of an open educational resource, while offering 95 students experiential learning opportunities in teaching and learning.

Keywords: students-as-partners, experiential learning, open educational resources

Outcomes:

1. Be introduced to a novel students-as-partners model to create an OER.
2. Have a tangible course structure to involve students in a multi-year OER project.
3. Receive access to a recently completed physiology OER.

20-minute Transition

3:10 pm - 3:30 pm

Friday, 3:30 pm - 3:50 pm

Concurrent Session 8a - 8e

10a Great Room 1 Evaluating the Role of Podcasts in Faculty Development

Kaitlyn Pickus, Embry-Riddle Aeronautical University, Worldwide

This session will discuss the creation of a Center for Teaching and Learning podcast and explore whether or not podcasts are an effective faculty development tool.

Keywords: podcasts, faculty development, asynchronous offerings

Outcomes:

1. Discuss the merits of using podcasts within education.
2. Outline the elements of a faculty development offering.
3. Analyze the role of podcasts as a faculty development offering.

10b Great Room 2 Place-Based Interdisciplinary Curricula: Toward Solving “Glocal” Problems

Laura L. O’Toole, Salve Regina University

James G. Mitchell, Salve Regina University

Join us to discuss two signature programs that make connections between campus, local communities, and the broader world, forming collaborative student-citizens capable of cross-cultural problem-solving.

Keywords: community-engaged learning, interdisciplinary curriculum, study abroad

Outcomes:

1. Articulate a problem or a concern that would benefit from collaboration with offices/personnel on campus in order to increase program reach.
2. Develop/imagine a new program in their area that will include study abroad as a vital curricular component.
3. Learn about faculty-development opportunities/practices to ground interdisciplinary course and curriculum re-design.

10c Shuttters East 1 Social Loafing in Student Group Assignments: Quantitative and Qualitative Analysis

Jan Zantinga, University of Georgia

Charles Lyons, University of Georgia

Student groups may contain social loafers when completing course assignments. This study uses quantitative data to analyze this behavior and suggests instructor responses.

Keywords: group assignments, social loafing, slacking

Outcomes:

1. The participants will have quantitative data as it related to the amount of social loafing that took place in a set of sample courses.
2. The participants will have quantitative data to distinguish between different types of social loafers.
3. The participants will have seen some alternative courses of action that they may consider incorporating in their syllabus or other forms of communication.

10d Shuttters East 2 Linguistic Justice and Grade-Related Anxiety: Students' Perceptions of Grading Contracts

Tamara L. Black, University of Southern California

Survey results indicate that compared to conventionally graded students, Advanced Writing students on Grading Contracts reported significantly less grade-related anxiety and greater enjoyment and self-expression.

Keywords: grading contracts, grade anxiety, linguistic justice

Outcomes:

1. Be exposed to literature on how Grading Contracts, as a form of assessment, are beneficial to students' learning.
2. Gain insight into how to create and implement Grading Contracts in their own classrooms.
3. Understand new evidence that documents the benefits of Grading Contracts as tools for reducing students' grade-related anxiety.

10e Shuttters West 1 Facilitating Group Interaction in Any Course

Kasey L. Walker, University of Arkansas

Utilizing small group communication theory and practice can improve your students' experience and the quality of their assignments regardless of discipline.

Keywords: small group instruction, group process, learning design

Outcomes:

1. Understand the problems facing the utilization of small group/team work in the collegiate classroom.
2. Be prepared to facilitate small group/team work in the collegiate classroom utilizing a wide variety of small group communication theory and practice.
3. Take away three concrete practices to improve small group/team work in the collegiate classroom.

10f (1) Shuttters West 2 Three Keys for Cultivating Solidarity in the College Classroom

José I. Rodríguez, California State University, Long Beach

The session demonstrates how faculty members can facilitate solidarity with students by using humane messages that promote unique identities, innovative intentions, and proactive agency.

Keywords: identity, intentionality, agency

Outcomes

1. Identify the significance of identity, intentionality, and agency in diverse communities.
2. Clarify the role of identity, intentionality, and agency in supportive communication with members of distinct cultural groups.
3. Facilitate expressions of solidarity in the college classroom.

20-minute Transition
3:50 pm - 4:10 pm

Friday, 4:10 pm - 4:50 pm
Concurrent Session 8a - 8e

11a Great Room 1 Adaptation as a Way of Learning: Form, Content, and Meaning

Marc Napolitano, United States Air Force Academy

Though film adaptations are popular learning tools, getting students to consider (and engage in) the interpretive process of adaptation, and the relationship between form, content, and meaning, can enrich learning even further.

Keywords: adaptation, form and content, film versions

Outcomes:

1. Describe adaptation as an interpretive process.
2. Explain how adaptations promote new ways of thinking about the relationship between form, content, and meaning.
3. Design an activity that utilizes adaptations in a nontraditional way.

11b Great Room 2 Supporting Neurodiversity in College Classrooms: Professional and Parental Perspectives

Leslie Bayers, University of the Pacific

Discuss the power of an asset-based mindset around neurodiversity, common barriers to learning for Autistic students, and approaches to supporting the success of neurodivergent learners.

Keywords: neurodiversity, autism, inclusive teaching

Outcomes:

1. Explore an asset-based mindset around neurodiversity.
2. Discuss common barriers to learning for Autistic students in college classes.
3. Identify strategies that support the success of Autistic learners in college classes.

11c Shutters East 1 What Can “Wise Interventions” Teach Us About Equity in the Classroom?

David Gooblar, University of Iowa

Discover what social psychology research on “wise interventions” can teach us about how to pursue equity in any college classroom.

Keywords: equity, achievement gaps, social psychology

Outcomes:

1. Develop new ideas and strategies to help our classrooms become more equitable.
2. Understand wise interventions research and what it can and can’t teach us about educational inequities.
3. Reflect upon the barriers to equity in our classrooms.

11d Shutters East 2 Teach Me! Best Practices for Designing Your Distance Learning Course

John Griffith, Ph.D., Embry-Riddle Aeronautical University – Worldwide Campus

Emily Faulconer, Ph.D., Embry-Riddle Aeronautical University – Worldwide Campus

Discover effective strategies for effective distance learning course planning and design. Learn the process and tools used to teach the right content most effectively.

Keywords: online course design, online pedagogy, high-impact practice

Outcomes:

1. Describe best practices of planning a course for distance learning environments.
2. Identify and discuss tools used to determine what to emphasize in your distance learning course.
3. Identify and discuss strategies that will bring your distance learning course alive for students.

11e Shutters West 1 Fostering Teaching, Learning, and Scholarship Through Virtual Communities of Practice

Roxanne Atterholt, The Pennsylvania State University

Learn about the use of technology-mediated communities of practice as an effective setting to create collegiality and connection while fostering teaching, learning, and scholarship.

Keywords: community-building, scholarship of teaching and learning, faculty development

Outcomes:

1. Apply evidence-based practices to foster collegiality and connection among faculty in online environments.
2. Evaluate strategies for strengthening teaching practice through online communities of practice.

3. Discern how technology-mediated environments can be used to foster positive cognitive, affective, and behavioral outcomes in faculty development.

11f Shuttles West 2 What Is the Scholarship of Teaching and Learning? Seven Steps to Engage and Produce It
Milt Cox, Miami University Emeritus

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.

Keywords: SoTL, how to develop a SoTL project

Outcomes:

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

Networking Reception
5:00pm - 6:00pm The Gallery

Enjoy Dinner & Evening on Your Own

Saturday January 8, 2022
Concurrent Sessions

Saturday, 8:10 am - 8:40 am
Round-Table Discussions

(1) Asking Students “What They Believe” for Improved Engagement with Topics

Cindy Aamlid, Southwest Minnesota State University

This session will introduce the use of photovoice and preconception checks for student engagement and guidance on how to implement them.

Keywords: teaching strategy, photovoice, preconception checks

Outcomes:

1. Describe the use of instructional strategies intended to help students identify their own beliefs about topics.
2. Consider how these strategies promote student engagement and openness to new ideas.
3. Identify ways to adapt these strategies in their own teaching.

(2) Adapting the Undergraduate Capstone Experience During COVID-19: A Lesson in Resilience and Innovation

Tishra Beeson, Central Washington University

The undergraduate capstone experience engages students in the application of disciplinary studies to real-world problems. We explore adaptations and innovations in capstone experiences during the COVID-19 pandemic.

Keywords: capstone, service-learning, field experiences

Outcomes:

1. Describe changes to traditional undergraduate capstone models accelerated by the COVID-19 pandemic.
2. Identify potential adaptations, modifications, and innovations to undergraduate capstone delivery.
3. Propose diverse, flexible, and sustainable capstone experience options for undergraduate learners.

(3) A Platform to Engage Difficult Discussions: The World Café Model

Dione Taylor, Point Loma Nazarene University

Addressing sensitive or emotionally-charged topics using facilitated discussions in an amicable environment can generate determinative solutions and a sense of camaraderie among its participants.

Keywords: collaborative learning, facilitated discussions, World Café Model

Outcomes:

1. Describe problem-based learning as an interactive instructional strategy.
2. Describe strengths of collaborative learning techniques.
3. Examine use of the World Café Facilitated Discussion Model as a pedagogical method to explore problem-solving or solution-seeking.

(4) Using Emotion to Effectively Enhance Learning: Applying Cognitive Load Theory

Tannah Broman, MS, Arizona State University

Kristin Hoffner, MS, Arizona State University

Applying principles of Cognitive Load Theory, learn how course activities can be designed to elicit positive emotions that enhance, rather than impede, the learning process.

Keywords: emotion, motivation, cognitive load

Outcomes:

1. Understand the basic principles of Cognitive Load Theory.
2. Understand the role emotions play in cognitive load and learning.
3. Develop at least one effective course activity, applying Cognitive Load Theory and emotional design.

(5) Metacognition as a Theory of Instruction for Developmental College Courses

Greg Mullen, Exploring the Core, LLC

Come discuss why metacognition is the leading indicator of student success in higher education yet still not a leading theory of instruction in most classrooms.

Keywords: metacognition, change, instruction

Outcomes:

1. Understand how metacognition can serve as a primary theory of instruction to supplement traditional instructional theories.
2. Take away several examples of metacognitive teaching and learning strategies they can try in their classrooms.
3. Understand how to approach common obstacles related to challenging beliefs in traditional behaviorist and constructivist teaching practices.

(6) Sustaining or Initiating Your Faculty Learning Communities

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.

Keywords: FLCs, faculty development, sustaining FLCs

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.

20-Minute Transition

8:40 am - 9:00 am

Saturday, 9:00 am - 9:20 am

Concurrent Sessions 12a - 12f

12a Great Room 1 Eliciting Cognitive Engagement: Lessons Learned From Teaching in a Pandemic

Kelsee Hove, Drake University

Nicole Kuhl, Drake University

Enhancing student learning can be achieved by improving cognitive engagement. This session will reflect on lessons learned during the pandemic to improve approaches to engagement.

Keywords: instructional approaches, cognitive engagement, active learning

Outcomes:

1. Identify how to improve cognitive engagement in the classroom.

2. Examine a student assignment case example and how cognitive engagement was enhanced.
3. Discuss methods of student engagement in virtual and in-person learning.

12b Great Room 2 GIFs, MEMEs, Sizzle Reels and Me: Using E- Portfolios to Showcase Student's Creative Works

Carmen Saunders-Russell, California State University Northridge

Using an ePortfolio can demonstrate that a student has developed a new or deeper sense of learning complex or sensitive subject matters via innovative means.

Keywords: innovation, e-portfolios, social media

Outcomes:

1. Use GIFS, Memes, and Sizzle Reels as ePortfolio assignments to showcase technological skills.
2. Be able to describe how certain assignments can demonstrate a student's sense of learning of complex or sensitive subject matters via innovative and creative means.
3. Explain how creative ePortfolio signature assignments showcase innovation and creativity.

12c Shutters East 1 Using a Developing Story Approach to Anchor Course Concepts in Current Events

Gina Brynildsen, Sam Houston State University

This session describes using a developing story approach as an active learning technique to illustrate course concepts in news stories as they occur in real-time.

Keywords: use of developing story for instruction, current events applied to course content

Outcomes:

1. Describe the developing story approach.
2. Explain how the developing story approach supplements other active learning techniques to enhance students' ability to understand, apply, analyze, evaluate, and create.
3. Describe four ways to use the developing story approach in the classroom and their associated assessments.

12d Shutters East 2 Cross-Cultural Interactions: Developing Cultural Self-Efficacy Through Experiential Learning

Lisa Kahle-Piasecki, Heidelberg University

This presentation describes an innovative educational exercise between universities in México and the United States to enhance cultural self-efficacy and business skills.

Keywords: cross-cultural exchange, cultural self-efficacy, educational innovation

Outcomes:

1. Apply experiential learning theory to cross-cultural exercises.
2. Explore the cultural self-efficacy scale for global and diverse teams.
3. Develop an appreciation of cross-cultural classroom experiences.

12e Shutters West 1 Creating Brave Spaces for Difficult Dialogues in the Classroom

Sandy Guzman-Foster, University of the Incarnate Word, Texas

Brave spaces allows us to challenge ourselves, to get out of our comfort zone, to make mistakes, to be vulnerable, and to learn new things.

Keywords: Brave spaces, safe spaces, difficult dialogues

Outcomes:

1. Create a plan for implementing a brave space for difficult dialogues in their classroom (f2f and online).
2. Articulate why it is better to create a brave space versus a safe space for difficult dialogues in their classroom..
3. Demonstrate the differences between debate and dialogue and ensure dialogue is taking place when debate is not the intention.

12f Shutters West 2 Creating an Engaging Faculty Mentoring Program for New Full-Time College Instructors

Chris Garrett, Nevada State College

Mentoring is a critical component to retaining new faculty hires. Come and learn about models of mentoring programs in higher education.

Keywords: faculty mentoring, faculty development, faculty retention

Outcomes:

1. Identify models of mentoring faculty in higher education.
2. Explain best practices in faculty mentoring.

3. Explore the challenges of creating and starting a faculty mentoring program.

20-Minute Transition

9:20 am - 9:40 am

Saturday, 9:40 am - 10:20 am

Concurrent Sessions 13a - 13f

13a Great Room 1 Using A Storytelling Framework in Teaching a GE course

Frank Lin, California State University San Bernardino

Ying Wei, Yunnan Normal University

This presentation illustrates a storytelling framework as a pedagogical methodology in teaching a General Education course and demonstrates its efficacy in producing positive outcomes.

Keywords: storytelling, the hero's journey, digital mindset

Outcomes:

1. Develop an understanding of the storytelling framework - interdisciplinary story-driven, hero's journal approach, and growth mindset lens – as a pedagogical method for learning.
2. Use the storytelling framework to create his/her story as it's relevant to the subject of study (Global Leadership Challenge – Exploring the Digital Mindset), and
3. Assess the applicability of the presented storytelling framework to participant's discipline.

13b Great Room 2 L.A.C.E.: Teaching Post-COVID with Love, Authenticity, Courage, and Empathy

Eugenia P. Roberts, Midwestern University College of Dental Medicine Arizona

Bradley S. Roberts, Midwestern University College of Dental Medicine Arizona

Denise A. Mills, Midwestern University College of Dental Medicine Arizona

Post-COVID, love, authenticity, courage, and empathy may be beneficial in promoting the return of positive learning environments for improved faculty-student relationships and sense of belonging.

Keywords: empathy, L.A.C.E., learning environments

Outcomes:

1. Recognize that negative emotions impair learning.
2. Discover how L.A.C.E. can motivate empathy and promote the return of positive learning environments.
3. Develop strategies for using L.A.C.E. in education for improved student-faculty relationships, post-COVID pandemic.

13c Shutters East 1 Classroom Leadership Post COVID-19

Oren Hertz, Florida International University

Classroom leadership refers to the professor's engagement level with the students as well as the professor's ability to lead students to knowledge. Student reports of classroom leadership vary. What changed in classroom leadership post COVID-19?

Keywords: classroom leadership, student motivation, student engagement

Outcomes:

1. Understand what students might expect from their professors in terms of classroom leadership.
2. Explain how COVID-19 changed some aspects of classroom leadership.
3. Identify flaws in classroom leadership pre-pandemic and focus on replacing the classroom leadership flaws with best practices post-pandemic.

13d Shutters East 2 Authentic Assessment Across the Curriculum: Prevalence, Patterns, and Possibilities!

Kerry Ritchie, University of Guelph

Authentic Assessments bridge classroom material with real-world challenges. Our BSc assessment scan identified few authentic examples, but there were hidden gems! Strategies will be shared!

Keywords: authentic assessment, curricular review, evaluative judgment

Outcomes:

1. Receive a copy of the Authentic Assessment Tool (rubric) that can be used to promote critical reflection of new or existing assessments within their course.
2. Discover practical tips to overcome common barriers to authentic assessment.

3. Learn a tangible strategy to inventory and review assessments across a curriculum, which can be used to identify gaps, redundancies, and signature assessments at a program level.

13e Shutters West 1 Poverty Simulation: Results From an Interdisciplinary Study

Terry Delpier, Northern Michigan University

Lori Nelson, Northern Michigan University

Involvement in poverty simulation experiences by baccalaureate students from four disciplines will be discussed. Disciplines include nursing, education, business, and speech-language pathology.

Keywords: poverty simulation, interdisciplinary, experiential learning

Outcomes:

1. Participate in a Poverty Simulation activity.
2. Apply strategies for experiential learning to their disciplines.
3. Identify similarities and differences across disciplines in student outcomes toward the Poverty Simulation experience.

20-minute session

13f Shutters West 2 Enhancing Inclusive Learning Environments for International Students: A Cross-Cultural Exploration to Inform Best Practices

Kyung-Mee Choi, University of St. Francis

Joyce Kraus, University of St. Francis

Participants will explore strategies and practices that enhance inclusive and effective learning environments for a multicultural student body in the classroom and the field placement.

Keywords: inclusion, diversity, cultural awareness

Outcomes:

1. Understand the barriers and challenges international students face in field placements within United States.
2. Develop strategies and practices for enhancing inclusion, diversity, and cultural awareness in the classroom.
3. Create culturally competent and inclusive learning environments in the classroom and the community.

Session listings in alphabetical order by lead presenter last name.

Preconference Workshop:

Kevin Kelly, San Francisco State University

(Kevin's Bio) **Kevin Kelly teaches online courses as a Lecturer in the Department of Equity, Leadership Studies, and Instructional Technologies at San Francisco State University, where he has also served as Online Teaching and Learning Manager. He works with colleges and universities as a consultant to address distance education, educational technology, and organizational challenges.**

Online Teaching Strategies for In-Person and Flexible (Multimodal) Courses That Advance Student Learning

During emergency remote teaching, many faculty who had never taught online had to rapidly transition to that format. A large percentage of these faculty had little or no training about or chance to prepare for the pedagogical shift. Moving forward, many of us will leverage what we learned in that moment to teach online courses in new and innovative ways. Others will return to in-person courses but maintain online components, making courses better than they were previously. In this pre-conference session, Kevin Kelly, author of *Advancing Online Teaching*, will share how pedagogical insights and strategies developed for online courses can be used to augment in-person and multimodal courses. Learn how to include online approaches in your class to increase student engagement, build community, create equitable classrooms, and support student learning.

Attendees will receive a free copy of the book, *Advancing Online Teaching*.

Marina Smitherman, Dalton State College

Marina's Bio: Marina Smitherman is Chair of the Department of Life Sciences, Director of the Center for Excellence in Teaching and Learning, and a Professor of Biology at Dalton State College. With two decades of college teaching experience, Marina has specialized in Educational and Organizational Development; serving as Director of the Center for Academic Excellence, Director of the Center for Excellence in Teaching and Learning, leading faculty development in Teaching and Learning, leading High Impact

Practice, and Inclusive Excellence innovations, chairing the Georgia Consortium of Teaching and Learning Directors, and working collaboratively on scholarship with POD, CUR, and AAC&U colleagues. She has served as a University System of Georgia Leadership Fellow 2020-2022, and was the recipient of the Felton Jenkins Jr. Faculty Hall of Fame Teaching Award in 2020. She is a co-author of *Taking Flight: Making Your Teaching and Learning Center Soar* published with Stylus in June 2020.

Empowering and engaging students is unlikely when learning activities are perceived as busywork. This plenary explores clearly communicating purpose for assignments, courses, programs, and beyond.

100-word abstract

Empowering and engaging students in learning is an essential skill for educators. However, students frequently perceive the work of learning as busy work and are not motivated to complete it. “Why?” “What is the point?” “Will this help me?” “Is this important?” This frequently leads to a lack of participation, completion, or students not seeking help or support resources despite poor performance. Through this plenary, participants will explore the importance of clearly communicating purpose at every level of the higher education landscape, and use a model to develop strategies for intentionally sharing purpose for assignments, courses, and programs.

Outcomes:

1. Reflect on the importance of clearly articulating purpose to empower and engage your students.
2. Strategies for intentionally communicating purpose from assignment and course through to career for a variety of learning activities using a global model.
3. Identify opportunities for and a plan to intentionally share purpose in all avenues of higher education.

Todd Zakrajsek

Todd’s bio: Todd Zakrajsek is Associate Director of the Faculty Development Fellowship at the University of North Carolina at Chapel Hill. He was the Inaugural Director of the Faculty Center for Innovative Teaching at Central Michigan University and the founding Director of the Center for Teaching and Learning at Southern Oregon University, where he also taught in the psychology department as a tenured Associate Professor. Todd has served on many boards, including: the *Journal of Excellence in College Teaching*; *International Journal for the Scholarship of Teaching and Learning*; Higher Education Teaching Learning Portal; Technology Enriched Instruction (Microsoft); and Communicating Science in K-12 (Harvard).

Todd is the President of International Teaching Learning Cooperative, ITLC, and director of five Lilly Conferences.

A

Asking Students “What They Believe” for Improved Engagement with Topics

Cindy Aamlid, Southwest Minnesota State University

This session will introduce the use of photovoice and preconception checks for student engagement and guidance on how to implement them.

Keywords: teaching strategy, photovoice, preconception checks

Track: Instructional Strategies

This session focuses on how to help students uncover deeply held beliefs that may block their comprehension and acceptance of research-based findings on more difficult topics. We will discuss how the instructional strategies of photovoice and preconception checks allow students a chance to acknowledge their own perceptions and develop more openness to new ideas. Participants will brainstorm ideas on how to apply these methods to topics in their own teaching.

Outcomes:

1. Describe the use of instructional strategies intended to help students identify their own beliefs about topics.
2. Consider how these strategies promote student engagement and openness to new ideas.
3. Identify ways to adapt these strategies in their own teaching.

Fostering Teaching, Learning, and Scholarship Through Virtual Communities of Practice

Roxanne Atterholt, The Pennsylvania State University

Learn about the use of technology-mediated communities of practice as an effective setting to create collegiality and connection while fostering teaching, learning, and scholarship.

Keywords: community-building, scholarship of teaching and learning, faculty development

Track: Faculty Development

While many institutions offer important technical and instructional design support to faculty, a technology-mediated community of practice (CoP) can offer a sense of community, belonging, and safety while furthering one's teaching, learning, and scholarship goals. Attendees will learn about the use of technology-mediated environment as an effective setting to create collegiality and connection. Members of one virtual CoP voluntarily completed IR-approved pre and post surveys regarding their interests, experiences, motivations, expectations, and positionality. Results of these surveys, key takeaways, and a project involving a digital collective auto ethnography manuscript written for publication by CoP members will be shared.

Outcomes:

1. Apply evidence-based practices to foster collegiality and connection among faculty in online environments.
2. Evaluate strategies for strengthening teaching practice through online communities of practice.
3. Discern how technology-mediated environments can be used to foster positive cognitive, affective, and behavioral outcomes in faculty development.

B

Supporting Neurodiversity in College Classrooms: Professional and Parental Perspectives

Leslie Bayers, University of the Pacific

Discuss the power of an asset-based mindset around neurodiversity, common barriers to learning for Autistic students, and approaches to supporting the success of neurodivergent learners.

Keywords: neurodiversity, autism, inclusive teaching

Track: UDL, DEI

College campuses are increasingly neurodiverse, but low graduation rates for Autistic students point to systemic barriers to their success. Guided by the facilitator's overlapping perspectives as a university educator, faculty developer, and parent of an Autistic college student, session participants will discuss the power of an asset-based mindset around neurodiversity, common obstacles to learning for college students on the spectrum, and tangible steps instructors can take to support the success of Autistic learners. The inclusive teaching strategies we enact with neurodivergent students in mind will help us better welcome and reach the wide variety of learners in our classes.

Outcomes:

1. Explore an asset-based mindset around neurodiversity.
2. Discuss common barriers to learning for Autistic students in college classes.
3. Identify strategies that support the success of Autistic learners in college classes.

Mindful Assessment to Support Equitable Learning

Leslie Bayers, University of the Pacific

Eileen Kogl Camfield, University of California- Merced

Conventional assessment can feel transactional, exclusionary, stressful, and "mindless." Come explore how mindful assessment disrupts inherited practices to honor presence, process, and equity in learning.

Keywords: mindful assessment to support equitable learning

Track: Assessment

Conventional assessment practices can feel transactional, exclusionary, stressful, and "mindless." As we welcome an ever-more diverse student body to our campuses and continue to navigate global disruption, higher ed assessment must evolve to support equitable and transformational learning. Participants in this session will interactively explore approaches that intentionally disrupt inherited assessment practices and support a more integrated learning experience. By honoring presence and process, mindful assessment uses inquiry to make visible a "missing middle" between predetermined learning outcomes and students' projected performance. Mindful assessment helps us craft meaningful learning goals, maintain authentic standards, and cultivate flexibility around demonstrations of learning.

Outcomes:

1. Critically reflect on their attitudes toward assessment and experiences with "mindless" assessment practices.
2. Consider how mindful assessment helps us craft meaningful learning goals, maintain authentic standards, and cultivate flexibility around demonstrations of learning.
3. Explore inquiry-based assessment practices that support presence, process, and equity in learning.

Incorporating Research as a Teaching Practice in an Online Database Management Course

Benjamin J. Becerra, California State University, San Bernardino

This study utilized a Peer Research Consultant to facilitate incorporating research into an online flipped database management for business course. Check out the poster!

Keywords: peer feedback, research in teaching, online course

Track: Course/Curriculum (Re)Design

Research with faculty members has been cited as a high-impact practice; however, not all students obtain research experiences. This study utilized a Peer Research Consultant to facilitate incorporating research into an online flipped database management for business course for 16 weeks. Students were taught to approach a database management issue from a research-based lens to complete a cumulative project. Lessons learned, experiences of students and Peer Research Consultant, and post-course survey assessment results will be presented. Preliminary results suggest that some students have increased engagement with the peer consultant and expressed interest in performing research outside of the course.

Outcomes:

1. Describe how research was incorporated into a fully-online course.
2. Elaborate on application and experiences of Peer Research Consultant.
3. Discuss potential applications and adaptations of this study for other courses.

Adapting the Undergraduate Capstone Experience During COVID-19: A Lesson in Resilience and Innovation

Tishra Beeson, Central Washington University

The undergraduate capstone experience engages students in the application of disciplinary studies to real-world problems. We explore adaptations and innovations in capstone experiences during the COVID-19 pandemic.

Keywords: capstone, service learning, field experiences

Track: Resiliency

The undergraduate capstone experience is an opportunity for students to apply their disciplinary studies to real-world problems. This is particularly critical in health professions training programs where students are required to complete internships, practica, or fieldwork in order to gain hands-on experience. The COVID-19 pandemic constrained the traditional capstone model due to closures of internship sites during local government stay-at-home orders or field placements declining to accept in-person student placements. This roundtable session explores successful modifications to the undergraduate capstone experience including faculty-led research opportunities, academic service learning (ASL) experiences, and modified internship experiences through remote options.

Outcomes:

1. Describe changes to traditional undergraduate capstone models accelerated by the COVID-19 pandemic.
2. Identify potential adaptations, modifications, and innovations to undergraduate capstone delivery.
3. Propose diverse, flexible, and sustainable capstone experience options for undergraduate learners.

Online Teaching: The Balancing Act of Synchronous and Asynchronous Delivery

David Betancourt, Cerritos College

This session will provide an opportunity to reflect on the benefits of synchronous and asynchronous teaching while also compiling best practices. Optimum balance between the two methods will be explored.

Keywords: online teaching: the balancing act of synchronous and asynchronous delivery

Track: Instructional Strategies

Synchronous and asynchronous delivery have benefits and challenges. This session will provide an opportunity to reflect on the benefits and challenges of each delivery method while also compiling best practices. Time will be dedicated to searching out the optimum balance between the two methods that empowers faculty with the ability to best serve student needs in a virtual platform.

Outcomes:

1. Identify synchronous and asynchronous delivery models.
2. Identify benefits and challenges of synchronous and asynchronous delivery models.
3. Develop a plan to implement a teaching strategy based on a synchronous or asynchronous delivery practice.

Lessons from a Faculty Development Workshop for Mathematics Instructors

Roxanne Binkerhoff, Utah Valley University

Becky Connelly, Salt Lake Community College

Faculty development programs change attitudes and beliefs of faculty when crafted well. The mindset of the incoming faculty is paramount to creating change.

Keywords: professional development, learning strategies, student success

Track: Faculty Development

A faculty-led initiative led to a well-crafted development workshop for mathematics instructors. The workshop goals were to: 1) increase the willingness of faculty to adopt student success strategies, 2) increase faculty knowledge of successful pedagogies, and 3) provide a structure for the implementation of such strategies and pedagogies. Faculty beliefs and attitudes were surveyed throughout the workshop. It was found that many factors drive participation in faculty development, but faculty mindset regarding teaching was particularly important. Mindset and creating a space to change mindset will be discussed.

Outcomes:

1. Describe a well-crafted faculty development workshop.
2. Discuss and promote growth mindset in faculty.
3. Construct ideas for developing growth mindset in faculty.

Linguistic Justice and Grade-Related Anxiety: Students' Perceptions of Grading Contracts

Tamara L. Black, University of Southern California

Survey results indicate that compared to conventionally graded students, Advanced Writing students on Grading Contracts reported significantly less grade-related anxiety and greater enjoyment and self-expression.

Keywords: grading contracts, grade anxiety, linguistic justice

Track: Assessment

In composition courses, Grading Contracts (GCs) shift the emphasis away from performance standards that perpetuate white language supremacy and towards assigning grades based on students' effort and engagement. Building on these benefits, I present new evidence that GCs also significantly reduce students' anxiety surrounding grades. In Spring 2021, GCs were adopted in 25 sections of Advanced Writing. To understand students' experiences in contract-graded versus conventionally graded courses, we surveyed 322 students about their satisfaction with and learning experience in this course. Compared to conventionally graded students, GC students reported significantly less grade-related anxiety and greater enjoyment and self-expression.

Outcomes:

1. Be exposed to literature on how Grading Contracts, as a form of assessment, are beneficial to students' learning.
2. Gain insight into how to create and implement Grading Contracts in their own classrooms.
3. Understand new evidence that documents the benefits of Grading Contracts as tools for reducing students' grade-related anxiety.

Instructional Strategies for Supporting Student Learning of Graphical Design Skills

Gail M. Bornhorst, University of California, Davis

Davis Jennifer Mullin, University of California, Davis

Student learning of graphical design skills was supported through open-ended design projects for students with varying background knowledge and spatial visualization skills.

Keywords: spatial visualization, graphical design, open-ended design

Track: Instructional Strategies

This work aimed to support student learning of graphical design skills in an introductory engineering course. The Purdue Spatial Visualization Test: Visualization of Rotations (PVST:R) was utilized to assess spatial visualization skills before and after the course, where students learned Computer-Aided Design (CAD). Open-ended, CAD design projects were utilized to engage students with a wide range of backgrounds. Student PVST:R pre-test scores correlated with complexity on their first project. Open-ended design projects allowed students to remain engaged while developing designs within their skill level. This information will allow for optimization of course activities through a student-centered approach.

Outcomes

1. Describe the use of the Purdue Spatial Visualization Test: Visualization of Rotations (PVST:R) in assessment of student spatial visualization skills.
2. Compare the complexity of open-ended design projects for students with varying levels of spatial visualizations skills.
3. Explain the utility of open-ended design projects in development of engaging graphical design curriculum for students with a range of spatial visualization skills.

We Long to Belong: Creating Classroom Community for Better Student Engagement

Eric Boyer, Saint Martin's University

We long to belong, and a sense of belonging in the classroom can translate into better outcomes, both social and academic. Come learn some effective strategies to create this environment in your classroom.

Keywords: belonging, discussion, community

Track: Classroom Community/Culture

We can build community in our classrooms. An increase in college students feeling more anxious, depressed, isolated and overwhelmed is apparent, and universities are recognizing that students' experiences beyond the academic and extracurricular need to be considered and addressed. Where to start? Inside the classroom. Strategies for activating prior knowledge, engaging in authentic group discussion, and reflective journaling will be described and explored. Ways in which each of these constructs can be successfully designed for any content area will be presented as well.

Outcomes:

1. Feel confident in creating a sense of belonging in their classroom.
2. Recognize the relationship between activation of prior knowledge, group discussion and reflective journaling to community building.
3. Develop strategies of engagement specific to their content area.

Using a Developing Story Approach to Anchor Course Concepts in Current Events

Gina Brynildsen, Sam Houston State University

This session describes using a developing story approach as an active learning technique to illustrate course concepts in news stories as they occur in real-time.

Keywords: developing story technique, promote critical thinking, assess the use of developing story

Track: Instructional Strategies

We present a developing story approach as an active learning technique to illustrate course concepts in news stories as they occur in real-time. This approach extends beyond a discussion of current events by following a story as it unfolds and analyzing it regularly through the lens of different course concepts and with different active learning techniques. We believe this approach helps students understand how to apply course concepts to a dynamic business landscape, engage with current topics, identify trends that will continue to affect them after graduation, and retain course knowledge by creating an interesting and relevant narrative.

Outcomes:

1. Describe the developing story approach.
2. Explain how the developing story approach supplements other active learning techniques to enhance students' ability to understand, apply, analyze, evaluate, and create.
3. Describe four ways to use the developing story approach in the classroom and their associated assessments.

Using Emotion to Effectively Enhance Learning: Applying Cognitive Load Theory

Tannah Broman, MS, Arizona State University

Kristin Hoffner, MS, Arizona State University

Applying principles of Cognitive Load Theory, learn how course activities can be designed to elicit positive emotions that enhance, rather than impede, the learning process.

Keywords: emotion, motivation, cognitive load

Track: Educational Theory/Pedagogy

Cognitive Load Theory states that the working memory load we place on learners may be either intrinsic (productive) or extraneous (unproductive). Recently, this concept has applied to the role of emotion in learning. Thus, emotion may either enhance the learning process (i.e., serve as intrinsic load) or impede that process (i.e., serve as extraneous load). Understanding this theory can help us design activities that facilitate learning through elicitation of pleasurable and motivating emotions. This roundtable will discuss 2-3 ways we have applied these concepts to our own courses and allow participants to actively brainstorm other ideas for application.

Outcomes:

1. Understand the basic principles of Cognitive Load Theory.
2. Understand the role emotions play in cognitive load and learning.
3. Develop at least one effective course activity, applying Cognitive Load Theory and emotional design.

C

Overcoming Student Resistance to Challenging Material: The Power of Literary Learning Circles

Sean Camp, Utah State University

Jen Evers, Utah State University

Engaging reluctant students on high-resistance course material is a challenging task for educators. A newly-adapted approach proved extremely effective at overcoming student reluctance. Join us!

Keywords: high resistance, learning circle, student engagement

Track: Instructional Strategies

Presenters will share their success developing and implementing an innovative small group, literary learning circle experience in a graduate level Social Policy course. This unique teaching strategy is grounded in English literature, but was adapted specifically to improve student engagement with challenging course material in a high-resistance topic area. Based on preliminary data from a formal and comprehensive evaluation of students' experience with this pedagogical approach, the learning circle strategy was exceptionally popular with students and extremely effective in increasing student engagement with—and understanding of—critical but previously unpopular course material.

Outcomes:

1. Learn about a unique approach to overcoming student resistance to challenging course material.
2. Recognize the applicability of learning circles to a variety of course content areas.
3. Brainstorm and strategize for using this approach in future courses to overcome student reluctance.

Improving Teaching: Reflections of High School and Community College Faculty

Gabrielle Carmona, Utah Valley University

Brynn Wallentine, Utah Valley University

Anton O. Tolman, Utah Valley University

Promoting faculty metacognition is essential to student learning. Come learn about the attitudes and thoughts of high school and community college faculty on their teaching.

Keywords: metacognition, engaged teaching, faculty development

Track: Classroom Community/Culture

Encouraging student metacognitive development is essential for student learning and skill acquisition. Faculty metacognition regarding their teaching strategies is central to creating the classroom environment that fosters this development. This poster reports qualitative results from a Spring 2021 study asking high school teachers and community college instructors to reflect on their strengths and weaknesses with regard to the use of engaged teaching strategies, including intentional teaching of metacognitive skills to students. High school teachers' attitudes and responses are compared with those of community college faculty teaching first-year courses and implications for student academic success and retention are explored.

Outcomes:

1. Explain the importance of metacognitive teaching to improve student learning opportunities in the classroom.
2. Describe practical metacognitive scales that can be used to promote faculty metacognition and encourage adoption of engaged teaching strategies.
3. Compare and contrast the motivation and self-evaluations of high school and community college teachers and the implications for student academic success and retention in college.

Reflection to Action: Strategies for Teaching Compassion and Civic Engagement

Leah Chambers, Clarion University

Rich Lane, Clarion University

The session provides an opportunity to interact with the practical underpinnings of service-learning and learn about strategies to equip students to live civic-minded, compassionate lives.

Keywords: service-learning, reflection, civic engagement

Track: Educational Theory/Pedagogy

This session is an opportunity to further develop understanding of service-learning as a “high-impact practice.” We will share our experience in incorporating service-learning as a way to retain and motivate students and also to equip them to live civic-minded and compassionate lives. We will model strategies for preparing students for community engagement, including the use of reflective “location” assignments, action research, and journals, and demonstrate how to scaffold this work from the first year through the senior year. Participants will collaborate on ways to build service-learning components into courses across disciplines.

Outcomes:

1. Be able to more deeply define “service-learning” and how this practice works to develop compassion and civic-mindedness in students.
2. Be able to identify some of their “locations”—the experiences and assumptions that shape their teaching and worldviews, and reflect on how they impact their teaching through sharing and discussion.
3. Be able to articulate a process for developing impactful service projects for students at a variety of levels.

Building Engagement in the Classroom: Acknowledging Psychological Distress and Coping Strategies of Students Amid COVID-19

Kyung-Mee Choi, University of St. Francis

Dan Knapp, University of St. Francis

This session examines how faculty builds engagement in the classroom through acknowledging psychological distress and coping strategies of students amid COVID-19.

Keywords: engagement, psychological distress, coping strategies

Track: UDL/DEI

Students experience high levels of stress in demanding coursework, financial burden (Vungkhanching, Tonsing, & Tonsing, 2017), and role strain (Home, 1997). Their stressful situation makes them become academically challenged in facing COVID-19 and would affect their motivation to be engaged in the classroom and their academic accomplishments. It would be more challenging for multicultural students to deal with stress and build engagement in the classroom. Presenters will share practices and strategies for enhancing inclusion, engagement, a sense of belonging in the classroom by evaluating data from the quantitative research on students' experience of psychological distress and coping strategies during this pandemic.

Outcomes:

1. Define psychological distress and coping strategies of students amid COVID-19.
2. Demonstrate knowledge of how COVID-19 affects psychological distress of students and how they use coping strategies to deal with distress across cultures.
3. Develop teaching strategies aimed at inclusion, engagement and positive coping methods, and support systems for dealing with distress of students.

Enhancing Inclusive Learning Environments for International Students: A Cross-Cultural Exploration to Inform Best Practices

Kyung-Mee Choi, University of St. Francis

Joyce Kraus, University of St. Francis

Participants will explore strategies and practices that enhance inclusive and effective learning environments for a multicultural student body in the classroom and the field placement.

Keywords: inclusion, diversity, cultural awareness

Track: UDL/DEI

International students are generally expected to fit into the curriculum designed for domestic students (Rai, 2004), which is often rooted in western values and teaching styles (Battaglia et al., 2018). International students' experiences in their field placements may challenge the beliefs and values of their home countries (Magnus, 2009). Presenters will share cross-cultural strategies for enhancing international students' educational experiences; identify the need for better orienting faculty to the needs and strengths of international students; and develop practices that improve inclusion, diversity, and cultural awareness in the classroom by evaluating data from the qualitative research on international students' internship experiences.

Outcomes:

1. Understand the barriers and challenges international students face in field placements within the United States.
2. Develop strategies and practices for enhancing inclusion, diversity, and cultural awareness in the classroom.
3. Create culturally competent and inclusive learning environments in the classroom and the community.

Expanding Your Technology Toolbox: Innovations for Collaborative and Active Learning

Angela Clauson, Belmont University

Cathey Norton, Belmont University

Our team will discuss the various innovative technologies utilized to improve collaborative and active learning in order for students to deepen their understanding of content.

Keywords: collaborative learning, teaching technologies, remote learning

Track: Teaching Online

Our team of faculty members have content areas that range from music to science, and we supported each other as we discovered and explored different technologies to promote collaborative and active learning in various types of online courses. Each of the tools discussed allow learners to engage in ways that deepened their understanding and enriched the online teaching experience. We discuss classroom activities utilizing innovative technology that will easily transfer to a variety of content areas and teaching modalities (in person and online) to collaboratively engage students and promote critical thinking.

Outcomes:

1. Discuss aspects of various innovative technologies.
2. Recognize the utility of various technologies to increase collaborative and active learning.
3. Plan an activity utilizing an innovative technology in a current course.

Centering Identity: An Inclusive Teaching Course for Community College STEM Faculty

Ann Conway, Des Moines Area Community College

The Inclusive STEM Teaching course advances instructor's awareness and ability to cultivate inclusive learning environments. Learn how this course has engaged faculty across the nation.

Keywords: The Inclusive Teaching in STEM Project, sense of belonging, inclusive teaching, community colleges

Tracks: UDL/DEI

Becoming an inclusive community college educator requires an understanding of the challenges community college learners face and how instructors can actively support them, as well as engagement in reflection upon one's own identity and socialization to build empathy and enhance one's connection, awareness, and sensitivity to student experiences. The Inclusive STEM Teaching course advances the awareness, self-efficacy, and ability of instructors to cultivate inclusive learning environments for all their students. The online, asynchronous course is coupled with local in-person learning communities led by project-trained facilitators. Two runs have engaged more than 2,500 current and future STEM faculty, with more than 100 community college participants, and several learning communities.

Outcomes:

1. Learn about the Inclusive STEM Teaching Project and how it is designed for community college faculty.
2. See some of the activities of the course that can advance inclusive teaching practice.
3. Learn about the Facilitator's Training and Guide for this project.

Stop Stressing Your Mind: A Mindfulness Intervention

Pamela Cook, Bloomsburg University

Rebecca Toothaker, Bloomsburg University

The purpose of this presentation is to introduce the practice of mindfulness and benefits of decreasing stress and burnout in students.

Keywords: mindfulness, stress, coping

Track: Resiliency

Mindfulness meditation has shown to have a positive impact on nurses' and nursing students' stress, anxiety, depression, burnout, sense of well-being and empathy (van der Riet et al., 2018). The purpose of this study was to introduce the practice of mindfulness in decreasing stress levels in order to prepare nursing students to deliver quality, effective, and safe nursing care. Each student participated in eight, thirty minute, sessions of instructed mindfulness. A pre-test post-test design using Cohen's Perceived Stress Scale and Mindful Attention Awareness Scale was administered to the students. The results will be shared which shows the use of mindfulness.

Outcomes:

1. Apply concepts of mindfulness to enhance stress reduction in students.
2. Explore the concepts of meditation as a viable option for reducing burnout in college-age students.
3. Apply innovative teaching strategies to enhance resiliency in college-age students.

Sustaining or Initiating Your Faculty Learning Communities

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.

Keywords: FLCs, faculty development, sustaining FLCs

Track: Faculty Development

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

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.

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

Milt Cox, Miami University Emeritus

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.

Keywords: SoTL, how to develop a SoTL project

Track: Faculty Development

There is a growing discipline in higher education that features the scholarship of teaching and learning (SoTL). The presenter of this session has been an editor-in-chief of a journal that publishes SoTL. He will define and discuss the ongoing cycle of scholarly teaching and the scholarship of teaching and learning. In addition, participants will discuss seven steps that can transform a teaching, learning, or institutional problem or opportunity into SoTL.

Outcomes:

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

D

Egalitarian Engagement: Promoting an Equal Opportunity for Every Student to Be Heard, Learn and Participate in Class

Devi Davis Strong, Arizona State University

Strategies and activities to engage students from all backgrounds. Invite students into an egalitarian class experience. Inclusive approaches that teach soft skills, content and value of class member.

Keywords: engagement, discussion, pedagogy

Track: Educational Theory/Pedagogy

Hands on strategies-based workshop designed to engage all students during class. The challenge of engaging students is twofold—getting students to participate, and then managing interactions effectively, particularly so that all class members are included. The focus of Egalitarian Engagement is, via a variety of approaches and strategies, to include all students in an egalitarian class experience that teaches more than content. Egalitarian Engagement reinforces the value of each student by distributing participation opportunities and welcoming contributions from all. Thoughtfully including every class member is an inclusive approach that teaches soft skills in addition to content as students listen to one another, prepare for class, participate, and respect different perspectives as part of the learning process.

Outcomes:

1. Cultivate additional strategies to manage classroom interaction and discussion.
2. Analyze class engagement benefits and obstacles.
3. Explain the barriers some groups have to classroom participation.

Poverty Simulation: Results From An Interdisciplinary Study

Terry Delpier, Northern Michigan University

Lori Nelson, Northern Michigan University

Involvement in poverty simulation experiences by baccalaureate students from four disciplines will be discussed. Disciplines include nursing, education, business, and speech-language pathology.

Keywords: poverty simulation, interdisciplinary, experiential learning

Track: Instructional Strategies

Poverty is a significant issue in the United States and negative attitudes of service providers have been found to have an adverse impact on both practice and policy. Faculty teaching preservice students are motivated to positively influence student attitudes regarding poverty. Changing attitudes is difficult and not often achieved through traditional teaching methods, but change can be encouraged through experiential learning followed by reflection. This presentation will share our experiences and findings from developing and using the Poverty Simulation (Missouri Association for Community Action, n.d.) with undergraduate students from nursing, education, business, and speech-language pathology.

Outcomes:

1. Participate in a Poverty Simulation activity.
2. Apply strategies for experiential learning to their disciplines.
3. Identify similarities and differences across disciplines in student outcomes toward the Poverty Simulation experience.

Increasing Student Engagement and Productivity Through Brain Breaks

Marcela de Souza, St. Martin's University

Academic performance improves when students are engaged. Brain breaks are essential for students to remain alert for learning. Come and learn about tried-and-tested brain breaks!

Keywords: brain breaks, student engagement, teacher effectiveness

Track: Classroom Community/Culture

When students are engaged in the classroom, academic performance improves. When the lesson is relevant and the information can be applied in the future, students are more likely to engage. However, research has shown that after 45 minutes of instruction, students' ability to process new information starts to diminish, especially when students are young. Therefore, it is important to allow the brain a break from instruction to relieve stress and refresh the mind. During this interactive presentation, participants will learn different types of active and stimulating brain breaks that can be adapted for all grade levels and content areas.

Outcomes:

1. Recognize the critical connection between brain breaks and academic performance.
2. Explain the benefits of brain breaks for teacher/instructor and students alike.
3. Implement a variety of classroom-ready instructional ideas to incorporate brain breaks in the classroom.

A Low-Cost/High-Impact Approach to Increasing Inclusive Teaching on Your Campus

Casey Dexter, Berry College

This scalable, low-cost, high-quality approach has the potential to dramatically transform an institution's approach to creating diverse and inclusive learning environments for its students.

Keywords: inclusive teaching, faculty development, course design

Track: UDL/DEI

An increasingly diverse student and faculty body necessitates greater introspection with respect to the importance of social identities in and out of the classroom across our campuses. What are some steps faculty members (or centers) can take to facilitate sustained dialogue and pedagogical growth with respect to inclusive teaching? This presentation will describe a faculty cohort approach utilizing a blend of asynchronous, instructor-paced online coursework and synchronous cohort meetings to help faculty learn more about inclusive course design. Strategies for recruitment, program fidelity, and data collection will also be discussed.

Outcomes:

1. Experience a brief overview of the inclusive teaching coursework.
2. Discuss campus recruitment/program fidelity strategies.
3. Discuss data collection efforts to demonstrate impact.

Supporting Students to Become Expert Learners with Universal Design for Learning

Jeni Dulek, Pacific University

To support students to become expert learners, engaging, flexible, and supportive learning environments are necessary. Universal Design for Learning provides strategies for creating these environments.

Keywords: Universal Design for Learning, expert learners, course redesign

Track: UDL/DEI

Universal Design for Learning (UDL) defines expert learners as learners who are resourceful and knowledgeable, strategic and goal-directed, and purposeful and motivated (Meyer et al., 2014). To achieve this, learning environments must be engaging, flexible, and supportive. The UDL framework provides strategies and concepts that can be used to design such environments, thereby supporting students in becoming expert learners. Guided by the literature and personal experience implementing the UDL framework during the redesign of a graduate-level online course, the presenter will describe relevant UDL strategies, and will share student and instructor perspectives on the redesigned course and resulting learning experience.

Outcomes:

1. Describe the Universal Design for Learning (UDL) framework.
2. Identify possible changes to online or blended courses that align with the UDL framework.
3. Assert the benefits of using UDL in online course design and delivery to support expert learning.

Integrative Interdisciplinary Teaching – A Synergistic Approach

Hon-Vu Q. Duong, Nevada State College

Nina Marcellus, Nevada State College

To share experience integrating the expertise of two faculty from different disciplines to give our students a multi-layer approach to current healthcare issues.

Keywords: interdisciplinary teaching, integrative collaboration, nursing education

Track: Instructional Strategies

The purpose of this presentation is to share our experience in integrating the expertise of two faculty from different disciplines to give our students a multi-layer approach to one specific course: Pathophysiology (NURS 337). Interdisciplinary teaching requires a proactive approach in which the educators support students in viewing complex healthcare issues through global frameworks. The most challenging part of interdisciplinary instruction is transitioning beyond conventional lectures and shifting teaching techniques to disseminate concepts to fit a multi-discipline approach. Our goal is to give our students a holistic and global perspective on 21st-century healthcare.

Outcomes:

1. Describe the process of integrative interdisciplinary teaching.
2. Understand how to implement team teaching techniques in disseminating complex concepts.
3. Pitfalls to avoid when designing a course for team teaching.

F

Cognitive Load in Asynchronous Discussions in a Fully Online Course

Emily Faulconer, Embry-Riddle Aeronautical University

Cognitive load in asynchronous discussions is explored through five discrete tasks: understanding expectations, crafting the first post, reading posts, creating reply posts, and integrating feedback.

Keywords: cognitive load, online learning, asynchronous

Track: Teaching Online

Online discussions are a key component of online courses because of the ability to nurture community, provide formative feedback, and establish a learning community. This session explores student-reported cognitive load (mental demand, temporal demand, performance, effort, and frustration) for five discrete tasks related to engaging in an asynchronous online discussion in an undergraduate course. Once we understand the sources of cognitive load, we can design targeted interventions to reduce cognitive load. High intrinsic and extraneous cognitive load has been correlated to attrition, student satisfaction, and academic performance in online courses.

Outcomes:

1. Identify discrete tasks students complete in engaging in asynchronous online discussions.
2. Describe student-reported sources of cognitive load in asynchronous online discussions.
3. Discuss implications of cognitive load on students.

Honors Students and Public Engagement Projects

Jocelyn Frelier, Texas A&M University

We are often tasked with devising innovative assessment for honors students. Project-based learning for a public audience enhances their motivation and leads to original deliverables.

Keywords: honors students, public engagement, project-based learning

Track: Instructional Strategies

At Texas A&M, faculty are expected to deliver honors students an “enriched” course, with a “deeper and/or more complex” experience, but cannot assign honors students more work than their non-honors classmates. In response to this quandary, I developed a project-based learning group assignment for my class of 65 students. (That’s right, a 65-person project.) The students produced a “digital deliverable” for a public audience; this kind of assessment has been shown to enhance student motivation. The 7 honors students in the course served as leaders. The results were astounding. My presentation will also address using these instructional strategies in your classroom if you do not have honors students; project-based learning is for everyone!

Outcomes:

1. Describe project-based learning.
2. Connect project-based learning and public engagement to student engagement.
3. Outline how project-based learning could work in their classrooms.

G

Creating an Engaging Faculty Mentoring Program for New Full-Time College Instructors

Chris Garrett, Nevada State College

Mentoring is a critical component to retaining new faculty hires. Come and learn about models of mentoring programs in higher education.

Keywords: faculty mentoring, faculty development, faculty retention

Track: Faculty Development

There are significant investments of time and money in recruiting and hiring new full-time faculty. After hiring, the work of retaining faculty has been identified as a key element for increasing minority and ethnic faculty representation, and mentoring has been found to be especially beneficial. In addition to identifying models and best practices, this presentation will share how we have

designed our faculty mentoring program at Nevada State College, one of the fastest-growing public colleges in the USA. As a consequence of that accelerated growth, Nevada State increased the number of full-time faculty by 50% over the past five years.

Outcomes:

1. Identify models of mentoring faculty in higher education.
2. Explain best practices in faculty mentoring.
3. Explore the challenges of creating and starting a faculty mentoring program.

“Cup Stack Game”: An Experiential Activity to Teach Teamwork

Ranjan George, Fresno Pacific University

This proposal is a presentation of an experiential activity to engage students to appreciate the concept of teamwork.

Keywords: teamwork, experiential learning, pedagogical approaches

Track: Instructional Strategies/Gaming

Teamwork is an important topic of discussion in the business curriculum. The teaching and learning of this concept can be enriched using experiential learning games. This proposal involves the demonstration of a classroom activity referred to as the “cup stack game.” This fun-filled activity/game takes 25-30 minutes of class time and 15-20 minutes of discussion time enabling students to gain a greater appreciation of the application and significance of teamwork in addition to how it can be applied and managed in an organization.

Outcomes:

1. Appreciate how undergraduate business students would value experiential learning as an alternative to reading and rote learning of the concept of teamwork.
2. Synthesize the study of the concept and theory relating to teamwork using the experiential learning methodology.
3. Gain insights to enable students to achieve a higher learning experience on teamwork.

Using Film Media Video Case Study Approach to Teaching Motivation

Ranjan George, Fresno Pacific University

In this session, the presenter is providing an innovative video case study approach to learning and applying motivation concepts.

Keywords: innovative pedagogical approaches, case study method

Track: Instructional Strategies

Motivation at work is an important topic in business. However, the mundaneness of discussing numerous motivation concepts and theories dulls interaction with students, often leading to the instructor losing the enthusiasm to teach. This proposal presents the use of a movie depicting the true story of how an individual’s motivation to succeed leads to his rising to a top management position. Once students watch the movie they are encouraged to better relate motivation at work to real-life situations. It also enables them to gain a greater appreciation of the application of motivation concepts in their academic and personal life.

Outcomes:

1. Appreciate how undergraduate business students would value visual learning as an alternative to reading and rote learning of motivation theories.
2. Synthesize the study of motivation concepts and theories using a movie as an innovative teaching methodology.
3. Gain insights to enable students to achieve a higher learning experience of the study of motivation at work.

Emergence of Undergraduate Programs Awarding a Pre-PA Degree

Lindsay Gietzen, Oakland University

Pre-PA bachelor’s degree program was designed to include the natural and psychosocial sciences and seminar courses that address PA professional trends, resources, and graduate preparation.

Keywords: curriculum design, new major, prerequisite coursework

Track: Curriculum/Course (Re)Design

With the increased national recognition of the PA profession, undergraduate advisors are seeing an influx of students interested in undergraduate experiences to prepare them for the rigor of graduate PA programs and the recent emergence of undergraduate programs that award a Bachelor’s degree in Pre-PA coursework. A Pre-PA curriculum that confers a bachelor’s degree was designed to include both the natural and psychosocial sciences and seminar courses that address history and trends in the PA profession, entry-level placement for healthcare experience, community service, commitment to professional organizations, reflection on academic and professional development, and student mental health.

Objectives:

1. Compare Pre-PA program requirements with AAPA recognized prerequisites for PA graduate programs.
2. Describe an educational innovation that combines the natural and psychosocial sciences to prepare students for the rigor of graduate PA education.

3. Prepare students for entry into graduate PA programs by introducing them to PA trends and culture prior to matriculation.

What Can “Wise Interventions” Teach Us About Equity in the Classroom?

David Gooblar, University of Iowa

Discover what social psychology research on “wise interventions” can teach us about how to pursue equity in any college classroom.

Keywords: equity, achievement gaps, social psychology

Track: UDL/DEI

Narrowing achievement gaps between privileged and disadvantaged students is at the forefront of many instructors’ minds. In this interactive session, participants will consider evidence from an exciting area of psychology scholarship: wise interventions. Wise interventions, many of which take aim at the problem of achievement gaps, are considered wise because they are seemingly simple interventions that produce outsize effects. In looking for scalable, affordable ways to tackle long-standing educational inequalities, this research also offers instructors strategies to combat these inequalities within individual classrooms. Participants will take lessons from this research to help build a pedagogy designed to produce equitable outcomes.

Outcomes:

1. Develop new ideas and strategies to help our classrooms become more equitable.
2. Understand wise interventions research and what it can and can’t teach us about educational inequities.
3. Reflect upon the barriers to equity in our classrooms.

Preparing Students for Change: Addressing Student Resistance Through Graduate Advising

Michelle D. Gorenberg, Widener University

Jeni Dulek, Pacific University

This presentation describes an advising program informed by the Integrated Model of Student Resistance to help students navigate the changes inherent in transitioning to graduate studies.

Keywords: advising, student resistance, graduate students

Track: Resiliency

Students face opportunities for change as they transition to graduate studies. New expectations and ways of learning may leave students feeling ill-prepared, overwhelmed, and unmotivated to change, resulting in behaviors suggestive of resistance. Informed by emerging best-practices for student advising and Tolman and Kremling’s (2017) Integrated Model of Student Resistance (IMSR), a group advising program was developed and implemented to address potential barriers to students’ success and prepare students for these necessary changes. This presentation will describe the IMSR and how it informed the program. Participants will be encouraged to draw connections to their own teaching and/or advising practices.

Outcomes:

1. Discuss how Tolman and Kremling’s Integrated Model of Student Resistance (IMSR) offers insight into student behaviors that impact student learning and growth.
2. Discuss the application of the IMSR to inform development, implementation and outcomes of a learner-centered group advising experience for graduate students.
3. Propose potential applications of the IMSR for their own teaching and/or advising practices.

Show Me! Best Practices for Videos in Distance Learning Classes

John Griffith, Ph.D., Embry-Riddle Aeronautical University – Worldwide Campus

Emily Faulconer, Ph.D., Embry-Riddle Aeronautical University – Worldwide Campus

Best practices for infusing videos at key points in your course to support effective learning. Discover effective strategies for course video use, length, and design.

Keywords: high-impact practice, distance learning videos, instructor presence

Track: Course/ Curriculum (Re)Design

Instructor presence is a key factor in student success in distance learning environments. Technological improvements in distance learning tools such as Zoom and Canvas provide the opportunity to place videos in our classes. Course videos can explain why a general education course is important or demonstrate key concepts within a course to support student success. Previous research provides effective design and use strategies we can use to create effective videos. Previous research indicates a favorable student response to the use of videos in helping them understand key course concepts or how a course fits in a degree program.

Outcomes:

1. Describe best practices of infusing videos in distance learning environments.
2. Identify and discuss where to place effective videos in your course.
3. Identify software platforms and practical lessons on how to make an effective video

Teach Me! Best Practices for Designing Your Distance Learning Course

John Griffith, Ph.D., Embry-Riddle Aeronautical University – Worldwide Campus

Emily Faulconer, Ph.D., Embry-Riddle Aeronautical University – Worldwide Campus

Discover effective strategies for effective distance learning course planning and design. Learn the process and tools used to teach the right content most effectively.

Keywords: online course design, online pedagogy, high impact practices

Track: Teaching Online

Learn key steps and best practices for planning and designing a distance learning course. Effective teaching begins in the course development phase! From adult teaching and learning theory to tools such as using a fishbowl approach involving degree program shareholders determining what their students need, effective planning and design steps help create meaningful courses. Previous research indicates that an organized approach to course development can make learning more effective for students. Case studies, video demonstrations, mini projects, and online discussion have proved to be most effective. Course structure should feature a consistent design and with application focused online content.

Outcomes:

1. Describe best practices of planning a course for distance learning environments.
2. Identify and discuss tools used to determine what to emphasize in your distance learning course.
3. Identify and discuss strategies that will bring your distance learning course alive for students.

Using PBL to Teach Undergraduate Assessment Course in Teacher Education Program

Wie Gu, Grand Valley State University

Using project-based learning to teach classroom assessment courses in undergraduate teacher education program is effective! Come and see!

Keywords: project-based learning, teacher education, assessment

Track: Course/Curriculum (Re)Design

Reviewing accreditation standards, reflecting on the results from re-accreditation, and knowing criteria set forth by the State of Michigan, the teacher education faculty within the College of Education at Grand Valley State University revised the undergraduate assessment course, *Teachers as Decision Makers: Instruction and Assessment in Elementary Schools* in the undergraduate initial certification program into a Project-Based Learning (PBL) course. Instead of giving traditional lectures and quizzes about elementary classroom assessment, this course teaches assessment by asking students to complete their own assessment plan using hypothetical student information.

Outcomes:

1. Leave with the knowledge of Project-Based Learning (PBL).
2. Leave with specific examples of how PBL is incorporated in teaching undergraduate assessment courses in elementary teacher education programs.
3. Leave with the knowledge of helping pre-service elementary teachers to develop a comprehensive assessment plan that demonstrates their ability to use observation, documentation, and assessment.

Infusing a Trauma-Informed Pedagogy to Promote Academic Achievement for African American Undergraduate Students

Brittany Guisintanner, University of St. Thomas

Trauma impacts students frequently. Implementing a trauma-informed pedagogy can be an effective response in reducing the impact of trauma and maximizing students' academic success.

Keywords: trauma-informed pedagogy, constructivism, cultural sensitivity

Track: Educational Theory/Pedagogy

Research reveals that African American students have lower completion rates of college, higher rates of trauma, and greater academic stress compared to their counterparts. With trauma having immediate and lifelong impacts on students' social, emotional, mental, and spiritual health, there is a need for educators to become trauma sensitive. Educators can create a culturally inclusive environment that enhances students' sense of belongingness and maximizes their academic success by implementing a trauma-informed pedagogy that applies the six trauma principles: safety, trustworthiness and transparency, peer support, collaboration and mutuality, empowerment and choice, and cultural, historical, and gender issues.

Outcomes:

1. Describe the six principles of a trauma-informed approach.
2. Explain noticeable signs of how trauma manifests itself in the classroom.
3. Express effective teaching strategies for engaging trauma-exposed students.

Creating Brave Spaces for Difficult Dialogues in the Classroom

Sandy Guzman-Foster, University of the Incarnate Word, Texas

Brave spaces allow us to challenge ourselves, to get out of our comfort zone, to make mistakes, to be vulnerable, and to learn new things.

Keywords: Brave spaces, safe spaces, difficult dialogues

Track: Classroom Community/Culture

The goals of this presentation are to assist faculty in: 1) creating a plan for implementing a brave space for difficult dialogues in their classroom; 2) articulating the difference between a safe and brave space and why it is better to create a brave space for difficult dialogues in their classroom; and 3) demonstrating their understanding of the differences between debate and dialogue. Faculty will leave this session with a deep understanding of how brave spaces are needed today more than ever as our world continues to find ways to dialogue about difficult and challenging times.

Outcomes:

1. Create a plan for implementing a brave space for difficult dialogues in their classroom (f2f and online).
2. Articulate why it is better to create a brave space versus a safe space for difficult dialogues in their classroom.
3. Demonstrate the differences between debate and dialogue and ensure dialogue is taking place when debate is not the intention.

H

Action Research as Professional Development; Its Role in Education Reform in the United Arab Emirates

Tina Hathorn, Louisiana State University Alexandria

Conley Hathorn, Louisiana State University Alexandria

United Arab Emirates explored the microsystem of teachers' experiences with education reform within the action research model for professional development.

Keywords: action research, professional development, classroom-based research

Track: Faculty Development

The process of engaging in action research for professional development is explored through a pragmatic lens, insisting on treating research as a human experience based on the beliefs and actions of practitioners. The paradigm of critical pragmatism acknowledges the interpretive cycle but at the same time does not limit the research methods which may be used. In this study, a survey has been used to gather data. The study found that more individual support should be given to teachers during the action research process and that teachers should be allocated more in-school time to work on classroom-based research.

Outcomes:

1. Identify action research, conducted in the classroom by teachers, as an effective professional development opportunity.
2. Recognize that opportunities for professional development should not be limited to training sessions or limited contact such as departmental meetings but be active learning.
3. Conclude that action research is an important core tool that teachers use when making educated and logical decisions.

Behind Bars: Art for Healing and Reconciliation

Mary Ellen Haupt, Viterbo University

The presentation will contain recordings of past student composition projects, paired with deep questions that motivated each original work. The presentation of former works are meant to set up the current project.

Keywords: music composition, creativity, justice

Track: Classroom Community/Culture

The Viterbo University music composition project engages students in creativity, application of theoretical principles, and a meaningful concept. Student motivation increases with a deep commitment to the concept, which in 2021-2022 is the life and works of Gary Tyler, a convict whose poetry, theater arts, and quilting brought meaning and hope to other convicts behind bars. Gary's visit to Viterbo University music theory students in September 2021 provided the inspiration for this year's composition project.

Outcomes:

1. Students will be able to creatively apply and develop the foundations of music theory learned in their first year of university-level music study.
2. Students will develop proficiency using music writing software.
3. Students will overcome their fear of composition and gain confidence as musicians.

Classroom Leadership Post COVID-19

Oren Hertz, Florida International University

Classroom leadership refers to the professor's engagement level with the students as well as the professor's ability to lead students to knowledge. Student reports of classroom leadership vary. What changed in classroom leadership post COVID-19?

Keywords: classroom leadership, student motivation, student engagement

Track: Classroom Community/Culture

Classroom leadership refers to the professor's engagement level with the students as well as the professor's ability to lead students to knowledge. Some students report excellent classroom leadership while others report the opposite. What changed in classroom leadership post COVID-19? What should professors focus on aside from content delivery? In this presentation, we will identify the changes COVID-19 had imposed on students and how professors should adapt accordingly. Simple yet effective classroom leadership practices will be shared to include student engagement, operating from the heart, and how professors can increase student motivation.

Outcomes:

1. Understand what students might expect from their professors in terms of classroom leadership.
2. Explain how COVID-19 changed some aspects of classroom leadership.
3. Identify flaws in classroom leadership pre-pandemic and focus on replacing the classroom leadership flaws with best practices post-pandemic.

Building a Thriving Classroom Using the ECO-STEM Tools

Silvia Heubach, California State University Los Angeles

Jane Dong, California State University Los Angeles

Corin Bowen, California State University Los Angeles

Use the ECO-STEM Peer Observation Tool and the ECO-STEM Resource Repository to enhance your teaching and turn your classroom into a thriving learning environment.

Keywords: classroom culture, pedagogical resources, peer observation

Track: Course/ Curriculum (Re)Design

The ECO-STEM project aims to create a student-ready university with a learning environment where students, faculty, and staff thrive. Faculty professional development is supported by the ECO-STEM Peer Observation Tool that focuses on three areas: Climate, Structure, and Vibrancy. Participants will identify the area(s) they want to focus on and select appropriate resources (literature, sample activities, or sample documents) from the ECO-STEM resource repository to support their growth in that area. Participants will be grouped by interest and will discuss the resources they identified. They will also be invited to enrich the repository by adding their own/suggesting additional resources.

Outcomes:

1. Use the ECO-STEM Peer Observation Tool to identify areas in which to adapt to better meet the needs of their students.
2. Select a reading that pertains to one or more of the areas for peer feedback.
3. Identify an activity to use in their classes to change one of the areas they have identified.

Concurrent Remediation: A Solution to the Pitfalls of Preparatory Courses

Amanda Holton, University of California - Irvine

Problems with traditional preparatory courses will be addressed. Our implementation of a concurrent course was able to reverse these problems and lower achievement gaps.

Keywords: preparatory courses, concurrent enrollment, diversity equity inclusion

Track; Course/ Curriculum (Re)Design

Preparatory courses often do little to improve student outcomes and even harm some student populations. However, removing the courses does nothing to erase the achievement gaps that initiated the original implementations. When our own prerequisites showed similar pitfalls, we implemented a concurrent preparatory course, to teach necessary chemistry, study and metacognitive skills as they were needed in their general chemistry course. This method showed improved outcomes on learning assessments and long term gains in retention. Problems with traditional remediation, our implementations and our results will be discussed. Participants will reflect on how their prerequisite courses affect student populations.

Outcomes:

1. Describe problematic results from typical prerequisite course implementations.
2. Explain the assessed benefits of concurrent instruction in our course.
3. Use the new information to reflect on their institutional practices.

Eliciting Cognitive Engagement: Lessons Learned From Teaching in a Pandemic

Kelsee Hove, Drake University

Nicole Kuhl, Drake University

Enhancing student learning can be achieved by improving cognitive engagement. This session will reflect on lessons learned during the pandemic to improve approaches to engagement.

Keywords: instructional approaches, cognitive engagement, active learning

Track: Instructional Strategies

During the pandemic, instructors were forced to quickly pivot classrooms from in-person to virtual. The presenters found that restructuring activities allowed for improved student engagement and some learning experiences were cognitively enhanced through virtual platforms. In-person activities do not always allow instructors to provide the structure that is required for an applied learning experience. Moving from an unstructured, in-person behavioral learning experience to a structured virtual applied learning experience allowed opportunities for students to improve cognitive engagement. It is important for instructors to foster both behavioral and cognitive engagement in order to enhance learning experiences.

Outcomes:

1. Identify how to improve cognitive engagement in the classroom.
2. Examine a student assignment case example and how cognitive engagement was enhanced.
3. Discuss methods of student engagement in virtual and in-person learning.

A Mindful Approach to Student Well-Being

Eve B. Hoover, Midwestern University

Strategic burnout prevention for students is increasingly viewed as an essential competency. Expand your well-being toolbox through this interactive mindful approach to prioritizing self-care.

Keywords: mindfulness, well-being, resilience

Track: Resiliency

Burnout, a syndrome comprised of emotional exhaustion, depersonalization, and decreased sense of accomplishment, has important implications for student well-being and success. Innovative approaches to wellness instruction have been implemented into many educational settings to prioritize self-care and cultivate mindful awareness. Test drive a sampling of engaging, brief, in-class activities that encourage a sense of community and build a well-being strategy toolbox. Expanding the breadth of educational curriculum to include objectives aimed at student well-being may take academic and professional outcomes to new heights, empowering students and faculty with knowledge of resilience principles.

Outcomes:

1. Describe the profound effects of student burnout and the benefit of mitigation strategies.
2. Define evidence-based well-being practices such as mindfulness and decentering and how they foster resilience.
3. Describe five tools to provide students a foundation for self-care.

How to Engage Minority and Indigenous Students in Your Class?

Wei-Ying Hsiao, University of Alaska Anchorage

This presentation will provide pedagogies for teaching the diverse learners. How to establish a learning community to engage minority and indigenous students will be discussed.

Keywords: Indigenous and minority, culturally responsive teaching, engagement

Track: UDL/DEI

The number of enrollment of Indigenous and minority students has increased in the past decade in higher education. Providing culturally responsive teaching for indigenous and minority students in a face-to-face and an online class can be a challenge. How to provide effective teaching strategies to engage Indigenous and minority students and how to establish a learning community to promote Indigenous and minority students' learning are very important. Furthermore, educators need to provide a learning environment where they can help Indigenous and minority students develop a sense of belonging, which will promote retaining Indigenous and minority students in higher education.

Outcomes:

1. Learn how to establish a learning community in both face-to-face and online classes.
2. Grasp ideas on how to engage students in the classroom.
3. Have more understanding of minority and Indigenous students' learning style.

K

Cross-Cultural Interactions: Developing Cultural Self-Efficacy Through Experiential Learning

Lisa Kahle-Piasecki, Heidelberg University

This presentation describes an innovative educational exercise between universities in México and the United States to enhance cultural self-efficacy and business skills.

Keywords: cross-cultural exchange, cultural self-efficacy, educational innovation

Track: Educational Theory/Pedagogy

This presentation describes an innovative educational exercise between universities in México and the United States, to promote a better understanding of the cultural differences in business and entrepreneurial contexts and group dynamics, and the importance of effective collaborative work within cross-country teams and professors using various technology platforms. Students were paired with a peer from the class in the opposite country for one semester in a series of meetings. To determine cultural self-efficacy, a survey was administered before the pairing and then towards the end of the semester.

Outcomes:

1. Apply experiential learning theory to cross-cultural exercises.
2. Explore the cultural self-efficacy scale for global and diverse teams.
3. Develop an appreciation of cross-cultural classroom experiences.

Integrating Visual Representations as Assessments of Student Learning

Courtneay Kelly, Lynchburg University

Sarah Tanner Anderson, Longwood University

The integration of visual representations allowed students to demonstrate deep knowledge in non-linguistic ways in a Literacy and Leadership course. Suggestions and examples will be shared!

Keywords: innovative practices, assessment, visual representations

Track: Assessment

Students derive meaning from knowledge that is presented to them in various ways. An instructor may present information through different modalities, though direct verbal instruction is the mode most often employed (Beesley & Apthorp, 2010). Research indicates that, when new information is constructed through the use of visual representations, students gain deeper and more enduring understanding of the content (Jewitt, 2008; Kress, 1997). This session will focus on the integration of visual representations in a university course on Literacy and Leadership, designed to allow students to demonstrate deep knowledge in non-linguistic ways. Suggestions and examples will be shared!

Outcomes:

1. Understand the value of incorporating non-linguistic, visual representations into their college/university courses.
2. View and discuss examples of non-linguistic/visual representations used in a university course.
3. Brainstorm and describe ways in which to effectively incorporate non-linguistic/visual representations into current college/university courses.

Creating a Classroom Culture Through Diversity Education: A Social Work Perspective

Joyce Kraus, Saint Thomas University

Learning communities contain students along a knowledge spectrum on cultural diversity. Coordinated use of three unique frameworks can support success in the classroom. Discover how!

Keywords: teaching, diversity, classroom culture

Track: UDL/DEI

Coordinated use of Critical Race Theory (CRT), social work's helping process, and Community of Inquiry (CoI) teaching presence can support the acquisition of student knowledge, skills, affective and behavioral changes in the classroom. Collectively this conceptual framework posits that the educator, in a leadership role, facilitates classroom discussion around racial diversity free from judgment, coercion, or influence and invites discourse using concepts of CoI teaching presence and the early phases of the social work helping process, engagement, assessment, and planning. Used collaboratively, CRT provides a crucial perspective for obtaining an understanding of systemic racism in American higher education institutions.

Outcomes:

1. Understand how concepts of Critical Race Theory, Community of Inquiry Teaching Presence and social work's helping process combine to facilitate discourse in the classroom.
2. Describe elements from each theoretical framework that contribute to classroom discourse focused on cultural diversity.
3. Identify a minimum of three ways participants can use the Faculty as Facilitator framework in their learning environment.

Embracing Action Research in Higher Education

Justina Kwapy, Grand Canyon University

Action research allows practitioners to be more effective at teaching and development of students and supports educators in making sense of their educational context.

Keywords: research methods, educational theory, faculty development

Track: SoTL/Faculty Development

Action research (AR) seeks to identify and implement changes to educational practice that can improve learning and teaching outcomes. AR is a tool that is designed to support educators in making sense of their educational context by meeting the needs of students in meaningful and relevant ways. Teacher research involves a data collection effort that is purposeful, deliberate, organized, and systematic. AR involves the identification of a specific issue in the work setting, analysis of research from the literature regarding the issue, design of a plan to solve the issue, and a plan for implementation of a solution.

Outcomes:

1. Define the Action Research Cycle
2. Examine Kurt Lewin's (1946) Model of Action Research
3. Define methods of formal and informal action research

L

Presenting Is Not Teaching: Moving From “What” to “How”

Richard Lane, Clarion University

Leah Chambers, Clarion University

In professors' pedagogical training knowledge is consumption—the “what” of learning. This presentation explores an approach that prioritizes immediate practice, application, feedback, and production.

Keywords: pedagogy, assessment, metacognition

Track: Educational Theory/Pedagogy

This session concerns the lack of training in pedagogy and teaching experience with which most professors enter higher education. This often leads to an emphasis on content (the “what”), but we do not often make time for the process of learning (the “how”). Opportunities for practice and formative assessment of student learning—assessment that leads to revision of work or ideas—are often absent from the classroom experience. In this session, participants will learn how to implement multiple strategies that make students more active agents in the consumption, application, and production of knowledge in courses at all levels.

Outcomes:

1. Be able to articulate their own pedagogical practices and reflect on how much time is spent on the consumption of facts, or the “what” of their discipline.
2. Identify at least one strategy for formative assessment that they implement into their own courses and develop a plan for doing so.
3. Be prepared to utilize models of knowledge acquisition that are interactive, and will know how to convert simple presentations to more effective teaching and learning.

Using a Storytelling Framework in Teaching a GE course

Frank Lin, California State University San Bernardino

Ying Wei, Yunnan Normal University

This presentation illustrates a storytelling framework as a pedagogical methodology in teaching a General Education course and demonstrates its efficacy in producing positive outcomes.

Keywords: storytelling, the hero's journey, digital mindset

Track: Instructional Strategies

We developed a new General Education (GE) course entitled, “Leadership for Global Challenges: Exploring the Digital Mindset,” which was proposed and approved as a course that satisfies GE category – Lifelong Learning and Self-Development; Information Literacy Pathway, and Digital Literacy Minor. This presentation illustrates a storytelling framework, including a hero's journal method, story-driven approach, and growth mindset lens development, as a pedagogical foundation in teaching this newly approved General Education course and demonstrates its efficacy in assisting students in self-development for successful lifelong learning.

Outcomes:

1. Develop an understanding of the storytelling framework - interdisciplinary story-driven, hero's journal approach, and growth mindset lens – as a pedagogical method for learning.
2. Use the storytelling framework to create his/her story as it's relevant to the subject of study (Global Leadership Challenge – Exploring the Digital Mindset).
3. Assess the applicability of the presented storytelling framework to participant's discipline.

A Structure for Designing Specifications Grading Systems

Renée Link, University of California, Irvine

Want to design a specifications grading system but aren't sure where to start? We have examples and flowcharts. Please bring your course learning outcomes.

Keywords: specifications grading, mastery grading, alternative grading systems

Track: Assessment

Letter grades should represent learning outcomes a student has achieved. Specifications grading makes grading more transparent than traditional points-based grading systems, but designing and implementing a full or partial specifications grading system for a course may seem daunting. Here, we present a structure for how to design a specifications grading system regardless of the course discipline, course type (lecture, lab, etc.), student enrollment, and level of support (by teaching assistants, learning assistants, graders, etc.). Attendees should bring their course learning outcomes to the session. This work was created in collaboration with Kate J. McKnelly and William J. Howitz.

Outcomes:

1. Describe different ways to connect letter grade bundles to course LOs in specifications grading systems.
2. List the six components of specifications grading systems and explain which components can be incorporated into a course independently of the others.
3. Evaluate how to introduce opportunities for students to revise/resubmit/retake assignments while managing the time needed to spend grading.

How Faculty and Students See the Teacher's Primary Role

Eduardo Lopez, Belmont University

To maximize learning, educators should understand how education looks for Generation Z's, including fostering students' development and personal growth in addition to traditional teaching.

Keywords: primary role of the teacher, different generational perspectives on the teacher's role, changing the teacher's role for Generation Z

Track: SoTL/Faculty Development

For this research there were surveyed 200+ undergraduate students at The Jack C. Massey College of Business at Belmont University, during Spring/Fall 2019 and 100+ during Fall 2021, skipping the COVID-19 disruption. The consistency of their judgments suggests that students are mostly reliable in their evaluations of teachers and courses. Additionally, 40+ faculty were surveyed during Fall 2021. As the feedback that directly challenges faculty assumptions often turns out to be the most valuable information, our interest is in helping teachers use students' expectations to improve their teaching.

Outcomes:

1. Describe how education looks for Generation Z.
2. Explain the importance of fostering students' development and personal growth in addition to traditional teaching.
3. Propose a teaching mentality switch from preparing to fostering.

M

Open World (Un)Grading: Increasing Agency in the Demonstration of Learning

Ryan Marnane, Bryant University

Different students demonstrate learning differently at different times, each with differing motivations for doing so—flexibility with assessment and grading practices/policies required.

Keywords: universal design, ungrading, DEIB, assessment

Track: Course/Curriculum (Re)Design

Different students demonstrate learning differently at different times, each with differing motivations for doing so. Flexibility with how, when, and why students demonstrate learning and growth is essential for furthering equitable, inclusive, and intrinsically self-motivating learning communities. Approaching student variability through the culturally sustaining asset-based lens, built-in elements of openness and student agency surrounding grading and assessment become a means of deepening critical, constructive, compassionate, and joyful learning. Urging for a radical reorientation in how instructors (us) structure assessment and grading practices/policies, "Open World (Un)Grading" provides several ways to begin.

Outcomes:

1. Explore the relationship between Universal Design for Learning and Diversity, Equity, Inclusion, and Belonging.

2. See student variability through an asset-based, culturally sustaining lens, which requires increased flexibility with curriculum and assessment design.
3. Incorporate “Open World Assessment” (or some variation thereof) to participants’ own curriculum.

Simple Escape Room Creation Using Google Sheets, Docs, and Forms

Bob McMullen, AT Still University

Engagement enhances long-term retention. Actual/virtual escape rooms provide group or individual engagement and can be easily created using Google Suites tools to gamify learning.

Keywords: gamification, escape room, engaged learning

Track: Instructional Strategies

Escape rooms, or games, are a great contemporary method to create problem-based activities designed to engage students and enhance long-term retention of knowledge. Participants in this discussion will obtain/utilize a simple set of materials created in Google Suites designed to facilitate the rapid, simple creation of escape room scenarios using forms, sheets and docs. These creations are excellent for individual and group motivation, formative assessment, problem-solving, and critical thinking. Bring a laptop, smart phone, or tablet, and 2-3 simple problems in your field, and you will leave with an exciting escape room scenario.

Outcomes:

1. Explain the concept of escape rooms and how they can be utilized in educational lessons.
2. Outline the basic steps for creating an escape room lesson.
3. Create the beginnings of an escape room lesson.

A Community of Practice: The Business of Developing Clinical Skills

Denise A. Mills, Midwestern University

A community of practice (CoP) is a situated learning environment whereby newcomers become oldtimers in the context of individual, group activity, and identity.

Keywords: community of practice, cooperative learning, near peer

Track: Educational Theory/Pedagogy

A community of practice (CoP) is a situated learning environment whereby newcomers become oldtimers in the context of individual, group activity, and identity. CoP members develop cooperative learning history with shared cases, techniques, and concepts. Observational learning serves as a component for knowledge retention, motor reproduction, and motivation. A 2020 study was designed to explore participants’ perceptions toward learning in the dental education CoP. Based on study results, participants strongly agreed or agreed in opinions about CoP learning resources (faculty, staff, technology, and other students) benefitting their learning. The CoP provides an optimal environment for preparing competent new dental professionals.

Outcomes:

1. Describe the community of practice.
2. List the benefits of learning in a community of practice.
3. Describe experiential learning and benefits for knowledge retention, skill development, and motivation.

A Happy Student Is a Smarter Student

Denise A. Mills, Midwestern University

Eugenia P. Roberts, Midwestern University

Bradley S. Roberts, Midwestern University

Research has shown that happiness and humor can make students more responsive to learning new information and, therefore, smarter! Come and see how!

Keywords: emotions, global learning, humor

Track: Classroom Community/Culture

Research has shown that happiness and humor can make students more responsive to learning new information and therefore, smarter! The brain processes all information and data through the filter of emotions. How educators use emotion and mindfulness to aid in learning determines learning’s success. Positive emotions of joy and amusement can lead to more global learning and even be conducive to transfer of knowledge, especially with highly technical skills. Humor contributes to teaching effectiveness by increasing dopamine levels and fostering faculty-student openness, respect, and resilience. This workshop shows proven techniques to make classroom interactions more positive and impactful to learning.

Outcomes:

1. Explain the neuroscience of how positive emotions of happiness, wellbeing, and satisfaction can impact learning.
2. Discover how valances of emotion can motivate transference of knowledge.
3. Develop strategies for using the instructional humor processing theory in the classroom for improved cognition.

Don't Listen to Yoda: Try, Try, Try!

Denise Mills, Midwestern University

Anita Chu Fountain, Midwestern University

Yoda said, "Do or Do Not. There is no try." Despite what Yoda said, take a risk; try is the path to success.

Keywords: growth mindset, embrace failure, playful learning

Track: Faculty Development

Yoda, fabled teacher of the Jedi knights, said "Do or Do Not. There is no try." This was useful for Jedi but not for faculty. It is all about the "try." Yoda was wrong! In the risk of failure, "Do Not" is the easier path, and inaction seems practical. When you take a big risk in your professional development, "try" requires a shift in mindset. Welcome risk rather than avoiding it. Embrace failure as it is inherent in trying. This workshop provides the opportunity to assess your mindset, embrace your failures, and develop a try attitude through playful learning.

Outcomes:

1. Assess their growth mindset.
2. Embrace professional failures by creating a "CV of Failure."
3. Develop strategies for a "try" attitude through playful learning.

Having a PAL: Where Newcomers Become Old-Timers

Denise A. Mills, Midwestern University College of Dental Medicine Arizona

Eugenia P. Roberts, Midwestern University College of Dental Medicine Arizona

"When one teaches, two learn. - Robert Heinlein". Peer-assisted learning (PAL) has shown that shared learning builds knowledge in a positive, informal, and social environment.

Keywords: peer learning, collaborative learning, community of practice

Track: Classroom Community/Culture

"When one teaches, two learn"- Robert Heinlein. Peer-assisted learning (PAL) has shown that shared learning builds knowledge in a positive, informal, and social environment. PAL has been used effectively in medical, nursing, and dental education to aid in preparing students to develop clinical judgment, leadership, and teamwork when collaborating with a colleague. Whether faculty-to-faculty, faculty-to-student, student-to-student, or even student-to-faculty learning, research shows that any community of practice can grow together with peer collaboration. With a list of knowledge tools, each member of the community can go from a newcomer trainee to an old-timer knowledgeable trainer by having a PAL.

Outcomes:

1. Recognize the positive social and educational effects of peers in collaborative learning.
2. Describe the communities of practice that benefit from PAL.
3. List the knowledge tools that can be used in PAL: technology, assisting, and storytelling.

Engaging Students Through the Art of Music: A Global History Playlist

Kimberly F. Monroe, Trinity Washington University

Teaching history can be fun. Music can be used to help students remember information. In active learning experiences, music creates a soundtrack for learning activities.

Keywords: music pedagogy, global education, active learning

Track: Course/Curriculum (Re)Design

Hip-hop music has emerged globally as one the most visible and widely disseminated conduits of popular culture. Music is directly related to history, economics, and education and as such maintains a unique position in the classroom. The Global History Playlist seeks to provide college educators with pedagogy to engage and enjoy music in the classroom. This session will demonstrate how to use music alongside assigned readings, to guide students to form connections with historical and contemporary themes such as social justice, mass incarceration, and women's rights. Additionally, it will foster new ways to envision musical similarities throughout the world.

Outcomes:

1. Describe innovative digital teaching practices.
2. Design activities to incorporate music into the classroom.
3. Discuss examples of classroom engagement using music.

Metacognition as a Theory of Instruction for Developmental College Courses

Greg Mullen, Exploring the Core, LLC

Come discuss why metacognition is the leading indicator of student success in higher education yet still not a leading theory of instruction in most classrooms.

Keywords: metacognition, change, instruction

Track: Instructional Strategies

Participants will discuss the impact of two leading theories of instruction (behaviorism and constructivism) and how incorporating metacognition in secondary and post-secondary education can improve student success in higher education. Discussion will be led beyond current research efforts to consider how behaviorist and constructivist practices can be adapted to incorporate metacognitive teaching and learning practices. We will discuss obstacles related to the application of metacognition in higher education, indirectly addressing necessary changes to expectations for teaching and learning between secondary and post-secondary schools.

Outcomes:

1. Understand how metacognition can serve as a primary theory of instruction to supplement traditional instructional theories.
2. Take away several examples of metacognitive teaching and learning strategies they can try in their classrooms.
3. Understand how to approach common obstacles related to challenging beliefs in traditional behaviorist and constructivist teaching practices.

N

Adaptation as a Way of Learning: Form, Content, and Meaning

Marc Napolitano, United States Air Force Academy

Though film adaptations are popular learning tools, getting students to consider (and engage in) the interpretive process of adaptation, and the relationship between form, content, and meaning, can enrich learning even further.

Keywords: adaptation, form and content, film versions

Track: Instructional Strategies

Film adaptations are a popular learning tool, and not simply in literature and film classes; incorporating clips from popular film adaptations can help students connect with material in a wide range of academic subjects. Though faculty sometimes use adaptations as a basis for “compare and contrast” discussions, I will argue that the more effective way of engaging adaptations is to prompt students to think of (and engage in) adaptation as an interpretive process. By getting students to experiment with how different mediums can shape and reshape meanings, we can enhance their critical and creative thinking skills.

Outcomes:

1. Describe adaptation as an interpretive process.
2. Explain how adaptations promote new ways of thinking about the relationship between form, content, and meaning.
3. Design an activity that utilizes adaptations in a nontraditional way.

Cultivating Meaningful Partnerships to Promote Holistic Faculty Development

Marc Napolitano, United States Airforce Academy

In order to successfully promote faculty development, we must seek to leverage meaningful partnerships with various offices on our campuses, especially library and research offices.

Keywords: faculty development, library, partnerships

Track: Faculty Development

Though professional development is something that all faculty should strive toward, it is impossible for one specific office or center to meet all the professional development needs of a diverse faculty. The advent of a tenure system at the United States Air Force Academy has prompted the Center for Educational Innovation—whose mission is to aid faculty as they seek to become more effective and innovative educators—to consider strategic partnerships with the USAFA Research Office, McDermott Library, and the Center for Character and Leadership Development. By forging these partnerships, we seek to develop integrated programs/learning communities that will contribute to the holistic growth of faculty.

Outcomes:

1. Identify offices on campus that they might partner with to promote faculty development.
2. Consider how faculty learning communities or mentoring programs might include research and service-based activities in addition to teaching/learning activities.
3. Describe the benefits of taking a holistic approach to meeting faculty’s developmental/professionalization needs.

Place-Based Interdisciplinary Curricula: Toward Solving “Glocal” Problems

Laura L. O’Toole, Salve Regina University

James G. Mitchell, Salve Regina University

Join us to discuss two signature programs that make connections between campus, local communities, and the broader world, forming collaborative student-citizens capable of cross-cultural problem-solving.

Keywords: community-engaged learning, interdisciplinary curriculum, study abroad

Track: Course/Curriculum (Re)Design

Academic programs that make connections between course work, local communities, and the broader world create citizens capable of solving unstructured problems before and after graduation while enhancing their cross-cultural and collaborative capacities. We discuss two such innovative programs at Salve Regina University, developed with external funding, that encourage students and faculty to make “glocal” connections. These programs integrate course work on campus with community engagement and study abroad. Students who are engaged in collaborative experiential opportunities that develop their ability to solve problems and/or communicate with their constituencies better understand the cultural background and values that shape these communities.

Outcomes:

1. Articulate a problem or a concern that would benefit from collaboration with offices/personnel on campus in order to increase program reach.
2. Develop/imagine a new program in their area that will include study abroad as a vital curricular component.
3. Learn about faculty-development opportunities/practices to ground interdisciplinary course and curriculum re-design.

Office Hours: Students’ Perceived Role, Usage, and Barriers to Usage

Timothy M. Ottusch, University of Arizona

The present study assessed students’ perceived role of office hours. Implications for practice on strategies of structuring and messaging around office hours will be discussed.

Keywords: office hours, online learning, instructor-student interactions

Track: Classroom Community/Culture

Office hours are a critical aspect of college courses. This study’s goal was to assess students’ perspectives on the role they see office hours holding, reasons for, and barriers to, attendance, and what supports their use of them. A secondary focus was comparing students’ use during the Fall 2020 semester as compared to non-Pandemic semesters. Students’ overall noted viewing office hours as a primary time to review concepts and grades. The biggest barriers included time conflicts and discomfort in attendance. The presentation will address tips, including lessons learned from the Pandemic, for supporting greater engagement of students in office hours.

Outcomes:

1. Describe students’ reported use of office hours and perception of what they serve.
2. Describe students’ reported barriers to attendance and engagement in office hours.
3. Evaluate their use of office hours and strategies to implement to increase the effectiveness.

Student Feedback on What Strategies to Maintain Post Pandemic

Timothy M. Ottusch, University of Arizona

The Pandemic significantly impacted college courses. Students provided feedback about what they would like to see kept and dropped from pandemic teaching in post-pandemic classes.

Keywords: pedagogy, student feedback, Pandemic

Track: Course/Curriculum (Re)Design

The COVID-19 pandemic brought unprecedented change to higher education. A variety of solutions were implemented to accommodate teaching and learning. The current study gathered students’ perspectives on changes in teaching/learning during the pandemic, and how those changes could be incorporated (or not) into courses in the future. Students reported they would like to maintain the ability to watch lecture videos asynchronously, virtual office hours, live chat features during class, increased instructor flexibility and communication, and more. Students reported that they would rather not continue with synchronous Zoom meetings that were strictly lecture-based, breakout rooms for virtual discussions, and limited in-person interactions/learning.

Outcomes:

1. Describe students’ perspectives on Pandemic-related teaching components they would like to see continue once normally scheduled courses resume.
2. Describe students’ perspectives on Pandemic-related teaching components they would not like to see continue once normally scheduled courses resume.

3. Reflect on how their own teaching may adapt according to students' perspectives on Pandemic-related teaching.

P

Teaching With Simulations: What You Need to Know

Lucinda Parmer, Southeastern Oklahoma State University

Teaching with simulations is a great way to infuse experiential learning within a controlled environment. There are many benefits to student learning when playing simulations.

Keywords: simulations, experiential learning, instructional scenarios

Track: Instructional Strategies

Since 1955 business simulations have been used in classrooms (Goi, 2019). Simulations produce an imaginary world for players who have to complete decision rounds to out-manuever their opponents. Moreover, self-efficacy predicts performance and produces goal-oriented behavior in simulations. Self-efficacy is the belief in oneself to succeed. The components of game self-efficacy which benefits students are comprised of eight factors: (1) innovation; (2) experimentation; (3) conviction; (4) openness; (5) focus; (6) proactivity; (7) conceptualization; and (8) determination (Dumblekar & Dhar, 2020). Furthermore, teaching with simulations helps to promote content learning, student engagement, and motivation (Price et al., 2019).

Outcomes:

1. Analyze the importance of simulations to student learning.
2. Assess a simulation for best practices.
3. Compare the pros and cons of using simulations.

Tips for Developing and Maintaining CBL Partnerships in a Virtual Environment

Jodie Parys, University of Wisconsin-Whitewater

This presentation focuses on strategies used by experienced practitioners of Community-Based Learning (CBL) to pivot CBL partnerships to online and virtual formats during the COVID-19 pandemic.

Keywords: community-based learning, hybrid and blended learning design, campus-community collaboration

Track: Blended Learning

This presentation will focus on strategies used to pivot CBL partnerships to an online or virtual format during the COVID-19 pandemic. The presenter, who currently serves as both a faculty member and Director of Community-Based Learning, will share the ways in which she transitioned existing CBL partnerships to fit Hyflex, Remote and/or Online courses for the 2020-2021 and 2021-2022 academic years. She will also share tools, resources, and platforms that helped make this transition successful as well as feedback from community partners and students.

Outcomes:

1. Possess strategies to modify Face-to-face Community-Based Learning (CBL) partnerships into virtual and hybrid offerings.
2. Consider the needs of the various stakeholders involved in CBL.
3. Develop a plan to sustain their partnership throughout the pandemic and beyond.

Academic Accompaniment: How Faculty Members Can Improve the College Experience

Rebecca Pearson, Central Washington University

Faculty accompany students in their college experience: challenging them, but also supporting and empowering. Come consider a new framework, Academic Accompaniment, and potential practical strategies.

Keywords: classroom community, learner experience, faculty roles and identities

Track: Classroom Community/Culture

The community health work concept of “accompaniment” has value in the university setting. Accompanying students doesn’t imply lowering standards; instead, adopting this model challenges faculty to understand our standards, alongside student realities, as framing learning experiences, classroom communities, and academic cultures. The pandemic has forced instructors and students to make adjustments, but has also opened space for new approaches, even advances. Accompaniment involves examining personal intentions and beliefs, and considering ways to act on those in our courses. Embracing a new, or newly visible, aspect of teaching perspectives and identities may strengthen classroom community and culture for us all.

Outcomes:

1. Describe the value of accompaniment as part of personal teaching perspective/identity.

2. Explain how accompaniment may improve course-specific student learning.
3. Outline feasible ways to enact accompaniment in classes.

Writing Over Lunch: A Grassroots Faculty Initiative to Develop Scholarly Capacity

Rebecca Pearson, Central Washington University

In this experiential session, we'll share our approach to building a faculty writing community. Bring a focused writing goal and come ready to work!

Keywords: faculty development, scholarly writing, publishing

Track: Faculty Development

Faculty members are expected to write and publish, but are often stymied by demands on time and attention. Two academics, in Public Health and History of Science respectively, established a weekly writing session on Zoom. Our goal was to make progress on our own projects and address isolation exacerbated by the pandemic. We encouraged interdisciplinary participation and kept it simple. Rather than impinging on already busy faculty schedules, we instead offer a calm, dedicated space and community support. This hands-on workshop offers a model for a cross-campus faculty writing group that you can implement immediately. Tamara Caulkins collaborated as co-author.

Outcomes:

1. Describe the value of concurrent writing.
2. Explain how to utilize Zoom features to promote a faculty writing "space."
3. Outline a plan for publicizing and sustaining a regular faculty writing group.

Evaluating the Role of Podcasts in Faculty Development

Kaitlyn Pickus, Embry-Riddle Aeronautical University, Worldwide

This session will discuss the creation of a Center for Teaching and Learning podcast and explore whether or not podcasts are an effective faculty development tool.

Keywords: podcasts, faculty development, asynchronous offerings

Track: Faculty Development

This session will examine the creation and use of an interview-style podcast as an asynchronous professional development offering. Engaging a remote faculty population in synchronous professional development initiatives can be a challenge. With many adjunct faculty members teaching in addition to a full-time job, it can be difficult to garner significant attendance during synchronous professional development offerings. Podcasts are an accessible, informal, and asynchronous medium that allows people to listen and engage on their own time. We explore the role of podcasts in faculty development and determine if listening to a podcast episode can be an effective method of faculty development.

Outcomes:

1. Discuss the merits of using podcasts within education.
2. Outline the elements of a faculty development offering.
3. Analyze the role of podcasts as a faculty development offering.

Universal Design for Learning in a University Classroom - Multiple Means of Engagement

Yazmin Pineda-Zapata, Point Loma Nazarene University

Grace Fantaroni, Point Loma Nazarene University

Ray Posey, Point Loma Nazarene University

A component of Universal Design is Multiple Means of Engagement. This workshop will actively engage participants in creating activities for their university classroom.

Keywords: Universal Design, Engagement, Hands-on

Track: UDL/DEI

According to Rose and Meyer (2006), "Universal Design for Learning (UDL) stands at the forefront of contemporary efforts to create universal access to educational curricula for all students." As UDL has been embraced by educators, its impact is mainly considered for K-12 classrooms but there is growing interest in employing UDL in university classrooms. One principle of UDL is Multiple Means of Engagement. How can faculty provide multiple means of engagement activities in a university classroom? This workshop will actively engage participants in activities and brainstorming their own potential activities in order to provide multiple means.

Outcomes:

1. Define Multiple Means of Engagement
2. Participate in activities they may use in their own classes.
3. Brainstorm unique ways to engage students in their own content area.

Increase Success in Asynchronous Courses Through Increasing Student's Social Presence

Evelyn Porter, Utah Valley University

Roxanne Brinkerhoff, Utah Valley University

High social presence in asynchronous learning is possible. Come for a robust discussion on social presence in strictly online courses!

Keywords: classroom community, teaching online, instructional strategies

Track: Teaching Online

Asynchronous education makes education more accessible and flexible for students and faculty. Through a global pandemic, students were able to continue their education while staying home. Social presence was affected in this change, and many students felt isolated and alone. High social presence can be cultivated in asynchronous courses. Through discussion boards, projects and group work, students can feel connected to their peers and to the instructor. This session presents ideas on how to design courses, activities, and assignments to encourage social presence. Increased interaction with instructors and peers has been shown to be a vital addition to online courses.

Outcomes:

1. Understand the importance of increased interaction in online courses.
2. See specific results from courses that implemented enhanced social interaction.
3. Design activities and assignments that encourage social presence.

Using a Faculty Learning Community to Reduce Student Math Anxiety

Elizabeth Post, Ferris State University

Mischelle Stone, Ferris State University

From panic, paralysis, and helplessness to relaxed, engaged, confidence: using a faculty learning community to reduce math anxiety for students in non-math disciplines.

Keywords: faculty learning community, interdisciplinary course reform, math anxiety

Track: Course/Curriculum (Re)Design

Faculty from math, nursing, and social work collaborated to develop and scaffold quantitative reasoning across disciplines to reduce math anxiety. General math anxiety is “a state commonly described as approaching mathematics with trepidation due to related feelings of weakness, dependency, and frustration” (Hekimoglu & Kittrell, 2010, p. 301). Math anxiety can be an obstacle for college students, as quantitative reasoning is seen as a gatekeeper subject, and math anxiety and higher levels of test anxiety are correlated. (DeCesare, 2007). Research shows quantitative reasoning should be taught throughout the curriculum, rather than taught in discrete courses (Condron et al., 2018).

Outcomes:

1. Articulate what a faculty learning community is.
2. List three benefits of interdisciplinary collaboration to reduce math anxiety.
3. Identify one way in which a faculty learning community could address an issue of curricular reform at their university/college.

A Model for Augmenting Higher Education Curriculum to Teach Cultural Competency

Elisabeth “Lisa” Power, Saint Martin’s University

This workshop introduces a replicable model for teaching Cultural Intelligence (CQ), a globally recognized way to learn how to work effectively with people from different cultural backgrounds.

Keywords: Cultural Intelligence, Cultural Competency Skills, Cultural Values Profile

Track: UDL/DEI

Travel offers an experiential path to self-discovery, a necessary part of cultural competency. While we encourage students to learn and live abroad, a myriad of factors limit travel for many, especially now. This workshop outlines a model for creating active learning experiences, based on Cultural Intelligence (CQ), an approach supported by rigorous, global research. Without leaving the classroom, students evaluate their own values, in contrast to others in class, and people around the world. This introspection simulates the self-discovery process students experience abroad. Practice teaches students to understand cultural differences and interact effectively with people across many cultures.

Outcomes:

1. Recognize that Cultural Intelligence is a skill set that predicts effectiveness in diverse situations by measuring capabilities in areas of CQ Drive, CQ Knowledge, CQ Strategy, and CQ Action.
2. Complete/interpret a mini-assessment that evaluates cognitive (CQ Drive), metacognitive (CQ Knowledge), motivational (CQ Strategy), and behavioral (CQ Action) factors.
3. Learn how to add CQ practice activities to augment course content across disciplines.

Authentic Assessment Across the Curriculum: Prevalence, Patterns, and Possibilities!

Justine Kerry Ritchie, University of Guelph

Authentic assessments bridge classroom material with real-world challenges. Our BSc assessment scan identified few authentic examples, but there were hidden gems! Strategies will be shared!

Keywords: authentic assessment, curricular review, evaluative judgment

Track: Open Educational Resources

Authentic Assessments (AA) bridge classroom material with real-world problems but are typically considered in professional programs. To conceptualize AA in classroom settings, a systematic review identified 3 core dimensions of AA: Realism, Cognitive Challenge, and Evaluative Judgment. Considering this, we scored all assessments across 3 BSc programs as low/moderate/high for each core dimension using an evidence-informed rubric. Few examples of high AA existed, especially in large classes. Evaluative Judgment scored lowest of all dimensions. Assignments were more authentic than tests but were not common until upper years. This interactive session will share our rubric and brainstorm strategies to improve authenticity.

Outcomes:

1. Receive a copy of the Authentic Assessment Tool (rubric) that can be used to promote critical reflection of new or existing assessments within their course.
2. Discover practical tips to overcome common barriers to Authentic Assessment.
3. Learn a tangible strategy to inventory and review assessments across a curriculum, which can be used to identify gaps, redundancies, and signature assessments at a program level.

L.A.C.E.: Teaching Post-COVID With Love, Authenticity, Courage, and Empathy

Eugenia P. Roberts, Midwestern University College of Dental Medicine Arizona

Bradley S. Roberts, Midwestern University College of Dental Medicine Arizona

Denise A. Mills, Midwestern University College of Dental Medicine Arizona

Post-COVID, love, authenticity, courage, and empathy may be beneficial in promoting the return of positive learning environments for improved faculty-student relationships and sense of belonging.

Keywords: empathy, L.A.C.E., learning environments

Track: Classroom Community/Culture

L.A.C.E. is an attitude of love, authenticity, courage, and empathy. Post-COVID, it may play a key role in promoting the return of positive, safe learning environments for improved faculty-student relationships. Research supports that negativity derails learning. This session will involve participants in positive, fun activities presenting the components of L.A.C.E. and learning how to motivate empathy and remove negativity in our lives and in our classrooms. Further, we will explore how to implement these uplifting concepts into any curricula to benefit the faculty-student relationship, co-create interpersonal discovery, and form a sense of belonging for more positive educational environments.

Outcomes:

1. Recognize that negative emotions impair learning.
2. Discover how L.A.C.E. can motivate empathy and promote the return of positive learning environments.
3. Develop strategies for using L.A.C.E. in education for improved student-faculty relationships, post-COVID pandemic.

Improve Student Learning With Bite-Sized Online Teaching Bits

Eugenia P. Roberts, Midwestern University College of Dental Medicine Arizona

Bradley S. Roberts, Midwestern University College of Dental Medicine Arizona

Denise A. Mills, Midwestern University College of Dental Medicine Arizona

Anita Chu, Midwestern University College of Dental Medicine Arizona

Based on brain science, videos using Medina's 10- minute attention rule provide students with multiple channels of learning online with visual, written, and auditory formats.

Keywords: videos, inter-professional, distance learning

Track: Teaching Online

Based on brain science, videos using Medina's 10- minute attention rule provide students with multiple channels of online learning with visual, written, and auditory formats. An online multidisciplinary educational exercise, Dental Bite-Sized Bits, was developed to foster dental education with our inter-professional colleagues. A collaborative online management platform (CANVAS) allowed for ease of accessibility to video modules, testing, and enhanced teaching opportunities in dental topics. Formative and cumulative learning assessments beginning with a pre-test to assess prior knowledge on the dental topic, a post-test, and ending with a case-study were shown to be successful avenues to attain interactive distance learning.

Outcomes:

1. Identify ways to implement learning modalities of visual, written, and auditory in an online format.
2. Discover a new format for interdisciplinary education.
3. Share effective ways to incorporate the ten-minute rule in online learning.

Three Keys for Cultivating Solidarity in the College Classroom

José I. Rodríguez, California State University, Long Beach

The session demonstrates how faculty members can facilitate solidarity with students by using humane messages that promote unique identities, innovative intentions, and proactive agency.

Keywords: identity, intentionality, agency

Track: Classroom Community/Culture

The session discusses original research, demonstrating how faculty members can cultivate a sense of solidarity in conversations with diverse students in college settings. This session demonstrates how professors can respond compassionately in conversations with members of different cultural groups to promote unique identities, innovative intentions, and proactive agency in academic communities.

Outcomes

1. Identify the significance of identity, intentionality, and agency in diverse communities.
2. Clarify the role of identity, intentionality, and agency in supportive communication with members of distinct cultural groups.
3. Facilitate expressions of solidarity in the college classroom.

Inspire to Learn, to Change, to Innovate

Melodie Rowbotham, Southern Illinois University-Edwardsville

Using appreciative coaching and motivational interviewing as models, participants will discuss and practice ways to help improve teaching and reach their potential as educators.

Keywords: faculty innovation, appreciative coaching, motivational interviewing

Track: Faculty Development

An increased focus on incorporating active learning into the classroom is evident in education literature and professional development conferences. Despite the evidence that active learning increases student engagement, learning and critical thinking, many faculty seem resistant to implementing these strategies. Several barriers relating to our hesitancy in changing our teaching methods will be discussed. Mentors, colleagues, and department chairs can help support and encourage innovation to improve teaching and learning. Appreciative inquiry/coaching and motivational interviewing are skills faculty can use to improve and change their teaching. Both create positive relationships and environments where faculty can reach their potential as educators.

Outcomes:

1. Understand appreciative inquiry and motivational interviewing to help encourage change.
2. Discuss the use of appreciative inquiry and motivational interviewing in higher education.
3. Develop and practice questions to encourage growth and change in faculty.

S

Designing e-Portfolio Signature Assignments Using Gifs, Memes, and Sizzle Reels

Carmen Saunders-Russell, California State University, Northridge

Using signature assignments, the transparent assignment template, and ePortfolios affords students the opportunity to showcase their creativity, competence, and knowledge.

Keywords: signature assignments, ePortfolios, transparent assignments

Track: Instructional Strategies

By incorporating the use of ePortfolios as signature assignments, students can showcase that they possess competency in complex subjects. Creative assignments also showcase that a student is equipped to function in a technologically advanced, ever-changing environment. By using a transparent assignment template for the following creative ePortfolio assignments: GIFS, memes, and Sizzle Reels, instructors can ensure that students are aware of the requirements and competency to be attained. Thereby students are able to demonstrate via creative means that they possess competence with respect to complex and sensitive subject matters while reinforcing their knowledge.

Outcomes:

1. Be able to use the transparent assignment to design the signature assignments of GIFS, Memes, and Sizzle Reels to demonstrate competency.
2. Explain how creative ePortfolio signature assignments showcase innovation and creativity by demonstrating student work.
3. Describe the importance of ePortfolios for showcasing student competency levels and knowledge attainment.

GIFs, MEMEs, Sizzle Reels and Me: Using ePortfolios to Showcase Student's Creative Works

Carmen Saunders-Russell, California State University Northridge

Using an ePortfolio can demonstrate that a student has developed a new or deeper sense of learning complex or sensitive subject matters via innovative means.

Keywords: innovation, ePortfolios, social media

Track: Instructional Strategies

Digital profiles can serve as a means for demonstrating attainment in competency levels as well as function as a record of a student's learning. Incorporating the use of GIFS, Memes, and Sizzle Reels as ePortfolio signature assignments allows students to demonstrate that they are competent with respect to complex and sensitive subject matters. In addition, a student can demonstrate that they possess the skills necessary to be successful in a technological advanced, ever-changing environment—a useful skill, as they enter their professional careers or pursue advanced studies.

Outcomes:

1. Use GIFS, Memes, and Sizzle Reels as ePortfolio assignments to showcase technological skills.
2. Be able to describe how certain assignments can demonstrate a student's sense of learning of complex or sensitive subject matters via innovative and creative means.
3. Explain how creative ePortfolio signature assignments showcase innovation and creativity

Transdisciplinary Approaches to Problems in Higher Education

Jeremy Schnieder, University of LaVerne

Jessica L. Tinklenberg, The Claremont Colleges

Transdisciplinary approaches offer an alternative that values shared goals, collaboration, cross-disciplinary conversation, and a basis for transformative action for problems in higher education.

Keywords: transdisciplinarity, issues in higher education, transformative action

Track: Educational Theory/Pedagogy

Recent experiences in higher education, such as the pandemic and ongoing calls for racial justice, have made clear that isolated figures using singular perspectives to solve problems are ineffective and sometimes even add to collective trauma. Transdisciplinary approaches offer an alternative that values shared goals, collaboration, cross-disciplinary conversation, and a basis for transformative action. In this presentation, two faculty developers with experience enacting transdisciplinary approaches to higher ed problems will discuss the basics of transdisciplinarity, its application in various aspects of higher ed work, and invite participants to consider the possibilities for their own contexts and problems.

Outcomes:

1. Discuss the basics of transdisciplinarity.
2. Apply the principles to issues in higher education.
3. Envision transdisciplinary approaches to localized concerns.

Student-Written, Student-Facilitated Case Studies Impact Critical Thinking, Participation, and Learning

Matthew Schwartz, Simmons University

How do the impacts of student-written, student-facilitated case studies on critical thinking, participation, and learning compare to instructor-facilitated case studies and traditional lecturing?

Keywords: case studies, student participation, active learning

Track: Instructional Strategies

Learning with instructor-facilitated case studies has been well documented to improve student learning, classroom participation, and the development of critical thinking across disciplines compared to more traditional lecturing. An important open question explored in this study is how the impacts of student-written, student-facilitated case studies compare to instructor-facilitated case studies and traditional lecturing. While student-written, student-facilitated case studies recapitulated the benefits that instructor-facilitated case studies offer compared to traditional lecturing, student-written, student-facilitated case studies offered both benefits and drawbacks compared to instructor-facilitated case studies.

Outcomes:

1. Examine the positive and negative impacts of student-written, student-facilitated case studies on critical thinking, participation, and learning.
2. Compare those impacts to the effects of teaching with instructor-facilitated case studies or traditional lecturing.
3. Discuss whether and how they would incorporate the use of student-written, student-facilitated case studies into their own courses.

Beyond the Degree, Fostering Professionalism in the Classroom and Online

Robyn Sears, Midwestern University

Deborah Black, Midwestern University

Gretchen Post, Midwestern University

This discussion will focus on student professionalism, including online platforms, correlation to professionalism in future practice and potential remediation in a “Think Pair Share” format.

Keywords: virtual education, professionalism health care education, tools in online professionalism

Track: Classroom Community/Culture

A review of literature shows a correlation between professionalism in students enrolled in health science programs and their future professionalism as clinicians or health care providers. Providing guidance and remediation to students can be challenging, especially in the setting of virtual learning. It is imperative to encourage and promote behaviors expected in graduates who will go on to hold professional positions. We provide a background correlating lack of student professionalism in health science education as a predictor for future lack of professionalism. We will discuss lapses in professionalism we have encountered as faculty, and share potential interventions and remediation techniques.

Outcomes:

1. Identify expected professional behaviors in health science students.
2. Understand the correlation between unprofessional behavior during health science education and future work practice.
3. Formulate potential solutions to student professionalism issues through collaboration with other educators.

Respectful Discourse: Inclusion in Culturally Diverse Classrooms

Kentina Smith, Anne Arundel Community College

Faculty-to-student and student-to-student communications involve social, emotional, and behavioral components. We will explore examples of these components, for respectful interactions in diverse environments.

Keywords: intercultural communication, social emotional, diversity

Track: Classroom Community/Culture

What are inclusive ways to interact and communicate in culturally diverse classrooms? Culture is not always visible. Too often, cultural diversity is mistaken as solely referring to face diversity – things we see on the surface like perceived race or ethnicity. When it comes to interactions in classroom settings, miscommunication can be, in part, due to cultural differences. Aspects of individuals that we do not see are the invisible components that dictate how we interact and how we perceive messages from others such as different worldviews, social norms, beliefs, and values. We will explore example practices for developing an inclusive environment.

Outcomes:

1. Identify teaching and learning goals, to inform communication strategies.
2. Explore social, emotional, and behavioral aspects of interactions.
3. Discuss learner-centered strategies for classroom application.

Student Selected Materials: Including Diverse Voices Through Shared Curriculum Ownership

Andrya Soprych, Mount Mary University

Lance Peterson, University of Saint Thomas

Kristin Lambert, Utah Valley University

Shared Curriculum Ownership (SCO) includes students in course design to enhance diversity and inclusion. The Student Selected Materials assignment can help meet SCO goals.

Keywords: student choice, diversity and inclusion, learner-centered teaching

Track: Instructional Strategies

This presentation examines the characteristics and benefits of the Shared Curriculum Ownership (SCO) approach. SCO includes students in course design to enhance diversity and inclusion and meet students’ learning goals. We will define SCO and discuss the benefits of this approach. We will then introduce Student Selected Materials (SSM), an SCO assignment that aims to increase student collaboration in course design and the range of diverse voices on a given class topic. Further, SSM encourages students to ask good questions and improve their information literacy skills. We will share initial research outcomes for the SSM.

Outcomes:

1. Explain characteristics and benefits of shared curriculum ownership (SCO).
2. Describe how the Student Selected Materials assignment increases inclusion and diverse voices and perspectives in class.
3. Use the Student Selected Materials assignment in their courses to increase student participation in course design.

Activating and Advancing Anti-Racist Pedagogies

Rachel Stumpf, University of California, Davis

Michelle Rossi, University of California, Davis

Kem Saichaie, University of California, Davis

Anti-racism can be applied as a lens to examine our teaching and address inequities. Join us to explore, discuss, and reflect on anti-racist teaching practices.

Keywords: anti-racism, equity, inclusion

Track: Classroom Community/Culture

Adopting anti-racist teaching practices is one way that educators can begin to address the inequities that persist on campuses, in curricula, and in classrooms. In this session, we will explore ways that anti-racism can be applied as a lens to examine multiple aspects of our teaching and advance three goals: 1) creating an inclusive classroom climate, 2) engaging multiple perspectives through content and discussions, and 3) establishing equitable class policies. We will share examples of anti-racist practices within each of these areas, and through reflection and discussion, participants will identify ways to apply these practices to their own teaching context.

Outcomes:

1. Critically examine the relationship between anti-racism and teaching.
2. Explore anti-racist teaching strategies.
3. Reflect on their current teaching practices and identify ways to implement anti-racist approaches.

T

A Platform to Engage Difficult Discussions: The World Café Model

Dione Taylor, Point Loma Linda Nazarene University

Addressing sensitive or emotionally-charged topics using facilitated discussions in an amicable environment can generate determinative solutions and a sense of camaraderie among its participants.

Keywords: collaborative learning, facilitated discussions, World Café Model

Track: Instructional Strategies

Engaging millennial learners in the graduate classroom has its challenges. The former, didactic lecture method has climaxed at the doorstep of many of these learners, leaving professors to modify the methods they will utilize to guide knowledge acquisition, generate critical thinking, and inspire application to present and future situations. The use of this collaborative learning strategy has been a useful method of engaging learners in an interactive, stimulating, solution-seeking discussion around topics perceived as sensitive. This presentation allows participants to explore the use of the World Café Facilitated Discussion model and its application to learning in their classrooms.

Outcomes:

1. Describe problem-based learning as an interactive instructional strategy.
2. Describe strengths of collaborative learning techniques.
3. Examine use of the World Café Facilitated Discussion Model as a pedagogical method to explore problem-solving or solution-seeking.

Tips From Previous Students: A Novel Strategy to Create OERs

Justine Tishinsky, University of Guelph

Kerry Ritchie, University of Guelph

A students-as-partners approach allowed faculty to oversee the development of an open educational resource, while offering 95 students experiential learning opportunities in teaching and learning.

Keywords: Students-as-Partners, Experiential Learning, Open Educational Resources

Track: Open Educational Resources

A common barrier to creating new course materials is the development time required by faculty. We present a novel, students-as-partners approach to creating OERs using an independent study course. Over three years, 95 physiology students curated openly

licensed learning objects and reflected on their role as both teachers and learners, introducing a unique perspective missing from traditional resources. This model can develop skills in professionalism, project management, and complex concepts of intellectual property and copyright. We will discuss the possibilities open pedagogy offers in terms of experiential learning with an emphasis on scalability and modification to suit a variety of settings.

All work done in collaboration with Versluis, A., and Murrant, C.

Outcomes:

1. Be introduced to a novel students-as-partners model to create an OER.
2. Have a tangible course structure to involve students in a multi-year OER project.
3. Receive access to a recently completed physiology OER.

Faculty Readiness to Change: Potential Impact on Student College Readiness

Anton O. Tolman, Utah Valley University

Nathan Martin, Utah Valley University

Brynn Wallentine, Utah Valley University

Many secondary students struggle to successfully transition to college; new metacognitive instruments provide faculty new opportunities to improve their teaching and help students succeed.

Keywords: metacognition, readiness to change, transition to college

Track: Instructional Strategies

Readiness-to-change theory and metacognitive development can help faculty create growth opportunities and implement personalized pedagogies to boost high school and first-year college students' learning skills, leading to student success and retention. This becomes possible through practical instruments that enhance faculty metacognition regarding readiness to improve their teaching, assess use of effective teaching strategies, and encourage reflection on areas they could improve. This session reports the results of a Spring 2021 study evaluating metacognitive teaching instruments in high school and community college teachers and explores how these tools might inform productive changes to better prepare high school students' transition to college.

Outcomes:

1. Describe the TTM-F and TSSA and how they facilitate faculty metacognition.
2. Explain the results of the Spring study and the implications it has for shifting teaching strategies in high school and in first-year student college classes.
3. Explain how use of these instruments can be used to implement personalized pedagogies to boost student learning skills for improved retention in college.

Warming Up to Music: Incorporating Audio Texts in Second-Language Teaching

Jeanie R. C. Toscano, University of California Irvine

Drawing on current research on second-language acquisition, I discuss methodologically sound procedures for incorporating lyrical music as warmups to communicative vocabulary-building lessons.

Keywords: second language acquisition, methodological principles of second language teaching, input processing

Track: Instructional Strategies

Music is a delicate tool which, when used in an SL classroom, can either facilitate or strain the language-learning process (Kramer, 2001). As such, careful consideration must be given to how music is incorporated in the classroom. While adhering to SLT methodological principles (Long, 2009), my poster focuses on a pedagogical procedure that turns lyrical songs into warm-up listening comprehension activities that target auditory comprehension and recall of newly introduced vocabulary. I then discuss how the music-based warmup activity can be used as a thematic springboard of rich input (Long, 2009) from which to design follow-up task-supported vocabulary lessons.

Outcomes:

1. Explain how research into SLA, specifically learners' developmental readiness, guides pedagogical procedures for incorporating music in second-language teaching.
2. Identify key methodological principles of language teaching, as compiled by Michael H. Long (2009), that justify the incorporation of authentic cultural texts (including lyrical music) in second language teaching.
3. Identify strategies for elaborating upon thematic content of music to design follow-up task-supported vocabulary building lessons.

Using Protocols to Enhance Group Discussions

Leslie B. Trimmer, The George Washington University

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

Keywords: collaboration, analysis, protocol

Track: Instructional Strategies

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

Outcomes:

1. Choose an appropriate protocol to lead group discussions.
2. Explain the protocol process.
3. Engage in a hands-on protocol activity.

Culinary Compositions and First-Generation College Students: Why Writing About Food Is a High-Impact Educational Practice

Franziska Tsufim, UC Irvine

Drawing on student writing and research on high-impact educational practices (HIPs), this study discusses why writing about food fosters first-generation students' sense of institutional belongingness.

Keywords: first-generation students, retention, writing pedagogy

Track: UDL/DEI

This poster analyzes a summer bridge writing course at a minority-serving research university that focused on reading and writing food memoirs. This case study builds on the positive correlation between high-impact educational practices (HIPs) and minority student retention rates (Kirby, 2021). Current research points to the role writing-intensive courses play for HIPs (Conefrey, 2021). And yet, what makes a writing course “high-impact” remains open for debate. I will illustrate how writing about food invites conversations about identity, belonging, and “home,” and positively affects first-generation students' sense of belongingness to the university community.

Outcomes:

1. Examine HIPs in the context of a writing-intensive course.
2. Describe the impact a particular course theme can have on students' sense of institutional belonging.
3. Explain the relationship between writing about food and the academic engagement of students historically underrepresented in higher education.

V

Mindfulness in the Classroom: Perception and Practice

Elizabeth Valenti, Grand Canyon University

Julia Langdal, Grand Canyon University

Original research examining mindfulness in freshmen undergraduate college students is shared. Methods to integrate mindful practices to improve academic performance and well-being will be shared.

Keywords: mindfulness, perception, classroom

Track: Course/ Curriculum (Re)Design

Track: Educational Theory/Pedagogy

Students are flooded with distractions and cognitive demands; mindful practices might serve them through their academic journey. Our presentation discusses original research examining current mindful practices and perceptions of mindfulness of freshmen undergraduate college students. The purpose was to determine the perceived advantages and disadvantages of practicing mindful activities. Primarily, it was noted that mindful activities are relaxing, calming, stress relieving, and good for mental health. Results can guide educators in strengthening academic persistence and overall well-being. Presenters will share simple methods to integrate mindful practices in the classroom and course curriculum.

Outcomes:

1. Understand and discuss original research on learners' perception of mindfulness.
2. Analyze current mindful practices of undergraduate learners.
3. Be provided with simple strategies to integrate mindful practices into their pedagogy and curriculum.

Modernizing Your Laboratory Course Using Blended Learning

Dana Vaughan, Grand Valley State University

Mattie Brechbiel, Grand Valley State University

Lilianne Nelson, Grand Valley State University

This session will present actionable strategies to utilize blended learning in your laboratory courses to achieve a modern, accessible, and efficient course design.

Keywords: blended learning, laboratory, mini-mods

Track: Blended Learning

Blended learning is becoming increasingly popular in higher education. Benefits include flexibility in scheduling, accessibility for students, and an appeal to non-traditional learners. Laboratory courses are often overlooked for this design, but not today! This session will provide a step-by-step guide to modernize your laboratory courses. Using the three domains of Bloom's Taxonomy, attendees will be able to determine the best delivery methods for their content. Supported by data from our courses, effective examples of instructional methods, including "mini-mods," will be provided. Don't leave your labs behind, attend this session and propel your curriculum forward!

Outcomes:

1. Explain the benefits of a blended learning model.
2. Describe actionable strategies to convert your laboratory content to a blended learning model.
3. Explain the application of mini-mods in your course.

W

Facilitating Group Interaction in Any Course

Kasey L. Walker, University of Arkansas

Utilizing small group communication theory and practice can improve your students' experience and the quality of their assignments regardless of discipline.

Keywords: small group instruction, group process, learning design

Track: Classroom Community/Culture

Collegiate disciplines from Biomedical Engineering to Art History use group/team-based learning strategies to increase active and engaged learning. Each discipline often conducts its own research on how best to facilitate these groups/teams, resulting in a hodgepodge of approaches. However, using small group communication research and practices and a few small classroom additions, we can create a plan for the implementation of these groups/teams in a wide variety of courses. These additions will improve your students' group experience and the quality of their assignments. This presentation leads you through that process and offers a few concrete activities/strategies to take with you.

Outcomes:

1. Understand the problems facing the utilization of small group/team work in the collegiate classroom.
2. Be prepared to facilitate small group/team work in the collegiate classroom utilizing a wide variety of small group communication theory and practice.
3. Take away three concrete practices to improve small group/team work in the collegiate classroom.

Global Mentorship: Sharing Innovative Practices for a Sustainable Future

Daniel J. West, University of Scranton

Bernardo Ramirez, University of Central Florida

Mentorship is a pedagogical strategy that can be used to build successful, sustainable, long-term relationships in faculty and university partnerships.

Keywords: globalization, mentorship, partnerships

Track: Educational Partnerships

Strong, long-lasting global partnerships in global healthcare education require innovative strategies to build sustainable, mutually beneficial outcomes and accomplishments. This presentation examines essential design conditions that foster trust and collaboration, and current examples are used from university-based partnerships in Brazil, Mexico, Slovak Republic, and Georgia. Global mentorship provides a new paradigm to ensure growth among partners. Initiatives focus on expanding accreditation, technological enhancements, cross-cultural research, faculty-student exchanges, course methods, public-private partnerships, and co-teaching. In addition to the didactic presentation, discussion questions and a case study in interdisciplinary collaboration for global learning will be used to enhance engagement and interaction.

Outcomes:

1. Understand mentorship as a strategy.
2. Determine how to use new initiatives to increase sustainability.

3. Discuss applying new global partnership ideas.

The Courage to Co-Construct; Co-Producing Knowledge for Whole-Person Learning

Lindsey Wilkinson, Portland State University

Vicki Reitenauer, Portland State University

Co-constructed learning environments require students and instructors to share power as they collaborate to transform and be transformed. We'll practice that together in this session.

Keywords: transformative learning, integrative learning, critical self-reflection

Track: Educational Theory/Pedagogy

One approach for building the skills and capacities needed by students and faculty to address the challenges of our times is co-construction, a strategy to redistribute power and provoke investment, engagement, and whole-person learning. In this session, we'll inquire into the hallmarks of co-constructed learning communities, spaces in which instructors and students share power in determining course content, facilitating learning processes, and evaluating learning outcomes. Using a co-construction model, the facilitators will share their own investments in and hesitations about co-construction and welcome participants into an active space of critical reflection on actual and potential co-construction practices in their contexts.

Outcomes:

1. Gain a working understanding of the hallmarks of co-construction as a curricular and pedagogical practice.
2. Draft ideas to ground and implement co-constructive approaches in their own professional practice.
3. Find inspiration to continue engaging in critical self-reflection on pedagogical/professional practice and collegial sharing for ongoing mutual support.

Interprofessional Virtual Encounters: A Collaboration Between Dental Medicine and Optometry

Jasmine Wong Yumori, Western University,

Learn about a novel interprofessional telehealth standardized patient experience involving predoctoral dental medicine and optometry students that's focused on communication, collaboration, and roles and responsibilities.

Keywords: interprofessional education, telehealth, standardized patients

Track: Assessment

This study examined a novel interprofessional telehealth standardized patient experience involving faculty and predoctoral dental medicine and optometry students. The virtual cases featured a geriatric dental patient and a homeless optometry patient. The study utilized the Interprofessional Collaborator Assessment Rubric (ICAR) to assess competency and provide students with feedback in communication, collaboration, roles and responsibilities, and a collaborative patient-family-centered approach to care. Initial results and student comments demonstrated that it was a valuable experience. Most student clinicians were rated at a competent level and felt increased confidence in dealing with a complex clinical scenario, performing patient education, and providing feedback.

Outcomes:

1. Describe why simulation is important in education.
2. Explain the use of a novel interprofessional telehealth standardized patient experience.
3. Identify strengths and opportunities for growth and adaptation within and beyond this dental medicine and optometry collaboration.

Y/Z

Social Loafing in Student Group Assignments: Quantitative and Qualitative Analysis

Jan Zantinga, University of Georgia

Charles Lyons, University of Georgia

Student groups may contain social loafers when completing course assignments. This study uses quantitative data to analyze this behavior and suggests instructor responses.

Keywords: group assignments, social loafing, slacking

Track: Assessment

This study evaluates students working in groups to create submissions for University courses. Social loafing in these student groups is seen as a concern. This study evaluates the data from 2,278 students across 4 different courses and 2 semesters using Peerdoc. The main conclusions of the study are: 1) Social loafing takes place, but in the single-digit level. 2) Two types of students can be distinguished based on the data: the occasional loafer (say once a semester) versus the hardcore loafer (majority of the assignments). This finding suggests an analysis methodology and alternative responses by the instructor.

Outcomes:

1. The participants will have quantitative data as it related to the amount of social loafing that took place in a set of sample courses.
2. The participants will have quantitative data to distinguish between different types of social loafers.
3. The participants will have seen some alternative courses of action that they may consider incorporating in their syllabus or other forms of communication.



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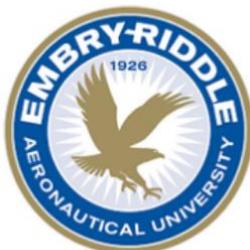
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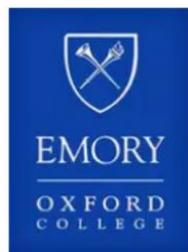
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WORKBOOK

PROFESSIONAL DEVELOPMENT AND NETWORKING

This workbook is a scholarly teaching framework to implement content acquired during this conference to improve your classroom teaching. As you complete the workbook, you will develop an individualized action plan for improving your teaching and student learning.

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.



COURSE ENRICHMENT

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

A. DESCRIBE THE ISSUE OR CHALLENGE THAT YOU HAVE IDENTIFIED.

B. DESCRIBE THE IDEAL SITUATION OR EXIT BEHAVIOR FOR THE CHALLENGE IDENTIFIED.

C. TO WHAT EXTENT ARE THE CONTRIBUTING FACTORS TO THE IDENTIFIED CHALLENGE RELATED TO STUDENT BEHAVIOR (OR LACK THEREOF) AND TO WHAT EXTENT ARE THE CONTRIBUTING FACTORS RELATED TO YOUR BEHAVIOR (OR LACK THEREOF)?

D. WHAT STRATEGIES MIGHT BE IMPLEMENTED TO ASSIST IN MOVING TOWARD THE DESIRED STATE?



TAKE-HOME EXAM

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

1. WHAT STRATEGIES HAVE YOU IMPLEMENTED? HAVE THEY BEEN SUCCESSFUL? IF NOT, WHAT ADJUSTMENTS CAN BE MADE?

2. DID YOU CONTACT ANY NEW CAMPUS RESOURCES UPON YOUR RETURN FROM THE CONFERENCE? IF SO, HOW HAVE THEY HELPED? IF NOT, WHO MIGHT YOU CONTACT?

3. REVIEW YOUR NOTES FROM THE CONFERENCE AND SELECT ONE NEW CONCEPT OR IDEA TO TRY IN THE COMING TWO WEEKS. DESCRIBE HERE BRIEFLY WHAT YOU WILL ATTEMPT.

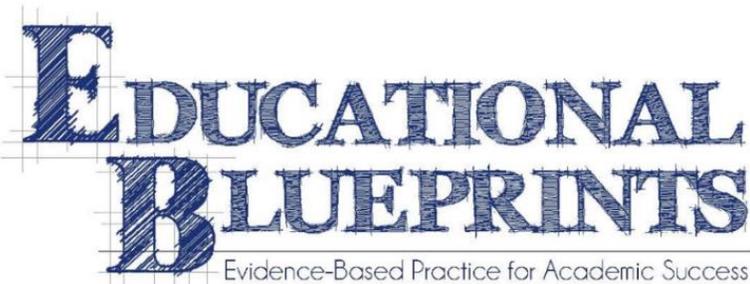


REFLECTIONS & NOTES

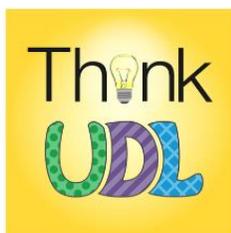
A series of 25 horizontal teal-colored lines, evenly spaced, providing a template for writing reflections and notes.



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AUGUST 8-10, 2022

CALL FOR PROPOSALS THROUGH APRIL 30
EARLY DECISION DEADLINE MARCH 30

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CALL FOR PROPOSALS

Open Through January 21, 2022!

ITLC Lilly Austin June 2-4, 2022

Doubletree by Hilton, Austin

lillyconferences-tx.com

Call *for* Proposals



ITLC Lilly Conference
on
Innovative Strategies to Advance Student Learning

In person attendance will be capped in accordance with local
COVID-19 regulations and CDC guidelines.

Traverse City, MI, Oct 14-16, 2021

Park Place Hotel

Deadline for Proposals: May 31, 2021

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*Thank
you!*



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