

Lilly Conference

COLLEGE AND UNIVERSITY
TEACHING AND LEARNING



CONFERENCE PROGRAM

TEACHING FOR ACTIVE & ENGAGED LEARNING

Anaheim, California | Feb. 28 - Mar. 2, 2019

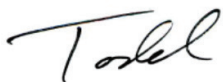
Welcome to Lilly-Anaheim!

Welcome to the Lilly Conference; we are pleased to be in Anaheim/Orange again this year! The potential to improve student-learning outcomes on your campus by attending this interdisciplinary teaching conference is staggering. Presentations at this conference are facilitated by experienced faculty members from a variety of institutional types and from throughout the United States. This conference consistently receives rave reviews and has influenced many positive outcomes: student learning outcomes, grant ideas and collaborations, satisfaction with teaching, new collegial friendships, and promotion and tenure preparation.

We continue our commitment to improving student learning and promoting faculty connections and collaborations. At Lilly Conferences, we value community. We purposefully create a conference experience aimed to build a “community of learners,” coming together to learn from one another. We hope you notice over the next few days the small touches provided to help that feeling of community develop and grow. As a Lilly participant, you are part of a truly remarkable gathering of individuals. Those around you have a deep commitment to student learning and we trust the conversations over the next few days, and the new friendships formed, will influence you for years to come. Casual conversations in the lobby, during the reception, or during a walk to restaurants can be as informative and uplifting as scheduled sessions. It is our hope that as the conference unfolds, participants will develop a sense of community that will enable future friendships and collaborations. Many years ago, this sense of connection and community came to be called - Lilly Conference Spirit! We will strive to continue that tradition at this conference. Please note if you need a break, the hotel is within walking distance to the Outlets at Orange with shops, restaurants, and entertainment. Spend an evening out with a few of your new colleagues and check out what this premier destination has to offer.

Thank you very much for attending this conference. It is because of you that the community spirit of this event is possible. I point all of this out as I truly believe that this conference is a special event and I am so glad you joined us. I do hope you have a rewarding experience that both recharges you as a faculty member and leads to new teaching strategies that result in even better outcomes for your students!

Best,



Todd Zakrajsek, PhD
Conference Director



Acknowledgments

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

Reviewers

We wish to take this opportunity to recognize our proposal reviewers. The following individuals took time out of their very busy schedules to help us make programming decisions. Thank you for your contribution!

2019 Lilly-Anaheim Reviewers:

Emtinan Alquarashi, *Temple University*
Susan Archibald, *Purdue University Global*
Milt Cox, *Miami University*
Kimberly Ondo, *Purdue University Global*
Timothy Ottusch, *University of Arizona*
Michael Snell, *Purdue University Global*
Virginia Uhley, *Oakland University*

Cosponsors

This year's cosponsors include: ACE, Educational Blueprints, the Idea Center, the Scholarly Teacher, and Stylus Publishing.

Special Thanks

Our gratitude goes out to Milt Cox and Laurie Richlin. Laurie founded the regional Lilly Conferences on College and University Teaching, which have each grown into national conferences, and we thank her for planting those seeds from which so many have benefited. Milt Cox founded the original Lilly Conference on College Teaching nearly 40 years ago. He recognized the importance of bringing together individuals from a variety of disciplines to discuss issues that face us all, and did this before the concept of a conference centered on teaching and learning was common. He has done so much for so many, and been an exceptional friend to all who care about student learning and faculty development. Thank you.

Conference Information

Name Badges

Please wear your name badge at all times during the conference. Please note that it is the tradition of Lilly Conferences to *not* include titles or contributions on name badges, such as “Dr.” or “Presenter.” We certainly understand you have all worked very hard to achieve your titles and worked diligently to prepare the materials for your presentation. That said, it is our belief that the absence of such titles helps to facilitate building community.

Book Raffle

Through kind donations from Stylus Publishing, we have approximately \$500 in value of books to give away to conference participants this year. You will receive book raffle tickets with your conference registration materials. The drawing will be held after breakfast on Saturday. Although you do not need to be present at the time of the drawing to win, you (or a colleague on your behalf) must pick up the book at the registration desk by 2:45 pm Saturday.

Meals/Guest Meals

Your conference registration includes: an afternoon snack on Thursday; breakfast, lunch, afternoon refreshments, and a reception on Friday; and breakfast and lunch on Saturday. Name badges are required for entrance to meals. Unfortunately, due to space limitations, it is not possible to have a guest and dine with you or join us for the reception. However, there are several restaurants within walking distance as well as two onsite restaurants.

Group Dinner Reservations

We will make several reservations for dinners around town (both within walking distance and accessible by lyft/uber/or personal cars) under the name Lilly and post sign-up sheets at the registration desk. Sign up by yourself or with a friend to be guaranteed a place to eat dinner with a group of colleagues. Please note we are facilitating the reservation only. Transportation and restaurant bills are the responsibility of the attending parties.

Attending Sessions

While it is expected that participants and presenters alike attend the whole conference in an effort to build community, it is NOT expected that you 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’ve learned, network, or even just catch up on emails.

Evaluation of Sessions and Conference

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

Networking

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

Social Media

Stay connected with us all year long through social media. Make sure to like us on Facebook, find us on LinkedIn as Lilly Conference Group, and tweet about your experience with #lillycon. Within the Guidebook App, you can message participants, make a personalized schedule, and share photos of the conference.



Thursday Plenary Presenters

Todd Zakrajsek

University of North Carolina

Todd D. Zakrajsek PhD, is an Associate Professor and the Associate Director of the Faculty Development Fellowship Program in the Department of Family Medicine at UNC SOM. Todd has a PhD in Industrial/Organizational Psychology and was a tenured associate professor of psychology before moving into faculty development, where he directed teaching centers at three different universities. In addition to his work at UNC, Todd serves on several educationally-related boards, including the Journal of Excellence in College Teaching; International Journal for the Scholarship of Teaching and Learning; College Teaching, and Higher Education Teaching Learning Portal. In recent years, Todd served on boards charged with creating resources and opportunities related to teaching and learning for Lenovo, Microsoft, Harvard, and the Gates Foundation. Todd's current academic work and publications pertain to effective instructional strategies and student learning. His most recent books include: *The New Science of Learning (2nd Ed)*, *Dynamic Lecturing*, and *Teaching for Learning*.



Technology-Integrated Teaching: Moving from Distracted to Enhanced Learning

Thursday, 1:30pm - Ballroom

The challenge of students bringing technology to class is ubiquitous in higher education. A study of over 35,000 undergraduate students notes that over 95% of students today own a laptop or a smartphone. Students frequently bring their laptops to class and expect to use them, sometimes for course related work, and at other times as a portal out of the classroom. The debate of whether or not to ban laptops and cell phones is heated and ongoing. In this session, student perceptions regarding technology in the classroom will be presented, along with specific strategies faculty members may use to facilitate learning with (or without) technology.



Terry Doyle

Ferris State University

Terry Doyle is an author, nationally recognized educational consultant and Professor Emeritus from Ferris State University where he taught for 38 years. From 1998 to 2009 he served as the Senior Instructor for Faculty

Development. Terry is highly sought-after speaker who has given over 300 workshops and keynote addresses at regional, national and international conferences and colleges around the world on ways to develop a learner-centered approach to teaching. His newest book to be published December 2018, co-authored with Dr. Todd Zakrajsek is the second edition of *The New Science of Learning: How to Learn in Harmony with your Brain* and is written for college and high school students. It has been described as breaking new ground in helping students understand how learning happens and suggests a new paradigm for how students should prepare themselves for learning. It is also the best-selling book in the history of Stylus Publishing.

The Effects of Sleep on Health, Learning, and Memory

Thursday, 2:00pm - Ballroom

Current sleep research strongly suggests that the amount of sleep students get may have more impact on their health, learning abilities and memory processing than any factor. The CDC estimates eighty million American are sleep deprived. Studies show as many as 70 % of college students are also sleep deprived. This presentation will examine the effects sleep loss has on student's health, learning abilities and memory processing. My goal is to equip teachers with the knowledge needed to help students understand how their sleep behaviors are impacting their physical, mental and emotional lives. In addition, how addressing sleep issues can improve their academic performance and their personal health and well-being. Teachers are also likely to learn a great deal about how sleep is impacting their lives.

Friday & Saturday Plenary Presenters

Karobi Moitra

Trinity Washington University

Karobi Moitra, PhD, is a Clare Boothe Luce Associate Professor of Molecular Biology at Trinity Washington University in Washington DC and a former Assistant Provost for the Sciences. She is a Certified Faculty Developer and the Core Leader of the Faculty Development Program at Trinity that is funded by a one million dollar Inclusive Excellence Grant from the HHMI. She is also a Science Case Fellow for the Science Case Network and has authored several engaging case studies for the National Center for Case Study Teaching in Science. Karobi has a very active interest in faculty development, inclusive teaching and the art of storytelling to engage students in the classroom. She has authored several books & articles and has conducted faculty development workshops around the theme of inclusive excellence & storytelling. As a scientist, Karobi is dedicated to training & mentoring undergraduate women in genomics.



Instructors ExCEL: Inclusive Excellence as a Driving Force for Curricular Transformation

Friday, 1:00pm - *Ballroom*

We have created a unique faculty development program called Instructors ExCEL where faculty learn about inclusive practices and subsequently implement a curriculum for inclusive excellence. There is an urgent need to train faculty to create inclusive learning environments for fostering student success and retention. To drive the culture of inclusive excellence we have created a unique program for faculty development called Instructors ExCEL. Faculty members undergo training to accelerate their own growth and learn how to generate inclusive learning environments. They implement these changes by designing an inclusive curriculum for their students. Our vision is that as we develop our new program in the sciences we can expand I-ExCEL through Faculty Learning Communities to drive inclusive excellence in other disciplines ultimately fostering a campus climate of inclusiveness.



Anton Tolman

Utah Valley University

Anton Tolman, PhD, earned his PhD from the University of Oregon in Clinical Psychology in 1991. After spending several years in private practice and in leadership positions in a state psychiatric facility, he joined the academy at Grand Valley State University in Michigan in 2000. He is past-Director of the Faculty Center for Teaching Excellence, Professor of Behavioral Science, and Faculty Fellow for the Office of Teaching and Learning at Utah Valley University. His areas of scholarly work focus on student metacognition, student resistance to learning, faculty metacognition, and issues of power in the classroom. He is senior editor of the recently published *Why Students Resist Learning: A Practical Model for Understanding and Helping Students*. He is married with two grown children living in California (one an attorney and one the Prince in the Squatty Potty commercials), and is an avid reader and board gamer.

Energizing Active Learning by Reducing Instructor and Student Resistance

Saturday, 1:15pm - *Ballroom*

In implementing active learning, instructors often run into resistance, stalling progress and creating frustration. By understanding the causes of resistance, we can energize student learning. Instructors encounter resistance when teaching, but for those seeking to implement active learning strategies, it can be especially visible. Often, instructor responses do not address underlying causes and can lead to increased frustration for all. By developing a comprehensive understanding of resistance, instructors can enhance their ability to effectively respond and create opportunities for student learning. Participants in this session will be able to understand and reduce their own reactivity to resistance, explain the interacting factors contributing to student resistance, and develop a plan to assess and intervene to lower student resistance and enhance motivation to learn in their courses.



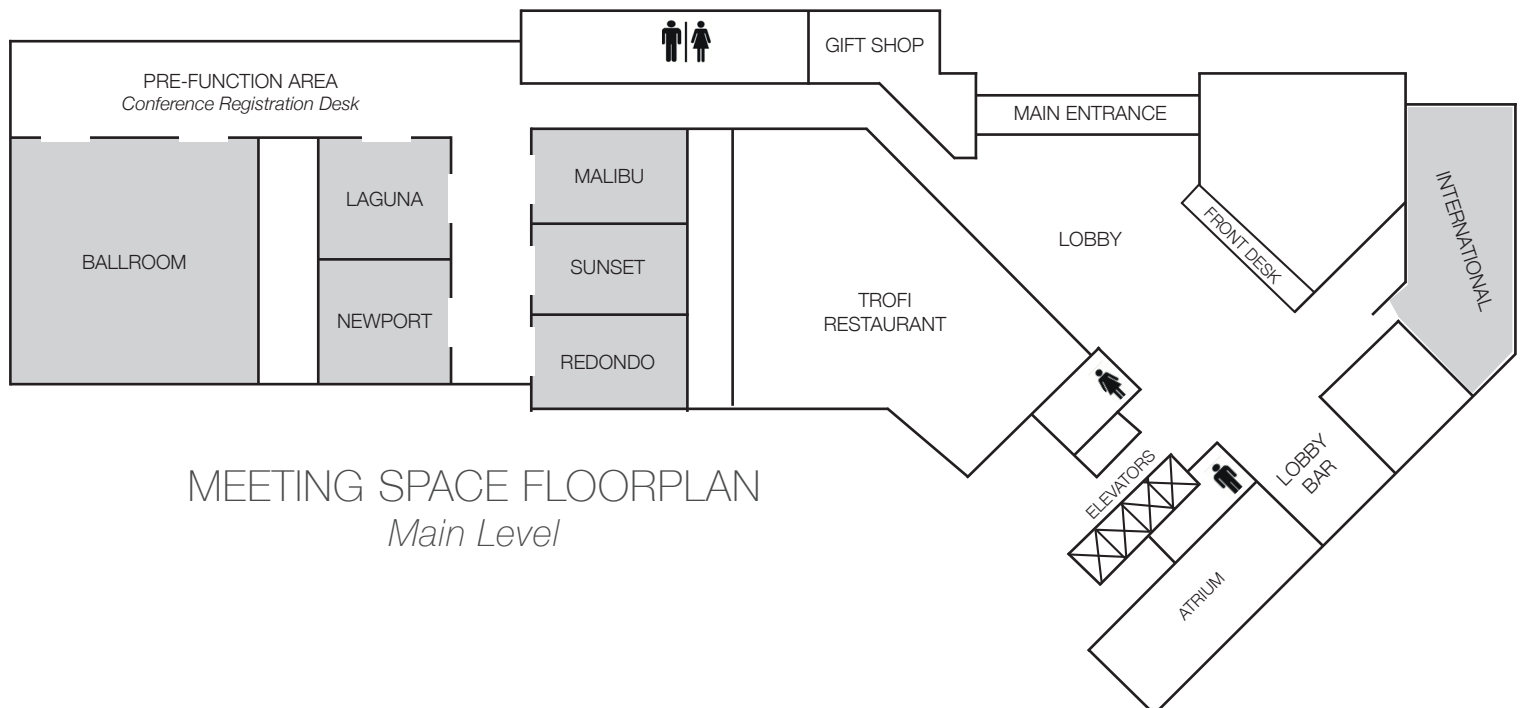
Lilly-Anaheim Daily Schedule

THURSDAY, FEBRUARY 28, 2019						
1:30p - 2:00p	Welcome & Opening Plenary by Todd Zakrajsek: Technology-Integrated Teaching: Moving from Distracted to Enhanced Learning - <i>Ballroom</i>					
2:00p - 3:15p	Plenary Presentation by Terry Doyle: The Effects of Sleep on Health, Learning, and Memory - <i>Ballroom</i>					
ROOMS	Laguna	Newport	Malibu	Sunset	Redondo	International
3:30p - 4:20p	Targeted Teaching Strategies for Today's Students <i>J. Clemmons & G. Sollfrank</i>	Boundaries and Balance: Writing Your "Life Rules" <i>G. LaMaster</i>	Technology 101: Easy and Effective Interactive Learning and Assessment... <i>S. Souther</i>	A Window into Online Learning: What Is Really Going On? <i>S. Specht & S. Luken</i>	Incorporating Active Learning Into a Large Enrollment Course <i>C. Sparks, et. al</i>	The Affective Learning Institute: Faculty Driven Professional Dev... <i>L. Tolentino & P. Guenther</i>
4:35p - 4:55p	Integrating Discussion Sections in Large Courses with Limited Staff/Time <i>A. Papadakis</i>	Empowering First-Generation and Low-Income Students for... <i>M. Runnerstrom, et. al</i>	RANdOm Thoughts: Using Microsoft Excel to Create Unique Student... <i>S. Bergstrom</i>	WISE Write-In SEries: A Learning Community for All Writers <i>E. Sprague</i>	Student Perspectives on the Use of Interactive Video Lectures <i>T. Ottusch & A. Jordan</i>	Creating Innovative Learning Experiences in Higher Education <i>V. Davis-Morrison</i>
5:10p - 6:00p	Incorporating Formative Assessment: The What... <i>U. Sorensen, A. Rochdi, & T. Morris</i>	The SOAR Model for Competency Learning in Traditional Classrooms <i>E. Power</i>	Embracing Innovative Technologies to Create a Dynamic, Engaging... <i>V. Martineau</i>	Underestimated Potential: Benefits and Challenges of Undergraduate... <i>T. Broman</i>	The Three Rs for Student Success: Reading, 'Riting, and 'Revitalizing <i>K. Gabriel</i>	The IDEAL: Instructional Design to Engage Adult Learners <i>B. Galloway</i>
FRIDAY, MARCH 1, 2019						
8:00a - 8:45a						
8:45a - 9:15a	Round Table Discussions - Ballroom					
ROOMS	Laguna	Newport	Malibu	Sunset	Redondo	International
9:30a - 10:20a	Let's Give Them Something to Talk About! <i>M. Davis</i>	Challenges and Strategies for Engaging Adult Learners <i>J. Byers-Kirsch & R. Kirsch</i>	The Rebel Rubric: Autonomous Motivation and Authentic Assessment <i>P. Canning & J. Lesandrini</i>	Preparing Future Faculty for Research Mentoring: Impact of Structured... <i>L. von Hoene & S. Soracco</i>	Addressing Academic Honesty with a Culturally Diverse Student Body <i>D. Herreiner</i>	Innovative and Practical Education on Sexual Violence Prevention and... <i>D. Kothmann Paskos</i>
10:35a - 11:25a	Problem-Based Learning: Using It Effectively in an Undergraduate Course <i>I. Jones</i>	Signature Course Stories: Revamping the Core Curriculum Chapter by... <i>P. Moran Micks & L. Holleran</i>	Handling Hot Topics in the Classroom <i>D. Pollock</i>	Enhanced Crossover Learning Strategies: Deepening Learning... <i>B. Gilliam</i>	Peer-Assisted Writing Classes: Supporting Academic Success Through... <i>B. Pearson</i>	Conversations with a Purpose: Modeling Interviewing Techniques... <i>A. Samkian</i>
11:40a - 12:00p	Achieving Synergy Through Learning Style Integration <i>D. Anderson</i>	Quantitative Arts: Improving Student Attitudes Towards... <i>S. Batolic</i>	Five Approaches to Implement End-of-Course Group Projects <i>B. Harris</i>	Strategies for Creating Sustainable Faculty Development on Smaller... <i>B. Daniel</i>	Improving Student Perceptions and Outcomes in Gateway Biology Courses <i>S. Agolini</i>	Diversity Inclusion in a Health Policy Undergraduate Course <i>S. Mshigeni</i>
12:00p - 1:00p	Lunch - Ballroom					
1:00p - 2:15p						
2:35p - 3:25p	Structuring Your Lectures to Engage Students and Optimize Learning <i>T. Noah</i>	Developing A Flipped Lesson Plan: Planning for Active Engagement <i>R. Mathur, et. al</i>	Reflexivity and Imagination in the Formation of Educator Identities <i>S. Dias & J. Schnieder</i>	Teaching Intercultural Communicative Competence and Social Engagement <i>A. Barili</i>	Grab a Seat: Meditation and Yoga for De-Stressing Anywhere <i>B. Schumacher</i>	Deep Learning with Reacting-to-the-Past Role-Immersion Games <i>D. Herreiner</i>
3:40p - 4:00p	Reflections on a Two-Semester Journey to Effective Teaching <i>J. Oh</i>	Learning What is "REAL" to Students <i>C. Ottman</i>	Boxed! The Potter Box Applied to Reason Ethically Everywhere <i>K. Watson</i>	The 'Cord Game': An Experiential Game to Teach Change <i>R. George</i>	Bloom's Blitz: Active Learning Techniques to Assess Your Students <i>S. Souther</i>	Cultivating Critical and Creative Thinking in the Chemistry Classroom <i>G. Rabah</i>
4:15p - 5:05p	Grading, Untangled <i>N. Haugnes</i>	Supporting Diverse Learners: Teaching Emotional Self-Regulation in the Classroom <i>B. Harper</i>	Symbols and Schema: Diving into Student Thought to Activate Prior Knowledge <i>E. Boyer</i>	What Is the Scholarship of Teaching and Learning? Seven Steps to Engage... <i>M. Cox</i>	How the Design and the Techniques Implemented Impact Digital Courses <i>L. Parmer</i>	An Integrated Approach in the Teaching of Writing <i>A. Awada</i>
5:15p - 6:15p						

Lilly-Anaheim Daily Schedule

SATURDAY, MARCH 2, 2019

7:30a - 8:00a	Breakfast - Trofi Restaurant				
ROOMS	Laguna	Newport	Malibu	Sunset	Redondo
8:00a - 8:20a	Talking About Difficult Topics in the Classroom: Strategies to Teach About Diversity and Tolerance <i>D. Galarreta</i>	Enhancing Student Engagement: Collaborative Learning and Student-Faculty Interaction <i>L. Clark & P. Morris</i>	Using Data Mining for Detecting Students at Risk <i>S. Rapier</i>	Engaging Our Community: Librarians as Partners in a SoTL Fellowship <i>M. Johnson & T. Weeks</i>	How Students Write: Analysing Outcomes of a Collaborative Writing Project <i>S. Skawinski</i>
8:30a - 9:20a	The New Sage on the Stage: Teaching Students to Learn <i>K. Miller-Davis & I. Uscinski</i>	Neuroscience Meets Transformative Learning: An Exploration of Applications... <i>T. Weldon & R. Franz</i>	Using Film in the Classroom: Tools for Getting Past the "Better than the Book" Argument <i>M. Skipworth</i>	The Art of Dialogue in the Age of Trump <i>G. LaMaster</i>	Taking Problem-Based Learning Online: Experiences from Entrepreneurship <i>J. Smith & K. Stevenson</i>
9:35a - 10:25a	Student and Faculty Voices in Teaching and Learning Initiatives <i>P. Gutierrez, et. al</i>	Silence for Engagement and Deep Learning: Integrating Contemplative Pedagogy <i>S. Dias</i>	Virtual Reality and the Future of Education <i>J. Jarvis</i>	C.O.R.E Program: Collaborative Observational Reflective Experience Program <i>D. Betancourt</i>	Bullying and Incivility in Higher Education, How Do We Protect Our Mental Health? <i>B. Rivas, A. Rivas, & T. Migliaccio</i>
10:40a - 11:30a 10:40a - 11:00a	Using Change Theory to Enhance Metacognition, Teaching, and... <i>S. Bagley & A. Tolman</i>	Transdisciplinary Assessment to Enhance Student Learning and... <i>J. Schnieder</i>	Strategies to Promote Active Learning: Space, Technology... <i>M. Chen</i>	Diversity and Me: A Game Plan for Continual Improvement <i>S. Gerner</i>	Facilitating Flipped Learning: Utilizing Cross-Campus FLCs <i>R. Mathur, et. al</i>
11:10a - 11:30a	Trading Homework for Learning Together: Deeper Engagement... <i>J. Yuile</i>	Comparing Peer and Faculty Assessments Within an... <i>J. Yumori, K. Napier-Dovorany, &</i>	Mobile Device Jujitsu: Assignments Using Cell Phones <i>K. Ladd</i>	...Using Personal Narratives as Inclusive Learning Experiences <i>M. Napolitano & M. Killinger</i>	How to Flip Calculus One Lesson at a Time <i>S. Heubach</i>
11:40a - 12:30p	Laughademics: Humor as a Teaching Strategy <i>R. Dolan</i>	Language and Identity: An English Translation <i>F. Monroe</i>	Promoting Affective Engagement: Developing Emotional Intelligence in... <i>T. Hammar & P. Griswold</i>	Expansive Education: Thinking Outside the Box <i>D. Betancourt</i>	Global J: Journalism's Four C's Plus I Cross-Curricularly Worldwide <i>K. Watson</i>
12:30p - 1:15p					
1:15p - 2:30p	Plenary Presentation by Anton Tolman: Energizing Active Learning by Reducing Instructor and Student Resistance - Ballroom				



MEETING SPACE FLOORPLAN
Main Level



Concurrent Session Abstracts and Outcomes

In alphabetical order by the lead presenter's last name

THURSDAY 3:30p - 4:20p

Targeted Teaching Strategies for Today's Students

Jo Clemmons and Gayle Sollfrank - *Point Loma Nazarene University*

Research shows that iGen students are anxious, addicted to smartphones and under-prepared for college rigor. This session shares evidence-based teaching strategies to address these needs.

Abstract: Research on this current generation of students shows a radical shift in the way they think, feel, interact with others and function as students. iGen'ers are anxious, addicted to smartphones and often under-prepared for the rigors of college. This workshop will support faculty as they guide students toward academic success. Attendees will develop an understanding of iGen students and their academic needs. Pulling from the literature and original research, facilitators will share strategies that have been successfully piloted in multiple disciplines. Through guided inquiry, participants will choose and align strategies to support learning and growth of iGen students.

Learning Outcomes: (1) Define three significant characteristics of iGen (internet generation) students that impact their learning. (2) Choose and align discipline appropriate, proven teaching strategies and resources to address iGen needs that support their learning and growth. (3) Articulate the benefits for students and faculty of each teaching strategy.

Theme/Track: *Academic Success*

Room: **Laguna**

Boundaries and Balance: Writing Your "Life Rules"

George LaMaster - *Marian University*

Transformational teaching requires slowing down and setting boundaries around work-life balance. Participants will assess their work/life commitments and write their personal "life rules" for well-being.

Abstract: In a crisis, don't just do something. Stand there. Transformational teachers provide a non-anxious presence. They control themselves rather than other people. Transformational teaching requires slowing down and setting boundaries around work-life balance. How can

I avoid burnout? When should I say "no" and when should I say "yes" to new opportunities? What best practices keep my life in balance? Participants will take a self-assessment of their time commitments and write their personal "life rules" for self-care. Learn the proven and practical strategies of highly effective professionals in high burnout careers. You can thrive with low anxiety and high energy!

Learning Outcomes: (1) Self-assess imbalances in life that may signal burnout. (2) Write "life rules" for holistic self-care. (3) Practice saying "No" by asserting a boundary.

Theme/Track: *Preparing Future Faculty, Self Care*

Room: **Newport**

Technology 101: Easy and Effective Interactive Learning and Assessment Techniques

Stacey Souther - *Cuyahoga Community College*

In this workshop, participants will interact with and learn how to use the interactive technologies, Kahoot and Plickers, for classroom content review and assessment.

Abstract: Technology that allows students to interact with course content increases engagement and leads to higher rates of completion. In this workshop, two engaging technologies will be introduced to participants. Kahoot uses student cell phones to allow for interactive course content gaming review in the classroom. Plickers is a lower technology card system that allows you to scan student QR code responses to gauge student understanding. Participants will have the opportunity to first interact with the technologies and then will learn how to use them in their own classrooms to enhance student engagement and understanding of course material.

Learning Outcomes: (1) Discuss how technologies can be used well in the classroom for content review and assessment. (2) Explain the benefits and possible downsides of Kahoot and Plickers to a colleague. (3) Use Kahoot and Plickers to increase student engagement and success.

Theme/Track: *Assessment, Teaching w/ Classroom Technologies, Active Learning Strategies*

Room: **Malibu**

A Window into Online Learning, What Is Really Going On?

Sandra Specht and Susan Luken - *Sinclair Community College*

This interactive presentation focuses on data collected that will provide insights on the attitudes, benefits and challenges of student learning on a virtual platform.

Abstract: How do students in online classes feel their learning compares to Face-to-Face (F2F) modalities? In a three part discussion, presenters will show data collected from online and F2F learners regarding material competency, ethical behaviors and overall attitudes. Do the students feel confident in their knowledge of the material? Newly collected data will discuss and attempt to answer these faculty and student questions relating to online lab based science platforms. Audience participation will be a component of the presentation. Attendees acquire strategies to utilize in their own online courses from various disciplines to increase student competency, confidence and ethical behaviors.

Learning Outcomes: (1) Articulate benefits and barriers to the online learning platform in both undergraduate laboratory based science courses as well as non-science courses. (2) Identify perceived vs real areas of strengths and weakness in the delivery system for lab based science classes as well as non-science courses. (3) Identify through anonymous self-reporting non ethical behaviors during completion of online assessments and brainstorm possible solutions.

Theme/Track: *Teaching Online, STEM*

Room: Sunset

Incorporating Active Learning into a Large Enrollment Veterinary Anatomy Course

Cathryn Sparks¹, Glenn Wakley², and Pradeep Malreddi¹
- ¹Kansas State University and ²Ross University

Incorporation of active learning breakout sessions to promote critical thinking in a large enrollment veterinary anatomy course and demonstration of model-building using the canine larynx.

Abstract: Clinical reasoning is a measure of professional competence that is critical to successful practice of veterinary medicine. It is therefore necessary to encourage the development of these aptitudes early in the curriculum. One of the challenges of teaching first year professional school students is transitioning student learning from passive, simple recall toward increasingly more complex and abstract levels of cognition. We will discuss the active learning exercises that were successfully incorporated into

a class of 115 first year students, discuss the outcomes of student surveys and teaching evaluations, and incorporate audience participation to demonstrate one of these activities.

Learning Outcomes: (1) Identify effective and time-efficient strategies for encouraging active learning and student engagement in high enrollment courses. (2) Recognize potential benefits of designing group breakout sessions for active learning into a combined lecture and laboratory course. (3) Describe their personal experience of active learning through model building.

Theme/Track: *Academic Success, Engaging/Motivating Students, Active Learning Strategies*

Room: Redondo

The Affective Learning Institute: Faculty Driven Professional Development for Equity Based Instructional Innovation and Campus Cultural Transformation

Leida Tolentino - *Santa Barbara City College*

Experience affective, non-cognitive teaching from the perspective of the student and leave with tools and techniques to integrate into any class or academic program.

Abstract: This experiential workshop provides an evidence based model for how to create campus-wide affective, non-cognitive and equity based pedagogical change through in-house faculty facilitated institutes. The facilitators draw on the expertise of colleagues from across disciplines to teach the basics of affective pedagogy, emphasize why social-emotional learning and culturally relevant teaching is vital to the success of all students, especially underserved student populations, provides colleagues with practical tools for incorporating affective pedagogy into their classrooms and campus programs without sacrificing core content, and provide opportunities for colleagues to collaborate and disseminate best practices. Workshop participants will experience examples of non-cognitive teaching from the perspective of the student and leave the workshop with tools and techniques that can be integrated into any class or academic program.

Learning Outcomes: (1) Broadly define and apply affective, non-cognitive learning and understand the relationship between non-cognitive learning, belonging, and student success and equity. (2) Leave the workshop with affective, non-cognitive tools and strategies that can be immediately applied in the classroom and campus programs. (3) Apply a model for colleague-led equity-based cultural transformation at their home institution.

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

Room: International



THURSDAY - 4:35PM-4:55PM

Integrating Discussion Sections in Large Courses with Limited Staff/Time

Alison Papadakis - *Johns Hopkins University*

We will explore an empirically supported model to integrate small discussion sections into large lecture courses without increasing staffing or faculty/TA face time.

Abstract: Many faculty wish to use instructor-facilitated small discussions and active learning methods to improve learning outcomes and diversify learning assessment methods in large lecture courses but are limited by staffing and time. I will share a hybrid course model (adapted from Luck, 2015) for redesigning a lecture course to include small in-person discussion sections without increasing staffing or instructor class time. The model is supported by evaluation data indicating improved learning outcomes and student satisfaction from a redesigned 200-student psychology course with one instructor and one TA that included case study discussion sections. Collaborators: Meghan McGlaughlin, Carolina Daffre.

Learning Outcomes: (1) Redesign a course structure to integrate discussion sections without increasing class time or staffing. (2) Describe the empirical support for this hybrid model. (3) Use lessons learned to optimize implementation of this hybrid model.

Theme/Track: *Course Design/Redesign, Teaching Online*

Room: Laguna

Empowering First-Generation and Low-Income Students for Academic and Professional Success

Miryha Runnerstrom, Nicole DeVille, and Matthew De Leon - *University of California, Irvine*

This presentation will showcase strategies for engaging first-generation and low-income students and promoting development of professional and personal skills to improve academic and professional success.

Abstract: First-generation and low-income (FGLI) college students experience an academic achievement gap, compared to continuing-generation and higher-income students. Previous research illustrates that FGLI students are less likely to be engaged in both academic and social experiences that contribute to individual success in college. Furthermore, FGLI students exhibit higher Science, Technology, Engineering, and Math (STEM) attrition rates than their counterparts. This presentation outlines common

reasons for attrition among FGLI students in STEM disciplines; presents the multi-layered, comprehensive structure of a department-specific pilot program aimed at increasing engagement of FGLI students; and, presents quantitative and qualitative program evaluation results to inform future directions.

Learning Outcomes: (1) Discuss common reasons for attrition, particularly in STEM disciplines, among first-generation and low-income college students. (2) Develop department-specific initiatives designed to facilitate inclusive excellence and to broaden participation among first-generation and low-income college students. (3) Create an evaluation plan to appraise whether students benefit from the proposed programming and resources.

Theme/Track: *Academic Success, Engaging/Motivating Students, STEM*

Room: Newport

RANDom Thoughts: Using Microsoft Excel to Create Unique Student Assessments

Stephen Bergstrom - *Southern Alberta Institute of Technology*

With a little practice and imagination, you can reduce the opportunities for students to cheat on exams by randomly creating unique assessments for each student.

Abstract: An easy way for students to cheat on exams is copying from their neighbors. You could give each student a unique assessment; but who has time to create multiple different exams? This session will demonstrate how you can use Microsoft Excel to randomly generate different assessments with relatively little long-term effort. Don't teach a "numbers" course? You can still randomly generate multiple versions of "written" questions. With a little practice, these functions could be applied in virtually any subject area! Not an Excel wizard? No worries ... instructions will be provided! Bring your laptop or tablet for some hands-on practice!.

Learning Outcomes: (1) Create Excel formulas to randomly generate numerical test questions. (2) Create linked Excel formulas to create solutions to match the randomly generated questions. (3) Create Excel formulas to randomly generate text-based test questions.

Theme/Track: *Assessment, Teaching w/ Classroom Technologies*

Room: Malibu

WISE Write-In Series: A Learning Community for All Writers

Ellen Sprague - *Principia College*

Celebrate the fifth year of the WISE Write-In Series learning community that normalizes seeking help from experts and peers in a cross-discipline, cross-class level setting.

Abstract: By partnering with the library to offer an educational workspace with both writing and research staff on hand, our small Center for Teaching and Learning (CTL) has cultivated a community of writers and scholars, starting with capstone students, who hadn't sought our regular one-on-one and tutoring offerings. Write-In Series (WISE) workshops create a scholarly environment where "regular" students realize it's normal and smart to seek help. We'll examine the academic learning community that has developed at these cross-discipline, cross-class level WISE write-ins/workshops between and among students and CTL and library faculty. We will explore professional development as well.

Learning Outcomes: (1) Identify opportunities for possible learning communities. (2) Understand what goes into creating the right environment for a successful learning community. (3) Understand how to document interaction within the learning community.

Theme/Track: *Creating Communities of Learners*

Room: Sunset

Student Perspectives on the Use of Interactive Video Lectures

Timothy Ottusch and Ashley Jordan - *University of Arizona*

We investigated student perceptions of the helpfulness of online lecture videos containing embedded active learning questions and reflections. Preliminary findings have been highly favorable.

Abstract: The current study sought to understand student perspectives on the use of interactive video lectures in four online social science courses. Each course included video lectures which contained active learning opportunities, including embedded open- and closed-ended questions. As of October 2018, 71 undergraduate students at a large public university completed a survey on the inclusion of these videos. Preliminary findings report the majority of students somewhat to strongly agreed that the videos helped with their understanding of course content, solidified what they needed to study, and kept them engaged. Complete results with additional classes will be finished in January.

Learning Outcomes: (1) Gain resources on how to include active learning strategies into their online lecture videos. (2) See the active learning strategies in online lecture videos that students found to be most beneficial. (3) See the active learning strategies in online lecture videos that students found to be least helpful.

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

Room: Redondo

Creating Innovative Learning Experiences in Higher Education

Vileitha Davis Morrison - *University of the West Indies*

This session is based on the presentation of students' photographs and videotaping of features as active learning strategies to develop knowledge, skills values and attitudes.

Abstract: Twenty first century quality education demands that students be engaged in active learning strategies that develop life skills, enabling participation in the world of work and for live long learning. Such skills include cognitive, social, interpersonal and technological skills and are integral in higher learning institutions. This presentation explores the use of students' engagement in photography and video taping of features on a University campus as a course assignment for a multidisciplinary class. It highlights the course unit and objectives, relevance of the course work, team work, skills development, reflection on experiences and responsibility in an active learning strategy.

Learning Outcomes: (1) Reflect on the value of using photographs and video taping as active learning strategies in enhancing cognitive, social and emotional skills after examining the selected course outline, the unit of study, the objectives and the criteria for course work. (2) Participate in viewing, interpreting and analyzing students' photographs and video tapes to consider whether engaging students in photography and videotaping can enhance teamwork and skills development in their disciplines. (3) Develop a framework, integrating knowledge, skills, attitudes and values through students' engagement in photography and videotaping in a unit in their disciplinary area after examining students' reflection on their experiences.

Theme/Track: *Active Learning Strategies*

Room: International



THURSDAY - 5:10PM-6:00PM

Incorporating Formative Assessment: The What, The Why, and The How

Ursula Sorensen, Aicha Rochdi, and Trevor Morris -
Utah Valley University

This presentation introduces formative assessment. It details the why of using formative assessment, and how to incorporate engaging formative assessment activities in the classroom.

Abstract: Formative assessment is essential to monitoring and measuring students' construction of meaning during class. A crucial aspect of this process is for educators to be aware of the different techniques and strategies to help implement formative assessment in their teaching. Thus, the central goal of this presentation is to introduce participants to the concept of formative assessment. A variety of active learning techniques will be used to achieve this goal. Additionally, participants will be encouraged to reflect on their own teaching and how they can incorporate these new strategies.

Learning Outcomes: (1) Discover new ways to use formative assessment in the classroom. (2) Evaluate the pros and cons of a variety of formative assessment techniques, including instructional technologies. (3) Reflect on the application of a formative assessment that could be used in their classrooms.

Theme/Track: *Assessment, Innovative Pedagogical Approaches, Teaching w/ Classroom Technologies*

Room: Laguna

The SOAR Model for Competency Learning in Traditional Classrooms

Elisabeth Power - *Saint Martin's University*

Motivate students by bringing competency learning into traditional classrooms. The workshop demonstrates a new model through case study, with hands-on activities that make learning SOAR.

Abstract: By way of a case study and examples, this workshop introduces four aspects of competency learning that can be used in a traditional classroom. The SOAR Model (Self-selection, Open-sources, Active classroom learning and Rubric-driven assessments), outlines a model that professors can follow to motivate learning by flipping an active classroom. In a SOAR classroom, students learn to find credible learning resources that interest them. Faculty providing mini-lectures and activities to reinforce content. The presentation will demonstrate the model; participants

will engage by experiencing the activities and assessments that make learning SOAR.

Learning Outcomes: (1) Use new active learning activities and strategies to help motivate students. (2) Design curriculum to bring introduce competency learning in traditional (face-to-face) classrooms. (3) Motivate adult learners using the SOAR Model to increase a student's agency and retention.

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

Room: Newport

Embracing Innovative Technologies to Create a Dynamic, Engaging Classroom

Vicki Martineau - *National University*

The world is changing rapidly with available technologies. Don't get left behind! Learn how technology can energize classrooms and engage students.

Abstract: Have you been wanting to learn about new technologies to use in your classroom, but don't know where to start? Are you tired of typing or writing comments on student papers that may never be read by your students? This presentation will show participants a variety of simple technologies available that can reduce grading time and offer better feedback to students. Participants will also learn about video conferencing technologies that can be used to hold office hours, offer virtual lectures, and enhance the student learning experience through collaborative learning.

Learning Outcomes: (1) Understand how technologies can actually ease instructor workload and make classes more relevant to today's tech-savvy young adult. (2) Use video conferencing tools to cultivate and enhance student-instructor relationships and collaborative learning. (3) Take advantage of feedback mechanisms that reduce grading time and provide constructive comments for students.

Theme/Track: *Engaging/Motivating Students, Innovative Pedagogical Approaches, Teaching w/ Classroom Technologies*

Room: Malibu

Underestimated Potential: Benefits and Challenges of Undergraduate Instructional Assistants

Tannah Broman - *Arizona State University*

Brainstorm how talented, yet underutilized, undergraduates can assist in course management, design and redesign.

Discuss both challenges to and effective models of undergraduate instructional assistants.

Abstract: Undergraduate students are an underappreciated and underutilized source of course assistance. Your best students are immersed in the current student culture, understand the course design and content, and understand your expectations as the instructor. They can also provide valuable insight about how assignments, activities, and lectures are actually perceived by students. This session will help participants identify how their own students might be utilized to assist in course management, design, and redesign. In addition, we will discuss effective models for undergraduate instructional assistant programs and we will develop effective strategies to overcome common problems with this type of instructional assistance.

Learning Outcomes: (1) Identify opportunities for undergraduate instructional assistance within their own courses. (2) Describe and evaluate effective undergraduate instructional assistance models. (3) Develop strategies to overcome possible challenges to the use of undergraduate instructional assistants.

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

Room: Sunset

The Three Rs for Student Success: Reading, 'Riting, and 'Revitalizing

Kathleen Gabriel - *California State University, Chico*

For students that struggle with reading and writing assignments, faculty can implement practices that can revitalize these students' performance and overall successful.

Abstract: Colleges have many diverse students, and the graduation gap remains among various student groups (i.e. first-generation, students of color, and traditional students). Professors can make a difference in "closing the gap" without lowering their standards. By using learner-centered pedagogy and motivational strategies, we, the professors, can help all students become engaged and improve their performance particularly when it comes to completing reading and writing assignments that help students reach the intended learning outcome of one's course. The session will include motivational techniques to help underserved students learn how to be self-directed and self-regulated in these types of assignments.

Learning Outcomes: (1) Understand our challenge for revitalizing and engaging all students, (2) Incorporate evidence-based practices for invigorating students for

complete reading assignments, (3) Use of low stakes writing tasks to improve students' substantive formal writing.

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

Room: Redondo

The IDEAL: Instructional Design to Engage Adult Learners

Brent Galloway - *Red Deer College*

How do you engage adult learners in today's classrooms? The answer is through purposeful instructional design to engage learners.

Abstract: In this session participants will explore this question through an interactive session examining the current research on instructional design and student engagement. 20 different instructional strategies will be shared and demonstrated with participants so that they can use them in their own classrooms. Participants will create an instructional tips booklet as a take away resource and instructional tool on how to create an IDEAL classroom.

Learning Outcomes: (1) Examine the issue of student disengagement in our classrooms through a research and design perspective. (2) Compare and contrast instructional strategies that will improve student learning and student engagement. (3) Create an "instructional tips booklet" including a goal on how to better improve the learning and engagement of learners in our classrooms.

Theme/Track: *Course Design/Redesign, Engaging/Motivating Students, Service/Experiential Learning*

Room: International



FRIDAY - 9:30AM-10:20AM

Let's Give Them Something to Talk About!

Michelle Davis - *Lamar State College, Port Arthur*

Need to bring student presentations to your classroom? This session provides you with a simple and effective activity to teach presentation skills.

Abstract: The top-twelve desirable employee attributes include teamwork, problem-solving skills, and communication skills- written, oral, and interpersonal, according to the National Association of College and Employees (2017). Communication is looked to as the primary skill since other soft skills often are related to being an effective communicator (Magogwe et al., 2014). Unfortunately, many job applicants lack the necessary soft skills of professionalism and communication (Fleming, 2013). This presentation will provide participants with a low-stakes classroom or faculty development activity to help students prepare and deliver classroom presentations, thereby lowering oral communication apprehension (Byrne et al., 2012), and improving communication.

Learning Outcomes: (1) Describe the importance of communication in the curriculum and workplace. (2) Create an assignment that includes teamwork and oral communication. (3) Demonstrate the ease of creating and presenting a group speech in a short time.

Theme/Track: *Assessment, Engaging/Motivating Students, Innovative Pedagogical Approaches*

Room: Laguna

Challenges and Strategies for Engaging Adult Learners

Jan Byers-Kirsch and Russell Kirsch - *Central Washington University and Idaho Department of Correction*

This session focuses on meaningful engagement, ownership, key motivators, and personal experiences as strategies for motivating and engaging adult learners in college and correctional settings.

Abstract: Student engagement and self-motivation are challenges for instructors in any setting, but how do adult learners differ from younger students? This session focuses on meaningful engagement, ownership, key motivators, and personal experiences as strategies for motivating and engaging adult learners in college and correctional alternative classrooms. What are the most effective motivators and instructional methods for engaging adult learners? Does the educational setting make a difference?

Presenters will explore empirical research and personal experiences to discern challenges and suggest effective strategies for adult learners. Participants will be challenged to motivate another participant in learning and engaging in a new activity.

Learning Outcomes: (1) Identify challenges for engaging and motivating adult learners. (2) Identify strategies for engaging and motivating adult learners. (3) Apply what they have gleaned from the presentation to motivate another participant in learning and engaging in a new activity.

Theme/Track: *Engaging/Motivating Students*

Room: Newport

The Rebel Rubric: Autonomous Motivation and Authentic Assessment

Patrick Canning and Jacob Lesandrini - *Northern Arizona University*

The "Rebel Rubric" is an assessment structure emphasizing student choice and zones of proximal development through the lens of Self-Determination Theory.

Abstract: What does it mean to be radically student centered? Individualized learning can mean more than simple student choice of assignments. Individualized learning can entail supporting learning spaces that support a student's natural inclination to grow and develop positively. It is an approach to learning that manifests itself across a curriculum and a pedagogical approach in ways big and small: even as small as the simple rubric. Blending Self-Determination Theory, Growth Mindset, and Wise Feedback, the Rebel Rubric presentation will provide a new approach to Student Success, student engagement, and innovative assessment.

Learning Outcomes: (1) Understand the theoretical and practical value of the Rebel Rubric and adapt the Rebel Rubric to their coursework. (2) Apply a conception of Student Success to their work that deepens their practice beyond the traditional, "Behaviorist" approach to coursework. (3) Apply Self-Determination Theory to a Student Success setting.

Theme/Track: *Academic Success, Assessment, Engaging/Motivating Students*

Room: Malibu

Preparing Future Faculty for Research Mentoring: Impact of Structured Preparation

Linda von Hoene and Sabrina Soracco - *University of California, Berkeley*

Learn how to systematically prepare future faculty to be effective research mentors of undergraduates and tap into resources being developed through an NSF research project.

Abstract: Since 2012, University of California has offered a program in which graduate students serve as research mentors for undergraduates. One component of this high-impact program is structured preparation for graduate student mentors prior to the commencement of the research mentoring relationship. With funding from the National Science Foundation (NSF), we have initiated a multi-year research project to assess the outcomes of this program and create a mentoring toolkit for use by other universities. Participants will identify skills needed by future faculty in research mentoring and learn about the impact of a program developed at University of California to help them develop these skills.

Learning Outcomes: (1) Identify research mentoring skills needed by future faculty. (2) Explain the impact of a structured approach to research mentoring training on graduate student research mentors. (3) Select components of a Research Mentoring Toolkit that could be productively adapted for use on their campus.

Theme/Track: *Preparing Future Faculty*

Room: Sunset

Addressing Academic Honesty with a Culturally Diverse Student Body

Dorothea Herreiner - *Loyola Marymount University*

We will discuss typical academic honesty challenges, their roots, and different hands-on approaches, exploring the role of student backgrounds and experiences.

Abstract: What approaches are successful in addressing academic honesty in courses? We will discuss typical academic honesty challenges and their roots carefully exploring the role of student backgrounds and experiences. The session will focus on a variety of hands-on approaches that can help instructors introduce students to the importance of academic honesty and to strategies to prevent academic dishonesty. We will consider the different expectations and understandings student bring to classes and challenges they may face to prevent academic dishonesty. We will explore how explicitly addressing

academic honesty in class can help students learn better and avoid pitfalls enabling instructors to focus on their learning goals.

Learning Outcomes: (1) Be familiar with common instances of academic dishonesty and their causes. (2) Understand how understanding of academic honesty can be shaped by students' experiences and backgrounds, (3) Know different approaches and tools to support academic honesty for all students.

Room: Redondo

Innovative and Practical Education on Sexual Violence Prevention and Self-Defense

Delia Kothmann Paskos - *St. Edward's University*

Collaborative approach to the development, implementation, and evaluation of an innovative psychology elective course on sexual violence education with a co-requisite self-defense lab is presented.

Abstract: Educating students about sexual violence is a necessary, but challenging endeavor for higher education institutions, especially for small, private, minority-serving institutions that face added challenges such as limited resources. The development, implementation, and evaluation of an innovative psychology elective course on sexual violence education with a co-requisite self-defense lab are presented to supplement institutional Title IX education. The culmination of these efforts led to an annual lecture series on these topics for the broader community. The educational outcomes, best practices, challenges faced, ongoing assessment of materials, as well as the interdisciplinary and collaborative approach of faculty and administration, are addressed.

Learning Outcomes: (1) Understand and implement an innovative approach aimed to improve student understanding about sexual violence prevention, including self-defense instruction. (2) Access tangible resources, including examples of the educational materials utilized and the scaffolding approach to delivering those materials to students in order to develop personalized educational materials on sexual violence prevention that can be use. (3) Identify and evaluate best practices, challenges faced, and the benefits of a collaborative and innovative approach to educating students about sexual violence prevention at a small institution.

Theme/Track: *Engaging/Motivating Students*

Room: International



FRIDAY - 10:35AM-11:25AM

Problem Based Learning-Using It Effectively in an Undergraduate Course

Ida Jones - *California State University, Fresno*

Problem Based Learning (PBL) is a high impact practice where students enthusiastically engage in semester-long research, make recommendations and present results in a public forum.

Abstract: Problem based learning (PBL) is one of Kuh's high impact practices, primarily because it engages students and promotes critical thinking. PBL requires instructors to think differently about a course, and especially to think differently about delivery of course content. In PBL, the instructor develops an issue for teams of students to research the issue and make recommendations to address the issue. PBL requires students to grapple with the uncertainty of learning how to research a topic, and "discovering" there can be multiple solutions and no single "right answer." Join me in a review and discussion of using PBL.

Learning Outcomes: (1) Explain Problem Based Learning and its educational benefits. (2) Begin development of a problem based learning activity for their classes. (3) Identify at least one challenge with using Problem Based learning and develop a strategy to address it.

Theme/Track: *Assessment; Engaging/Motivating Students; Innovative Pedagogical Approaches*

Room: Laguna

Signature Course Stories: Revamping the Core Curriculum Chapter by Chapter

Patricia Moran Micks and Lori Holleran Steiker - *University of Texas at Austin*

The Signature Courses at UT-Austin connect first-year students with distinguished faculty members' passion, research, and expertise in unique learning environments, and are designed to transform high school students into collegiate thinkers.

Abstract: Imagine a world-renowned scholar walking into a room of 18 first-year students, teaching the art of critical thinking, using the very subject they are most passionate about as the catalyst for instruction. Imagine what kind of impact that would have on student learning, engagement, persistence, and exploration. This innovative idea has come to reality through the Signature Courses at UT Austin. Signature Courses were dreamt and designed to transform high school students into collegiate thinkers. This session

will provide information on the development of these core curriculum courses from idea to implementation, both from a programmatic and teaching perspective.

Learning Outcomes: (1) Consider the complexities of beginning a program on their home campus, including stakeholders and funding, curriculum needs, faculty involvement, and programmatic oversight. (2) understand the complexity of the Signature Course model, and how it differs from a traditional freshman seminar 101. (3) Develop a plan of engaging and finding support from faculty, staff, and students on their campus.

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

Room: Newport

Handling Hot Topics in the Classroom

David Pollock - *The Idea Center*

Discussing potentially volatile topics is part of a college education, but instructors often struggle to manage such discussions or avoid them entirely. Methods of preparing for such discussions are explored.

Abstract: A natural reaction to any discussion that is conflicted is to get out of it or avoid it in the first place. But the college classroom is an important place to have discussions about potentially volatile issues as long as those discussions are productive and do not degrade into shouting matches or worse. In this session we will explore participant's experiences with difficult discussions and methods of preparing for such discussions in the classroom--planned or spontaneous--and how best to make them useful for advancing knowledge and understanding.

Learning Outcomes: (1) Describe their own, personal reaction to bringing up potentially volatile subjects. (2) Explain how to prepare students for discussing hot topics. (3) Describe effective interventions for hot topic moments.

Room: Malibu

Enhanced Crossover Learning Strategies: Deepening Learning Through Digital Inquiry and Adventure

Brian Gilliam - *National University*

Learning occurs over a lifetime, drawing on experiences across multiple settings. Crossover strategies support learners in recording, linking, recalling and sharing their diverse learning events.

Abstract: Crossover learning combines the strengths of both formal and informal learning environments, and provide students with the best of both worlds. This innovative approach is in response to what pedagogical research has been saying for decades: learners need to learn how, not what, to think. In addition, the approach places less focus on getting learner to perform, and more on equipping them with the knowledge and critical thinking skills needed in life.

Learning Outcomes: (1) Understand the concept of enhanced crossover learning and its implications in the classroom. (2) Apply viable strategies of enhanced crossover learning within multiple disciplines. (3) Create appropriate overarching questions that will drive investigative inquiry and critical thinking.

Theme/Track: *Creating Communities of Learners, Engaging/Motivating Students, Innovative Pedagogical Approaches*

Room: Sunset

Peer-assisted Writing Classes: Supporting Academic Success Through Writing as Practice

Becky Pearson - *Central Washington University*

Undergraduate writing skills are critical – and achievable. A successful peer serving as course assistant, guide, and tutor can help developing writers own their writing practices.

Abstract: Writing instructors struggle to balance rigor with realistic expectations, while students wrestle unique (and universal) backgrounds as developing writers. A senior undergraduate in our major earned elective credit by assisting in a major-specific writing course. She helped create assessment strategies; pre-reviewed materials and assignment guidelines; contributed to lecture and discussion; held writing lab/office hours; answered emails; and added comments to students' quizzes and drafts. The approach offered students and instructor unique support, gave the course assistant personally relevant academic experience, and helped the course build academic attachment for our majors. Peer-supported writing courses are valuable, feasible contexts for academic success.

Learning Outcomes: (1) Provide a rationale for viewing writing courses as venues for supporting academic success. (2) Describe ways a senior undergraduate student can support learner success as a peer-support course assistant. (3) Develop a plan for integrating a peer support role in a writing (or other skills-focused) course.

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

Room: Redondo

Conversations with a Purpose: Modeling Interviewing Techniques with Extreme Examples

Artineh Samkian - *University of Southern California*

This session describes the use of two mock interview videos as models for students learning how to engage in in-depth interviewing for qualitative research.

Abstract: Teaching novice practitioner-scholars how to plan for and conduct interviews, specifically the in-depth qualitative variety, requires modeling, practice, and application. In this session, we will demonstrate how we model interview techniques with the use of videos we recorded to compare and contrast better and worse approaches. These videos, in conjunction with course readings and guiding discussion questions, serve as a catalyst for engaging discussions about the tenets of qualitative interviewing, allowing us to scaffold our students' learning and prepare them for engaging in interviews themselves.

Learning Outcomes: (1) Explain the use of modeling to teach qualitative interviewing techniques. (2) Explain how extreme examples help scaffold an understanding of the dos and don'ts of interviewing. (3) Compare the use of modeling and guided discussion questions with other active learning techniques.

Theme/Track: *Engaging/Motivating Students, Innovative Pedagogical Approaches*

Room: International



FRIDAY - 11:40AM-12:00PM

Achieving Synergy Through Learning Style Integration

David Anderson - *Greenville University*

A progressive series of courses should lead to specific student outcomes. This research focuses upon the synergistic value of integrating a combination of different teaching experiences into a consolidated educational program.

Abstract: While professors develop and evaluate performance in individual courses, little research has focused upon the purposeful integration of a combination of different teaching experiences and styles into a progressively consolidated educational program. While the professors and learning approaches in each course are different, (problem solutions, project plan, evaluative case, and consulting paper) the overall evaluations (integrative consulting paper) reinforce the benefits achieved from purposefully using different student approaches to understand collective materials. Equally important, the students are encouraged by different professors to examine problems from unique perspectives. This combination of skills will serve the student well in a complex environment.

Learning Outcomes: (1) Measure the importance of experience-based education. (2) Reinforce classroom objectives through coordinated classroom learning experiences. (3) Identify synergies achieved through consolidated and tracked experiences.

Theme/Track: *Course Design/Redesign, Innovative Pedagogical Approaches, Teaching w/ Classroom Technologies*

Room: Laguna

Quantitative Arts: Student Perceptions of Research Methods/Statistics and its Link to Academic Outcomes

Silvia Bartolic - *University of British Columbia*

This session will begin with a brief overview of common concerns Arts students have towards methods/statistics courses. Data describing student attitudes and performance in two sections of a family/sociology methods course will be discussed.

Abstract: Students in the Faculty of Arts in departments such as Sociology and Family Science often question the need for research methods and statistics courses as requirements for their degree. Many students fear quantitative methods and try to avoid courses that require any level of math ability. Students also report that methods courses are boring, leading to poor attendance and low

achievement in these courses (Onwuegbuzie, 2010). We believe more hands on time with data and data analysis software through individual research projects will increase student learning (Wei, 2005). Further, a fundamental notion of inquiry guided learning in Sociology suggests that students should think and act like Sociologists (Atkinson & Hunt, 2008). This presentation tests in practice the idea that experiential learning and practice increase learning (Tishkovskaya & Lancaster, 2012). We believe this approach will engage students in learning quantitative techniques and will alleviate their fears about such courses. This presentation will report our 'aspirations and anxieties' in alleviating boredom and fear towards methods/statistics courses by undergraduate students in the faculty of Arts through the use of an individual quantitative survey research project.

Learning Outcomes: (1) List several common concerns Arts students have towards methods/statistics courses. (2) Describe how attitudes towards methods/statistics courses impact academic outcomes. (3) Identify strategies for real world practice to affect these attitudes and improve results.

Theme/Track: *Academic Success, Engaging/Motivating Students*

Room: Newport

Five Approaches to Implement End-of-Course Group Projects

Breck Harris - *Fresno Pacific University*

In this session, learn five innovative ways to effectively implement end-of-course group projects that will help students to engage more actively in the learning process.

Abstract: Today's Millennial students gravitate towards team activities that allow them to actively engage with their learning. Students gain valuable learning experiences when they engage in any form of group work. For example, work employers are seeking graduates who have developed skills in learning how to be an effective member of a group. In this session, participants will learn five innovative approaches to effectively implement end-of course group projects.

Learning Outcomes: (1) Learn five innovative methods to effectively implement end-of-course group projects. (2) Engage the student more with the learning process. (3) Help your students to develop greater skill in learning how to work in a group setting.

Theme/Track: *Assessment, Creating Communities of Learners, Engaging/Motivating Students*

Room: Malibu

Strategies for Creating Sustainable Faculty Development on Smaller Campuses

Bonnie Daniel - *University of Tennessee, Martin*

Interactive in design, this session will challenge participants to consider Faculty Learning Communities as an initiative to introduce new faculty to SoTL and cross-disciplinary projects.

Abstract: Interactive in design, this session will challenge participants to build on existing faculty development initiatives to establish Faculty Learning Communities on their campuses that focus on student learning. Participants will participate in an inventory of their campus-specific needs, assets, and expertise needed to create their own unique faculty development initiative. Particular focus will be shared regarding the immediate and secondary effects on faculty, student learning, and campus culture. This alternative model offers positive attributes such as flexibility and efficiency for campuses with limited resources.

Learning Outcomes: (1) Identify campus resources to develop a Faculty Learning Community program centered on SoTL. (2) Identify campus initiatives that align with SoTL outcomes. (3) Identify which demographic(s) of faculty would respond to the initiatives and how to engage them.

Theme/Track: *Faculty Development focused on Student Learning*

Room: Sunset

Improving Student Perceptions and Outcomes in Gateway Biology Courses

Susan Agolini - *Marymount University*

Dedicated undergraduate learning assistants facilitate active learning in gateway Biology courses to help improve both outcomes and students' perceived engagement with content.

Abstract: With a freshman class that is approximately 25-30% first generation college students and roughly 30% Pell grant recipients, our introductory Biology courses are often full of students in need of dedicated academic support. We instituted a course transformation to more actively engage students in our gateway General Biology classes. We found that a flipped class, employing Undergraduate Learning Assistants frees up in-class time and allows us to better identify and address specific learning challenges, resulting in more student focused learning experiences. These adjustments raise both test score averages as well as students perceptions of their engagement with the material.

Learning Outcomes: (1) Create A Flipped Class. (2) Develop an Undergraduate Learning Assistant team for a course. (3) Appreciate the ability to engage some of the more challenged students in gateway STEM classes.

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

Room: Redondo

Diversity Inclusion in a Health Policy Undergraduate Course

Salome Mshigeni - *California State University, San Bernardino*

The goal of this project was to include open classroom discussion issues pertaining to diversity in the health care industry.

Abstract: The intent of this project was to create a student ready college environment whereby all of health science students can openly learn uncomfortable topics such as diversity without any fear or judgement from their classmates or instructors. This project modified course materials in health policy & law and added the topic of Diversity Inclusion into the Classroom. The topic was introduced so that the students can gain an understanding of what they knew, what they did not know, and what they should know when it comes to diversity in the healthcare industry and how it translates into the general population.

Learning Outcomes: (1) Explain what is Diversity? (2) Share in their own perspective what diversity looks like. (3) Describe what is your understanding of diversity in healthcare.

Theme/Track: *Academic Success, Multiculturalism/Diversity/Inclusion*

Room: International



FRIDAY - 2:35PM-3:25PM

Structuring Your Lectures to Engage Students and Optimize Learning

Tolulope Noah - *Azusa Pacific University*

This session will explore strategies that can be used before, during, and after lectures to help students process the content in active and engaging ways.

Abstract: As professors, we know every minute of instructional time is valuable. So how can we maximize the limited time we have and ensure that deep student learning is occurring? In this interactive session, participants will explore techniques for engaging students in the class content from the moment they enter the room to the moment they leave. This will include discussion of a variety of practical strategies that can be used before, during, and after lectures to help students process the content. Participants will be equipped with tools they can immediately implement to strengthen their organization and delivery of course content.

Learning Outcomes: (1) Describe the “Five Avenues to Understanding” (i.e., chunking, scaffolding, interacting, pacing, and monitoring). (2) Describe strategies that can be used before, during, and after lectures to help students process the content in active and engaging ways. (3) Describe strategies for adjusting lecture content for the future.

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

Room: Laguna

Developing A Flipped Lesson Plan: Planning for Active Engagement

Ravisha Mathur, Silvia Heubach, and Victoria Bhavsar
- *San Jose State University, California State University, and California State Polytechnic University, Pomona*

This presentation outlines the process for developing a flipped lesson plan. We discuss need for effective learning objectives, strategies for engagement, and importance of assessment.

Abstract: When moving away from ‘traditional’ teaching to a more active mode of instruction, it is critical for faculty to map out their plan. In this session, we outline our suggestions on setting up and creating a lesson plan that highlights developing descriptive and clear learning outcomes, maps effective engagement strategies to course content, and delineates common forms of assessment of student learning. Participants will engage in developing

their own framework for an active flipped learning lesson plan as well as be provided with recommendations for facilitating active learning in preparatory and in-class activities.

Learning Outcomes: (1) Identify and describe the main components of an effective flipped learning lesson plan. (2) Explain common challenges when developing a lesson plan within a flipped learning paradigm. (3) Identify different active learning strategies that are effective for preparatory class activities as well as in-class activities.

Theme/Track: *Course Design/Redesign*

Room: Newport

Reflexivity and Imagination in the Formation of Educator Identities

Shamini Dias and Jeremy Schnieder - *Claremont Graduate University*

Learn strategies to examine assumptions and values toward fostering a reflexive, future-oriented teacher-scholar identity and to develop an inclusive teaching philosophy.

Abstract: Participants learn to use transformative processes to develop reflexivity in future faculty and build intentional teacher-scholar identities. Using imagination and double-loop reflection (Argyris, 1993, Argyris & Schon, 1994), we learn to foster teaching identities during formative graduate school years that address prevalent imbalances among early career faculty in engaging in teaching development (Irby & O’Sullivan, 2018; Matthews, Lodge, and Bosanquet, 2014). Using Fink’s Taxonomy, we frame significant changes in higher education to facilitate future faculty preparation, not just with pedagogical skills but the conviction to identify with and advocate for inclusive teaching to help students flourish in their futures.

Learning Outcomes: (1) Distinguish between teaching strategies and teaching identity and explain the importance of the latter in supporting and sustaining the former. (2) Articulate why reflexivity building helps sustain faculty capacity to engage with their teaching development and advocacy. (3) Design and implement reflexivity building activities based on double-loop learning in their own future faculty and faculty development work.

Theme/Track: *Preparing Future Faculty*

Room: Malibu

Teaching Intercultural Communicative Competence and Social Engagement

Amelia Barili - *University of California, Berkeley*

This session will assist you with designing syllabuses and curricula to develop and assess Intercultural Communicative Competence, a skill much needed in our global world.

Abstract: Foreign language teaching overwhelmingly concentrates on instruction on the communicative skills necessary to exchange information. Although these skills are important, in our global troubled world the notion of communication needs to be extended from an exchange of practical information to an emphasis in dialogue. Students need to develop the ability to interact and engage with other people and their views of the world, and engage in action beyond the classroom, in a common project. This session will assist you with designing effective syllabi to move in practice from Foreign Language Education to Education for Intercultural Citizenship.

Learning Outcomes: (1) Define in detail what Intercultural Competence involves. (2) Design Effective Syllabuses and Curricula to develop that fundamental 21st Century Competence. (3) Integrate Intercultural Communicative Competency and Social Engagement to encourage learners to take action in the world as consequence of their learning in the classroom.

Theme/Track: *Engaging/Motivating Students; Innovative Pedagogical Approaches; Multiculturalism/Diversity/Inclusion*

Room: Sunset

Grab a Seat: Meditation and Yoga for De-Stressing Anywhere!

Brandi Schumacher - *Mary Lou Fulton Teachers College/Arizona State University*

Yoga is a popular medium for managing stress. Learn breathing techniques and simple chair poses to relax and refocus. Material can be shared with students.

Abstract: Yoga is a practice often used to unwind and refocus. In a time when faculty and students are increasingly feeling stressed, learning methods to relax is beneficial. A brief overview of yoga, breathing techniques, and simple chair poses will be shared in this session. Further, suggestions for how to incorporate these methods into classroom routines will be discussed. No prior yoga experience is needed; wearing comfortable, loose fitting clothing is advised.

Learning Outcomes: (1) Use a simple meditation and breathing techniques to deepen awareness. (2) Engage in 5 yoga poses using a chair. (3) Share breathing exercise and poses with students in the classroom (if desired).

Theme/Track: *Self-care*

Room: Redondo

Deep Learning with Reacting-to-the-Past Role-Immersion Games

Dorothea Herreiner - *Loyola Marymount University*

We will experience a mini version of a Reacting-to-the-Past game to illustrate the basics of the pedagogy and will discuss implementation strategies and learning outcomes.

Abstract: In this session we will introduce participants to Reacting-to-the-Past (RTTP) games as a pedagogical tool for a wide variety of classes. RTTP games are serious games situated at key historical decision points (in the recent and far past). Students are assigned roles that were important during those moments and contribute, based on close readings and analysis of key texts, to the decisions. RTTP is a highly effective and engaging pedagogy that allows students to deeply explore the issues at stake in those decision moments and to hone their reading, writing, speaking, and critical thinking skills. During the session we will be playing a mini version of a RTTP game to illustrate the basic ideas and approaches of the pedagogy and will discuss implementation strategies and learning outcomes.

Learning Outcomes: (1) Be familiar with the Reacting-to-the-Past pedagogy. (2) Understand what games are available and how they can be integrated into a class. (3) Recognize the learning goals that can be achieved with this pedagogy.

Theme/Track: *Engaging/Motivating Students; Innovative Pedagogical Approaches*

Room: International



FRIDAY - 3:40PM-4:00PM

Reflections on a Two-Semester Journey to Effective Teaching

Jung Oh - *Kansas State University Polytechnic*

The author shares a journey to implement effective teaching tools, to write 26 reflective essays, and to recharge with joy of learning and teaching.

Abstract: The presenter shares her reflections on the lessons learned during a two-semester journey to improve student learning in a small introductory chemistry class. One of essential activities for this journey was practicing a variety of teaching tools and writing reflective essays. Each reflection described the students' responses and challenges faced. The themes for practiced tools include 'connection and motivation', 'active learning', 'map for student success', 'metacognitive skills', 'productive environment', and 'higher order thinking'. Focusing on effective practices in classroom and writing reflection have helped her recharge with joy of learning and teaching.

Learning Outcomes: (1) Explore variety of effective teaching practices to build a community of learners. (2) Recognize the importance of reflection for continuous professional development. (3) Address the challenges for sustaining joy of learning and teaching.

Theme/Track: *Innovative Pedagogical Approaches, STEM, Teaching "unplugged" without Classroom Technologies*

Room: Laguna

Learning What is "REAL" to Students

Carolyn Kelly Ottman - *Milwaukee School of Engineering*

Grounded in Bloom's Taxonomy and Angelo and Cross' Minute Papers, REAL papers provide a structure for students' Reflection, Evaluation and Application of their Learning.

Abstract: In online, blended and face-to-face formats learning what is "REAL" for students is often difficult to discern. Grounded in Bloom's Taxonomy and Angelo and Cross' Minute Papers, REAL papers provide a structure for students' Reflection, Evaluation and Application of their Learning. This session will review the REAL paper questions, delivery formats, and formative assessment processes. It will also present initial feedback from students and faculty who have experienced REAL papers as a way to share their understandings of knowledge, their application of course material and the evaluation of their existing knowledge given new learnings.

Learning Outcomes: (1) Examine the "REAL" strategy as a means to personalized understanding and/or assessment of learning in online, blended and face to face environments. (2) Explore strategies to shift from in online threaded discussions and in class discussions to personalized reflective engagement and application of learning. (3) Discuss with peers modifications to the REAL paper and related strategies to promote application, further research and networking.

Theme/Track: *Assessment, Innovative Pedagogical Approaches, Teaching Online*

Room: Newport

Boxed! The Potter Box Applied to Reason Ethically Everywhere

Katherine Watson - *Coastline Community College*

The four-dimensional Potter Box will be presented, discussed, and applied to cross-cultural, cross-curricular questions of ethics as a tool for productive reasoning.

Abstract: The four-part Potter Box comprises an iterative process useful for ethical decision-making underlying the Scientific Method and the critical thinking accompanying academic research. The Box begins with "Definition": Data are amassed from across cultures, perspectives, and disciplines. Similar to, but broader-based than Scientific Method "Observation", "Definition" invites facts and perspectives from everywhere. Next, "Values" are allowed in; an open-eyed look is made to what has been evaluated as important, essential, critical. Third, "Values" are analyzed for "Principles," seen in the context of Aristotle, Kant, Mills, or Rawls. Ethics and ethical actions come into play here. Fourth, "Loyalties" determine how ideas are presented to whom and for what reasons.

Learning Outcomes: (1) Define the four parts of The Potter Box. (2) Describe and explain how The Potter Box has been applied to various questions of ethics in various countries and domains. (3) Demonstrate how they might deploy The Potter Box in their own classrooms and/or research.

Theme/Track: *Academic Success, Innovative Pedagogical Approaches, Multiculturalism/Diversity/Inclusion*

Room: Malibu

The 'Cord Game': An Experiential Game to Teach Change

Ranjan George - Fresno Pacific University

In this proposal, the presenter is providing an experiential game to learning and applying concepts relating to change and managing change.

Abstract: Managing change is an important topic in the business curriculum. However, the discussion of numerous concepts and theories relating to change and managing change dulls interaction with students, often leading to the instructor losing the enthusiasm to teach. This proposal presents the use of an innovative experiential learning activity called as the 'cord game'. This fun-filled activity/game takes 15-20 minutes of class time enabling students to gain a greater appreciation of the application of the meaning of change and how change can be managed in relation to their personal and work life.

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

Theme/Track: Engaging/Motivating Students, Innovative Pedagogical Approaches

Room: Sunset

Bloom's Blitz: Active Learning Techniques to Assess Your Students

Stacey Souther - Cuyahoga Community College

This session will take participants on a "Blitz" through Bloom's six levels while providing a suggestion of a multi-disciplinary active learning technique for each level.

Abstract: As cited in Eber and Parker (2007), "the use of Bloom's Taxonomy (Bloom, Engelhart, Furst, Hiss, & Krathwohl, 1956) has been shown to enhance student mastery of skills and concepts and critical thinking (Bissell & Lemons, 2006). This session will take participants on a "Blitz" through Bloom's six levels, reviewing possible assessment questions for each level, as well as provide suggestions for an active learning technique per level that any faculty member can use in any discipline. Each active learning technique will be an "intentionally designed educational activity" that help students succeed (Major, Harris, & Zakrajsek, 2015).

Learning Outcomes: (1) Recall the six levels of Bloom's taxonomy. (2) Identify an active learning technique to assess students at each level of Bloom's. (3) Apply a discipline specific topic to each of the active learning techniques provided.

Theme/Track: Engaging/Motivating Students, Preparing Future Faculty

Room: Redondo

Using Data Mining for Detecting Students at Risk

Stephen Rapier - Pepperdine University

The purpose of this presentation is to highlight how data mining techniques can be used to identify students at risk and to outline early intervention strategies.

Abstract: Identifying students at academic risk early in the matriculation process is an ongoing challenge throughout the higher education universe. The evidence to date suggests that early intervention can have a positive impact on student retention and learning performance. The primary goal of educational data mining is to apply sophisticated modeling tools to discover new insights into how students learn and respond to a variety of learning environments (e.g., Learning Management Systems). The purpose of this presentation is to highlight how data mining techniques can be used to identify students at risk and to outline early intervention strategies.

Learning Outcomes: (1) Appreciate the magnitude of the problem associated with students at risk. (2) Understand how to detect students at risk using data mining techniques. (3) Discover how to design effective intervention strategies early on.

Theme/Track: Academic Success, Assessment, Teaching Online

Room: International



FRIDAY - 4:15PM-5:05PM

Grading, Untangled

Natasha Haugnes - *California College of the Arts*

A thoughtful pass/no-pass grading system can keep student and instructor focus on learning, and away from the calculations of points.

Abstract: The best grading system sits in the background, quietly reflecting student progress, allowing instructors and students to focus on learning. A pass/no-pass grading system that incorporates rigorous rubrics, ample feedback and opportunities for revision might be that system. Student feedback suggests such a system keeps them focused on the most important outcomes. This session offers a concise presentation of the grading approach, as well as the principles from Specifications Grading (Nilsson, 2015) on which it was based. Participants will discuss implications and limitations of the system, and they will explore implementing such a system in their own classrooms.

Learning Outcomes: (1) Summarize guidelines for the grading model and rationale for each one. (2) Create an outline of how this system would look in their own courses. (3) Assess the feasibility and desirability of such a grading system for their own purposes.

Theme/Track: *Assessment, Engaging/Motivating Students, Innovative Pedagogical Approaches*

Room: Laguna

Supporting Diverse Learners: Teaching Emotional Self-Regulation in the Classroom

Bianca Harper - *University of Southern California*

This presentation will provide educators with strategies to support students in assessing and developing emotional regulation skills. The integration of emotional regulation tools will be discussed.

Abstract: The ability to appropriately regulate emotion impacts all domains of functioning and can impact classroom dynamics as well as teaching. The nuanced experiences that students bring into the classroom, impact their own ability to emotionally regulate and can create challenges for instructors. This workshop will provide tools for instructors to assess and teach emotional regulation so students are able to enhance their own skill set and instructors are able to engage learners in meaningful ways.

Learning Outcomes: (1) Describe the need to teach emotional regulation skills to students. (2) Identify pedagogical strategies for teaching emotional regulation in the classroom. (3) Utilize emotional regulation tools to facilitate experiential learning activities in the classroom.

Theme/Track: *Innovative Pedagogical Approaches*

Room: Newport

Symbols and Schema: Diving into Student Thought to Activate Prior Knowledge

Eric Boyer - *Saint Martin's University*

One of the best ways to help students learn and be more motivated to engage with new concepts is to activate prior knowledge. This presentation will use an innovative technique to do just that.

Abstract: Literature reveals that tapping into student prior knowledge of topics, events, concepts or ideas helps the Instructor/Professor not only gain insight into “where a student is at” with regards to the material to be covered, but helps to determine the direction(s) the Instruction/Teaching should go. This presentation will model an innovative technique using symbols/symbolism to determine where each student’s “schema” is at. Identifying the student’s schema (i.e. pattern of thought that organizes categories of information and the relationships among them) will then help guide the student towards learning new concepts in a much more rich, engaging and motivating way.

Learning Outcomes: (1) Create their own adaptation of the Symbols/Schema technique to tap into Student prior knowledge. (2) Motivate their own students to learn about and engage with new and/or difficult information/concepts. (3) Better determine/gauge where their students are “at” at the beginning of a semester/unit/chapter/etc. to better “chart the course” of their planning.

Theme/Track: *Assessment, Creating Communities of Learners, Engaging/Motivating Students*

Room: Malibu

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

Milt Cox - *Miami University*

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

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

Session 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.

Tracks: *Learning Communities, Faculty Development*

Room: Sunset

How the Design and the Techniques Implemented Impact Digital Courses

Luci Parmer - *Southeastern Oklahoma State University*

Successful Teaching Online requires constant instructor engagement and feedback to every student while infusing a variety of technological modes into the course.

Abstract: Teaching Online require persistent instructor engagement and feedback to all students while infusing a variety of technological modes into the course. With more students taking digital courses educators have to come prepared. Time-management and speediness abilities are essential tools for educators in order to create community and engagement among their students. Staying well-informed on the latest technology to integrate into digital classes is imperative to attracting a class of students who feel heard, as well as, seen. A takeaway skill conference participants will gain by attending this session is more confidence in teaching online classes.

Learning Outcomes: (1) Create more technologically advanced digital courses. (2) Become better digital course designers. (3) Have more confidence in their ability to teach online/digital courses.

Theme/Track: *Teaching Online*

Room: Redondo

An Integrated Approach in the Teaching of Writing

Abir Awada - *Lawrence Technological University*

This presentation discusses the integration of some strategies that serve to empower college students and to improve their written communication skills.

Abstract: - Writing is an important skill in the teaching and learning of English as a second language. However, many students fear the idea of writing as they lack the knowledge required to approach a writing assignment. This dissertation proposes the integration of strategies that serve to improve writing skills and to develop autonomous learners who are responsible for their own learning. The experimental method of research is used to investigate the effectiveness of these strategies on the students' written communication skills. The results of the study reveal that the combination of the strategies mentioned above served to improve the students' written communication skills.

Learning Outcomes: (1) develop autonomous and independent learners who are able to take charge of their own learning. (2) motivate students to write by building up a positive environment in the classroom where students have respect for each other's ideas, interests, and concerns. (3) play an important role in structuring and enriching the students' writing activities by actively involving learners in managing their own learning in both classroom and non-classroom settings.

Theme/Track: *Academic Success, Engaging/Motivating Students*

Room: International



SATURDAY - 8:00AM-8:20AM

Talking About Difficult Topics in the Classroom: Strategies to Teach About Diversity and Tolerance

Diana Galarreta - *James Madison University*

This session will discuss ways to talk about difficult and risky topics like immigration and racism while creating a compassionate space for student.

Abstract: Fostering conversations about race, poverty and injustice in the classroom presents particular challenges. This session is based on the lesson learned from a Spanish course on issues faced by the LatinX population in the USA. However, the strategies used in this course could be applied to any class where social justice and diversity are discussed. The presentation will offer some suggestions (like guests' visits, listening exercises, and online discussion boards) to challenge our students to learn and talk about issues of power, oppression, identity and privilege. Using the idea from Brian Arao and Kristi Clemens, on 'brave spaces', this session discusses ways on how to effectively challenge our students while still fostering a compassionate learning environment.

Learning Outcomes: (1) Explore ways to foster effective conversation on difficult topics. (2) Identify barriers that prevent students to engage on in-class discussions. (3) Understand better the differences and advantages of "safe spaces" and "brave spaces".

Theme/Track: *Engaging/Motivating Students, Multiculturalism/Diversity/Inclusion*

Room: Laguna

Enhancing Student Engagement: Collaborative Learning and Student-Faculty Interaction

Linda M. Clark and Pamela D. Morris - *Middle Tennessee State University*

The NSSE data show collaborative learning and student-faculty interaction measures are lower for online learners. Strategies to enhance these two engagement indicators in the online classroom will be discussed.

Abstract: The National Survey of Student Engagement 2016 & 2017 data for U.S. institutions show two engagement indicators to be much lower for online students. These indicators are collaborative learning and student-faculty interaction. The presenters will discuss strategies to enhance student engagement through collaborative learning activities for the online classroom and will also include ways to enhance student-faculty interaction in both online and face-to-face classes.

Learning Outcomes: (1) Understand the importance of collaborative learning and student-faculty interaction. (2) Implement strategies to enhance collaborative learning in online classes. (3) Implement strategies for increasing student-faculty interaction in online and face-to-face classrooms.

Theme/Track: *Engaging/Motivating Students, Teaching Online*

Room: Newport

Cultivating Critical and Creative Thinking in the Chemistry Classroom

Ghada Rabah - *North Carolina State University*

Adoption of language of the intellectual standards of critical and creative thinking, and the use of scaffolding, self-reflection, and real-world projects to engage chemistry students.

Abstract: As an adopter of a campus wide initiative to enhance student's higher-order cognitive skills, I describe activities introduced to two chemistry classes to emphasize critical and creative thinking. Strategies employed include explicit use of language of the intellectual standards of critical and creative thinking, scaffolding, real-world applications, and self-reflection. Activities as well as a common rubric used for assessment will be described. The results from two very different- freshman and capstone- chemistry courses will be shared, and challenges and successes will be discussed. The strategies described here can be modified for use in chemistry and other STEM disciplines.

Learning Outcomes: (1) Consider strategies to integrate intellectual standards for evaluating critical and creative thinking in their teaching. (2) Consider the challenges and opportunities to incorporate critical and creative thinking in their classroom. (3) Consider scaffolding as a strategy to increase the depth of student understanding.

Theme/Track: *Creating Communities of Learners, Engaging/Motivating Students, Innovative Pedagogical Approaches*

Room: Malibu

Engaging Our Community: Librarians as Partners in a SoTL Fellowship

Melissa E. Johnson and Thomas C Weeks - *Augusta University*

This presentation details the participation of faculty librarians in a SoTL Fellowship and how this inclusion engaged a community of learners in the SoTL process.

Abstract: Two academic librarians were accepted into the inaugural class of a Scholarship of Teaching and Learning (SoTL) Fellowship which began in fall 2015. In addition to the librarians, this Fellowship included teaching faculty from across the university who created a community of practice for conducting SoTL research. This Fellowship included developing research questions, conducting literature reviews, designing studies, and implementing projects into the curriculum to improve student learning. In this presentation, the librarians will share their experiences during the Fellowship and why including diverse points of view in the process enhances the community of learners.

Learning Outcomes: (1) Recognize the benefit of including diverse points of view in the SoTL process. (2) Provide ways in which their practice could be enhanced by a diverse community. (3) Identify opportunities to engage in a SoTL community of practice.

Theme/Track: *Creating Communities of Learners*

Room: Sunset

How Students Write: Analyzing Outcomes of a Collaborative Writing Project

Susan Skawinski - *Providence College*

This session will describe the structure of a collaborative writing project and the processes and products that were developed by participating college students.

Abstract: This session will describe a collaborative writing project undertaken with 13 college undergraduates. Project participants used Google Docs to create a course-required analysis paper in small groups of 3 or 4. Participants were heterogeneously organized based on a writing pre-test and completed the assignment over a two-week period. Project researchers, one of which was the course instructor, analyzed both the processes used by groups in text development and the resulting products using Google Docs' revision history tool. Analysis results indicated that groups employed varying "cooperative" approaches to text development, and that individuals functioned in a range of roles within groups.

Learning Outcomes: (1) Understand the benefits and features of collaborative writing software (Google docs). (2) use Google Docs to identify collaborative work strategies, approaches to task completion, and roles in the writing process. (3) manage collaborative writing projects to maximize student writing development.

Theme/Track: *Academic Success, Innovative Pedagogical Approaches*

Room: Redondo

SATURDAY - 8:30AM-9:20AM

The New Sage on the Stage: Teaching Students to Learn

Kimberly Miller-Davis and Izabela Uscinski - *San Jacinto College*

The facilitators will guide participants through a series of research-based strategies and activities designed to meet the specific learning needs of 21st century students.

Abstract: Today's students are living in a world dominated by digital technologies, instant access to information, and the 24-hour news cycle. Most of them came of age in educational systems characterized by the pressure of high-stakes standardized testing. The confluence of these factors has created a modern set of learning needs that poses new challenges for college instructors and professors. From the outset of this session, facilitators will model the types of teaching methods necessary for meeting student needs by engaging participants in a series of activities designed to foster curiosity, engender collaborative learning, and promote deep thinking.

Learning Outcomes: (1) Explain the impact of digital technologies and sociological factors on the learning needs of 21st century students. (2) Describe the learner-centered methods best suited for these students. (3) Adapt strategies, generate ideas, and create new ideas for use in individual classrooms.

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

Room: Laguna

Neuroscience Meets Transformative Learning: An Exploration of Applications in Higher-Education

Tyler Weldon and Rachelle Franz - *University of Central Oklahoma*

Join this session to be part of the growing conversation and extend your understanding of what it means to learn and how educators adjust accordingly.

Abstract: A paradigm shift is happening in education related to our understanding of learning and the instructor's role. Traditional behaviorist theories differ from the embodied perspective of learning. In this session learn about Mind Brain Education instruction, experience related strategies, collect curricular examples and participate in engaging activities. Participants will leave able to design MBE strategies, motivate their students and innovative their pedagogy in light of neuro-informed practice. Join this session to be part of the growing conversation and extend



your understanding of what it means to learn and how educators adjust accordingly.

Learning Outcomes: (1) Design MBE based learning strategies to include in their courses. (2) Engage and motivate students through an embodied approach to teaching and learning. (3) Innovative their pedagogy in light of neuro-informed practice.

Theme/Track: Course Design/Redesign, Engaging/Motivating Students, Innovative Pedagogical Approaches

Room: Newport

Using Film in the Classroom: Tools for Getting Past the “Better than the Book” Argument

Macy Skipworth - *Texas Tech University*

This interactive session discusses benefits of using narrative film in classrooms and equips participants with tools to articulate how film works uniquely as a medium.

Abstract: Many instructors avoid using film in the classroom because they do not possess the vocabulary to describe film in a scholarly manner. You need not be a film studies professor to incorporate critical film analysis into lessons; you simply need the knowledge that film texts necessarily communicate differently than written texts. Though film is most often used when teaching literature, this session presents an exercise that illustrates how looking critically at a narrative film clip is a useful practice across several disciplines; furthermore, this session equips participants with the necessary tools to practice this exercise in their own classrooms.

Learning Outcomes: (1) Evaluate how film communicates uniquely as a medium. (2) Articulate to students how the medium of film is uniquely communicating something related to the course's respective classroom material. (3) Facilitate an engaging, active classroom discussion over a film or series of film clips.

Theme/Track: Engaging/Motivating Students, Innovative Pedagogical Approaches, Teaching w/ Classroom Technologies

Room: Malibu

The Art of Dialogue in the Age of Trump

George LaMaster - *Marian University*

In contrast to discussion or debate, learn to facilitate a dialogue where students suspend judgment and investigate assumptions, building up shared understanding.

Abstract: Politics and gender, race and religion, healthcare and war – our country is divided over many important issues. Dialogue is a way of talking and listening to create shared understanding. The practice of dialogue requires suspending judgment and investigating our assumptions about the truth. In dialogue, participants meet as equals, and their purpose is understanding rather than persuasion. How can we structure intentional conversations for dialogue rather than debate? How does the current political climate present obstacles and opportunities? This workshop provides practical resources – handouts, guidelines, suggested readings and strategies - for facilitating dialogue about divisive issues.

Learning Outcomes: (1) Distinguish between debate, discussion, and dialogue. (2) Identify opportunities for dialogue in classes you teach. (3) Plan and facilitate a dialogue with students.

Theme/Track: Innovative Pedagogical Approaches, Multiculturalism/Diversity/Inclusion, Active Learning Strategies

Room: Sunset

Taking Problem-Based Learning Online: Experiences from Entrepreneurship

Joy Smith and Kimberley Stevenson - *Elizabeth City State University*

Based on experiences using problem-based learning in entrepreneurship classes, this session will discuss, demonstrate and offer tools and strategies for using PBL in fully online.

Abstract: There is an increasing call to move courses to online formats. Problem-based learning requires significant interaction among team participants, which is a challenge in online formats. Based on pilots in multiple entrepreneurship course formats, this session will address the use of PBL, discussing experiences translating PBL into the online format and using experiences in incorporating the use of online practice into PBL processes in both synchronous and asynchronous formats. Attendees will experience online problem-based learning in an online format as well as receive information about and tools suitable for using PBL online.

Learning Outcomes: (1) Understand the basics behind the problem-based learning. (2) Compare and contrast face to face and online problem-based learning practices. (3) Use PBL in an online format.

Theme/Track: Teaching Online

Room: Redondo

SATURDAY - 9:35AM-10:25AM

Student and Faculty Voices in Teaching and Learning Initiatives

Paola Gutierrez, Natalie McCray, Michael Paniagua, Jr, Ashley Douglass, and Sarah Erickson - *Trinity University*

In this interactive session, we will share how student-faculty partnerships can facilitate development of effective teaching practices and enhance the classroom experience.

Abstract: This session will present and explore an innovative program in which undergraduate students work with faculty to enhance teaching and learning outcomes student-faculty partnerships. We draw on research that demonstrates how student-faculty partnerships contribute to enhanced learning and course engagement as well as more equitable and inclusive classroom environments. Students and faculty who have participated in a student-faculty partnership program will share their perspectives and their experiences with partnership and the advantages that partnership has for all involved. Participants will leave the session with concrete ideas on how to establish student-partnership programs to enhance courses on their own campuses.

Learning Outcomes: (1) Brainstormed and discussed ways to incorporate student voices and perspectives into instructors' pedagogy and institutions. (2) Developed concrete steps toward launching a partnership program on their respective campuses. (3) Sketched preliminary plans for their own partnerships that they can implement with their own students.

Theme/Track: *Creating Communities of Learners, Engaging/Motivating Students, Innovative Pedagogical Approaches*

Room: Laguna

Silence for Engagement and Deep Learning: Integrating Contemplative Pedagogy

Shamini Dias - *Claremont Graduate University*

This session engages you in experiencing contemplative pedagogy to build silence-based inclusive strategies to give "voice" to all learners while fostering well-being, community, and success.

Abstract: We fear silence, especially in social and learning contexts (Ollin, 2008). And yet, silence as a contemplative tool can inculcate well-being, focus, and equity in allowing all voices to be heard. This workshop reframes silence within contemplative methods as an inclusive pedagogical tool. Participants explore silence to reframe students' and teachers' assumptions and expectations about silence.

Through silent work experimentation, image analysis, and discussions of our lived experiences with silence, we derive principles and strategies for integrating silence to build a mindful, inclusive classroom community that creates focus, fosters well-being, and engages learners meaningfully, while building capacities for future success.

Learning Outcomes: (1) Reframe silence as a positive and inclusive dimension in teaching and learning that supports learning while nurturing well-being and community. (2) List the key principles to effectively disrupt students' anxieties and fear of silence and to successfully integrate silence-based work in classrooms. (3) Intentionally design silence-based teaching and learning processes that are inclusive, and support the development of focus, attention, and meaningful engagement with learning.

Theme/Track: *Engaging/Motivating Students, Innovative Pedagogical Approaches, Contemplative pedagogy*

Room: Newport

Virtual Reality and the Future of Education

Jason Jarvis - *Loyola Marymount University*

This presentation will examine the differences between Virtual/Augmented/Mixed reality and explore how changes in digital interfaces are altering the education landscape.

Abstract: Changes are rapidly taking place in the way that humans interact with digital technology. Virtual and augmented reality technologies are viewed as gaming platforms, but are actually the future of digital interfaces. In the past we typed, pointed, and clicked. Today we touch, swipe and talk. In the future, we will blink, think and move. The implications of virtual interfaces for education are staggering. From co-present online courses to training simulations that allow students to virtually experience technical processes, educators should be actively learning about these technologies in order to anticipate a future that will soon be all around us.

Learning Outcomes: (1) Articulate the differences between virtual reality, augmented reality and mixed reality. (2) Identify how virtual and augmented reality are changing both the business world their students are entering as well as the educational environment in which they teach. (3) Begin integrating mobile virtual reality and/or augmented reality technologies into the classroom.

Theme/Track: *Teaching w/ Classroom Technologies*

Room: Malibu



C.O.R.E Program: Collaborative Observational Reflective Experience Program

David Betancourt - *Cerritos College*

The Collaborative Observational Reflective Experience (C.O.R.E.) Program provides a template that has been developed to offer a non-judgmental, professional, valuable, and positive experience in a one-to-one setting.

Abstract: Faculty observations are often riddled with anxiety and uncertainty. This does not need to be the case. This workshop will focus on the C.O.R.E. Program. The Collaborative Observational Reflective Experience (C.O.R.E.) Program provides a template that has been developed to offer a non-judgmental, professional, valuable, and positive professional development experience in a one-to-one setting. Attend and discover why so many faculty have embraced and championed the C.O.R.E Program.

Learning Outcomes: (1) Discuss the C.O.R.E. Program and the benefits of the program. (2) Utilize the information and template to inform their own classroom observation practices. (3) Explore the possibility of sharing the information gained with their own campus leaders.

Theme/Track: *Preparing Future Faculty*

Room: Sunset

Bullying and Incivility in Higher Education: How do We Protect Our Mental Health?

Bitá Rivas and Anthony Rivas - *California State University, Sacramento and Metropolitan State University of Denver*

Abstract: Incivility and bullying in higher education has become a recent topic of research. Its impact reflected in many areas, including health and well-being, as well as loss of talent and financial loss to the institution. There is a common theme of fear of reporting for fear of making the situation worse. What should we know about incivility and how do we protect our mental health? How do we manage and approach conflict as it arises?

Learning Outcomes: (1) Identify in-civil and bullying behaviors. (2) Distinguish between in-civil and bullying behaviors. (3) Identify resilience factors and resources to combat incivility and bullying.

Theme/Track: *Preparing Future Faculty*

Room: Redondo

SATURDAY - 10:40AM-11:00AM

Using Change Theory to Enhance Metacognition, Teaching, and Student Success

Steven Bagley and Anton Tolman - *Utah Valley University*

Educators can effectively use the Transtheoretical Model of Change to analyze student resistance to learning and promote motivation and student success.

Abstract: Humans often tend to resist change. By understanding resistance and promoting metacognition, educators can decrease resistance and increase motivation to learn. The Transtheoretical Model of Change (TTM) explains the stages people go through in adopting new behaviors and the underlying processes that move them forward. This session will focus on exploring the connections between these elements and describe how practical classroom assessment tools can be used to enhance professors' understanding of their students and increase student self-awareness and participation in their own learning.

Learning Outcomes: (1) Explain how stage of change interacts with self-efficacy and decisional balance (pros and cons) and how this shapes student behavior. (2) Describe how metacognitive tools could help them to better understand student motivation and enhance their teaching. (3) Create a personal plan for how they might use metacognitive tools in their own courses and use them to facilitate student motivation and success.

Theme/Track: *Academic Success, Assessment, Teaching w/ Classroom Technologies*

Room: Laguna

Transdisciplinary Assessment to Enhance Student Learning and Faculty Development

Jeremy Schnieder - *Claremont Graduate University*

This presentation focuses on transdisciplinarity approaches to faculty-driven assessment that encourage inclusivity, enhanced student learning, and faculty development.

Abstract: Using a working definition of transdisciplinarity, as compared to multidisciplinary or interdisciplinary, this presentation will focus on the key component of transdisciplinary research as a means of enabling inclusivity, enhancing student learning and creating spaces for faculty development. Specifically, it will look at the process of negotiation and boundary crossing that is enabled by a problem-centered approach with inclusivity and enhanced student learning as a wicked problem. Participants will then be encouraged to think of ways that the principles can be applied to their localized setting.

Learning Outcomes: (1) Understand a transdisciplinary approach to assessment. (2) Define the beneficial aspects of transdisciplinarity as they apply to institutional assessment. (3) Theorize possible ways to use transdisciplinary assessment techniques at their institution to benefit inclusivity, enhance student learning, and encourage faculty development.

Theme/Track: *Assessment*

Room: Newport

Strategies to Promote Active Learning: Space, Technology, and Pedagogy

Michael Chen - *California State University, San Bernardino*

A well-designed space with appropriate technology and support is crucial in promoting active learning. We have found a winning combination.

Abstract: Do you build active learning spaces and hope that teachers will adopt the approach? Or do you wait until there is demand for it? At CSUSB we started looking into space renovation possibilities in 2014 when professors just began to show interest. Four years later, we have 15 active learning spaces and more are being created in the Global Innovation Center under construction. The presenter will offer a brief overview and his experience teaching in one of the active learning spaces on campus.

Learning Outcomes: (1) Apply principles of active learning space design. (2) Evaluate technologies for supporting active learning activities. (3) Adopt best practices to promote active learning.

Theme/Track: *Teaching w/ Classroom Technologies, Active Learning Strategies*

Room: Malibu

Diversity and Me: A Game Plan for Continual Improvement

Steve Gerner - *Concordia University Wisconsin*

This presentation is designed to give you the knowledge and tools to effectively facilitate diverse learning environments at a university level. Research-based strategies that work will be highlighted. You will be challenged to apply this novel learning in.

Abstract: Universities are struggling with diversity. As we view the various types of diversity, we see ignorance, lack of urgency, and even failure to take action. Developing a systemic approach to educate faculty and staff is the first step towards high quality education for all students.

Highlighting and integrating diversity into the curriculum is essential. This presentation provides a platform of knowledge to utilize at a university level and research-based strategies that assist with novel learning about diversity. Participants will gain valuable insights on how to improve teaching with diversity and steps to take to internalize diversity into a university setting.

Learning Outcomes: (1) Access valuable information about diversity. (2) Learn valuable strategies to embrace diversity. (3) Take action steps to improve diversity at their university.

Theme/Track: *Engaging/Motivating Students, Multiculturalism/Diversity/Inclusion, Preparing Future Faculty*

Room: Sunset

Facilitating Flipped Learning: Utilizing Cross-Campus Faculty Learning Communities

Ravisha Mathur, Victoria Bhavsar, and Silvia Heubach
- *San Jose State University, CalPoly Pomona, and California State University, LA,*

In this session, we discuss a cross-campus collaboration in which active learning strategies were incorporated into a flipped class model.

Abstract: One way to encourage faculty to utilize active learning in their classrooms is to provide direct support and training on their use. In this session we discuss a cross campus collaboration that utilized multi-level faculty learning communities (FLCs) to facilitate active learning through the flipped learning model. These FLCs involved core faculty, campus faculty, and cross-campus disciplinary faculty teams focused on STEM. Strategies for promoting active learning amongst faculty and recommendations for designing effective faculty learning communities in STEM disciplines will be discussed.

Learning Outcomes: (1) Describe challenges associated with setting up cross-campus faculty learning communities and how to address them. (2) Compare and contrast methods for training STEM faculty to utilize active learning in their classrooms. (3) Identify needs and motivational components to incorporate active learning via focused faculty development.

Theme/Track: *Creating Communities of Learners, Course Design/Redesign, Innovative Pedagogical Approaches*

Room: Redondo



SATURDAY - 11:10AM-11:30AM

Trading Homework for Learning Together: Deeper Engagement and Less Stress

James Yuile - *Hope International University*

The story, objectives, and outcomes of re-imagining the “college course” disentangled from homework so that it teaches contemplative/personal disciplines in the context of class-community.

Abstract: In order to address disturbing trends concerning students’ health, faith, and learning at a small Christian university, a professor re-imagines the entire design, philosophy, and content of the “college course.” Jettisoning the 40-hours lecture and 80-hours homework per-semester model, the course consisted of 80-hours learning together (students and professor learning), 20 hours reflexivity-based journaling and community service, and 20-hours of required rest. The result was a course wherein the students and professor became a learning community, studying rigorously together, sharing in and with one another personal transformation, and coming away from the semester invigorated instead of exhausted.

Learning Outcomes: (1) Reconsider standard models of course design for ones that provide both deep learning and student health. (2) Navigate the complications and necessities involved in responsibly assessing a course without papers or tests. (3) Implement strategies to integrate co-learning with students.

Theme/Track: *Course Design/Redesign*

Room: **Laguna**

Comparing Peer and Faculty Assessments Within an Interprofessional Hybrid Course

Jasmine Yumori and Kierstyn Napier-Dovorany - *Western University of Health Sciences*

Check out how peer assessment can be used within a large hybrid course including viewing results comparing peer with self and faculty assessments.

Abstract: Providing effective and timely feedback can be difficult in large hybrid courses. During this session we will summarize the use of peer assessment in health education, demonstrate how peer assessments can be used within an interprofessional course involving over 500 pre-clinical health professional students, and share results comparing self, peer, and faculty assessments of interprofessional consultation requests. The rubric that was designed around the TeamSTEPPS SBAR technique and used to evaluate students’ interprofessional consultation requests

will be shared and guided audience participation will complement discussions.

Learning Outcomes: (1) Summarize the use of peer assessment in health education. (2) Demonstrate how peer assessment can be used within a hybrid interprofessional education course. (3) Compare self, peer, and faculty assessments of student assignments.

Theme/Track: *Assessment*

Room: **Newport**

Mobile Device Jujitsu: Assignments Using Cell Phones

Kevin Ladd - *Indiana University South Bend*

Time-on-task and reflection are learning essentials. Assignments employing mobile devices capitalize on students’ lifestyles to address both issues.

Abstract: Rather than competing with mobile devices, educators can turn these electronic tools into teaching partners. This presentation describes techniques developed to keep students actively involved in the learning process 24/7 by incorporating their device use in graded assignments. Drawing from divergent experiences teaching both statistics and history courses in psychology, practical examples of syllabus language, tasks, and grading rubrics are offered for consideration.

Learning Outcomes: (1) Understand how mobile devices can be used in teaching to engage students. (2) Identify two ways that mobile device assignments can enhance time-on-task and application of learning for students. (3) Learn how to develop syllabus descriptions to encompass multiple options for the incorporation of mobile devices into learning contexts.

Theme/Track: *Creating Communities of Learners, Engaging/Motivating Students, Innovative Pedagogical Approaches*

Room: **Malibu**

“One Singular Sensation”: Using Personal Narratives as Inclusive Learning Experiences

Marc Napolitano and Margaret “Mimi” Killinger - *U.S. Air Force Academy*

Using the Broadway musical “A Chorus Line” as a metaphor for teaching, this presentation will address how faculty can foster inclusivity and empowerment through activities based on personal narratives.

Abstract: During new faculty orientation, we use the Broadway musical “A Chorus Line” as a metaphor for teaching students. In this musical, seventeen dancers must learn to function as one unit. However, the musical grants each dancer an opportunity to share his or her story, thus celebrating the characters’ diverse backgrounds. Given the increasing diversity of the undergraduate population, the homogenizing trends of the college classroom must be reconsidered. We will demonstrate how incorporating personal narratives into one’s pedagogy, either as formal projects or simply as part of the day-to-day class routine, can empower students as individual learners and foster inclusivity.

Learning Outcomes: (1) Explain the benefits of utilizing personal narratives as tools for learning. (2) Evaluate different methods for incorporating personal narratives into their course design and pedagogy. (3) Recognize how personal narratives can promote a more diverse and inclusive college classroom.

Theme/Track: *Engaging/Motivating Students, Multiculturalism/Diversity/Inclusion, Personal Narrative*

Room: Sunset

How to Flip Calculus One Lesson at a Time

Silvia Heubach - *California State University, Los Angeles*

Over the last two semesters, 6 instructors have taught flipped Calculus. We report on the process of redesigning the course, challenges encountered, and initial results.

Abstract: As part of a grant to evaluate the effectiveness of flipped instruction for Calculus to deepen learning and improve success rates, six instructors taught both flipped and non-flipped sections over the past two semesters. Together with the faculty learning community coordinator for the grant, the instructors have developed a “course in the box”, designing in-class activities and selecting resources for pre-class preparation. In the flipped instruction model, students have their first exposure to new material outside of class to free up time for active learning in class. We describe the process we have used, and share challenges and successes.

Learning Outcomes: (1) Utilize and adjust a model for designing a flipped lesson. (2) Successfully overcome student resistance to the new pedagogy. (3) Select from a variety of tools to ensure students perform necessary pre-class preparation.

Theme/Track: *Course Design/Redesign, Innovative Pedagogical Approaches*

Room: Redondo

SATURDAY - 11:40AM-12:30PM

Laughademics: Humor As A Teaching Strategy

Ronald Dolon - *Ball State University*

This session will share teaching strategies like Humor Bingo, Visual Images to integrate into the classroom and describe reasons for using humor in the classroom.

Abstract: Humor is an often-overlooked teaching strategy. Humor strengthens the student-professor relationship and makes a course more interesting. This session will discuss the benefits and use of humor as a teaching tool. Teaching strategies will be provided that enhance learning. Instructional humor can bring play and creativity into education. Professors not only must convey knowledge and understanding about a specific subject, teaching must be done in a way to engage the students to be effective. Humor can provide a creative expression that focuses on how to teach, not what we teach.

Learning Outcomes: (1) Gain a better understanding of the relevance and application of the use of humor in a social work class. (2) Learn examples of the use of humor in the classroom setting. (3) Develop a learning environment to develop group cohesion to make learning enjoyable.

Theme/Track: *Creating Communities of Learners, Engaging/Motivating Students, Innovative Pedagogical Approaches*

Room: Laguna

Language and Identity: An English Translation

Felicia Monroe - *Sinclair Community College*

This session will explain how to get students to engage with the different “languages” they speak or encounter and how that translates into their writing.

Abstract: Students who study at community colleges come from various backgrounds. The students provide a rich and diverse classroom bringing with them different cultural experiences and ways of communicating. Language is important in education especially in an English composition course. Participating in a project that allows students to explore their different “languages” as well as their identity helps them to learn how to navigate academic language when completing writing assignments in college courses. Students learn about differences in language and how they are connected as people.

Learning Outcomes: (1) Demonstrate their knowledge of the languages they speak. (2) Connect their writing skills and abilities to the “languages” they use. (3) Duplicate the language and identity project in their perspective disciplines.



Theme/Track: *Creating Communities of Learners, Multiculturalism/Diversity/Inclusion*

Room: Newport

Promoting Affective Engagement: Developing Emotional Intelligence in Helping Professionals

Tara Hammar and Patrick Griswold - *Metropolitan State University of Denver*

Participants will explore affective engagement for students in the helping professions and gain knowledge and insight into promoting this important component of learning and motivation.

Abstract: College instructors enhance student learning when the affective domain of development is emphasized and prioritized. In addition to information gained (cognitive domain) and skills learned (kinetic domain), students should be able to demonstrate their emotional intelligence or affective awareness (affective domain), particularly in the helping professions. In this session, we will outline three critical components of affective learning experiences: understanding the nature of affective learning, creating an optimal emotional learning environment, and implementing learning activities that activate affective engagement. Participants will self-assess their ability to emotionally engage students and identify several useful classroom activities appropriate for their particular audience.

Learning Outcomes: (1) Define and assess their emotional intelligence. (2) Describe Krathwohl's hierarchy in the affective learning domain. (3) Discuss teaching activities to develop learning in the affective domain.

Theme/Track: *Engaging/Motivating Students*

Room: Malibu

Expansive Education: Thinking Outside the Box

David Betancourt - *Cerritos College*

This workshop will focus on discovering the tenets and benefits of the Expansive Education Movement through exploring the ten choices of expansive educators.

Abstract: Teaching has become an accountability and assessments practice. Is it possible that we are "barking up the wrong tree"? This workshop will focus on discovering the tenets and benefits of the Expansive Education Movement. The expansive education concepts such as learning dispositions, habits of mind and expandable intelligence will be explored through the discussion of the ten choices of expansive educators. This session will focus on organizing concepts, dialogue on benefits, and reflective practices that lead towards innovative teaching.

Learning Outcomes: (1) Discuss Expansive Education and be familiar with the 10 Choices of Expansive Educators. (2) Utilize the information to inform their own teaching practices. (3) Explore the possibility of sharing the information gained with their other colleagues on their own campus.

Theme/Track: *Innovative Pedagogical Approaches*

Room: Sunset

Global J: Journalism's Four C's Plus I Cross-Curricularly Worldwide

Katherine Watson - *Coastline Community College*

Twenty-first century journalism stimulates learning through engagement across the curriculum worldwide via 4 C's and one I: creativity, curiosity, collaboration, critical thought, and independence.

Abstract: Twenty-first century journalism stimulates learning through engagement with people and events across the curriculum worldwide via 4 C's + I: curiosity, collaboration, critical thought, creativity, and independence. Our century is defined by a fast-paced, fugacious data flow. Learners have to amass, analyze, and explain everything for themselves and others. For this, they need five basic skills, parts of the journalist's toolbox: Curiosity implies asking the questions: "how?", "why?", "when?", "where?", "who?" and "what?" underlying effective research and analysis. Collaboration uses social media, data visualization, Skype, instant messaging, sharing of information that may change, disappear or see perspective shift. Critical thought places pre-final findings under the microscope of logic en route to the conclusion to be shared. Creativity makes communication interesting. Journalists know that "hooking" the reader, keeping things concise, will lead to greater readership, stimulating discussion. Independence implies that each learner is a collaborator and a producer of material, an analyst, editor, and a creative conceiver of ideas.

Learning Outcomes: (1) Define the four C's + I that make journalistic skills germane across the curriculum. (2) Apply the four C's + I to problems or questions in their own fields. (3) Develop a lesson plan that will depend upon journalistic skills.

Theme/Track: *Engaging/Motivating Students, Innovative Pedagogical Approaches*

Room: Redondo

Round Table Discussion Abstracts and Outcomes

In alphabetical order by the lead presenter's last name

Technology Trends; Using Savvy Career Seeking Platforms in Practicum/Capstone

Ranelle Brew - *Grand Valley State University*

Innovative teaching strategies, including the latest trends in e-portfolios, allow your students to be sought after candidates in today's job market.

Abstract: This presentation will provide educators exposure to, examples of, and replication tools to utilize an e-portfolio platform, Portfolium in a practicum or capstone course. Portfolium houses user-friendly and free electronic student portfolio templates to launch a career search beyond the typical CV and cover letter. Details on how Portfolium was used and resources on how to implement in an applicable setting will be shared.

Learning Outcomes: (1) Define the need and use of an electronic (e) portfolio. (2) Describe the process for implementation of e-portfolios in the classroom. (3) Discuss best practices for successful use of e-portfolios.

Theme/Track: *Course/Curriculum Design/Redesign, Engaging and Motivating Students, Innovative Pedagogical Approaches*

Critical Consciousness and Use of Self in Diversity Dialogues

Wendy Champagne Williams and Judith Willison - *Bridgewater State University*

This session will focus on reflexivity and use of self and the implicit and explicit ways it can influence dialogues about diversity.

Abstract: Remaining cognizant of the pervasive and oppressive dynamics of power and privilege is an ongoing effort in teaching and learning environments. This session invites participants to explore their own social identities through a lens of critical consciousness; identify the ways these identities influence interactions (use of self) with others (colleagues, peers, students) in the teaching and learning environment; and engage in growing self-awareness of one's participation in dialogues about diversity.

Learning Outcomes: (1) Define the concepts of critical consciousness and use of self. (2) Identify how these concepts are applied in professional practice. (3) Recognize how the use of self can improve or hinder dialogues about diversity.

Theme/Track: *Innovative Pedagogical Approaches, Multiculturalism/Diversity/Inclusion, Preparing Future Faculty*

A Competency-Based Educational Programs: No Credits, No Grades, No Problem!

Kelly Donnell - *Roger Williams University*

Competency-based education: What is it? How does it work? Explore the basics, analyze a program, and identify pros and cons of developing your own CBE program.

Abstract: Competency-based education (CBE) is seeing a revival across the country, across grade spans, and across disciplines. One of the most compelling aspects of CBE is that it is designed to measure learning (competencies or standards) rather than time (credit hours or program coursework). At this Roundtable, you'll get a taste of what CBE might have to offer. What questions do you have around CBE? I'll aim to heighten your curiosity and we can explore the potential of CBE for your program or institution. We'll utilize the author's development of a new CBE certificate program as a test case.

Learning Outcomes: (1) Discuss guiding principles and design elements of CBE academic programs. (2) Analyze a current CBE program to identify pros and cons of CBE design. (3) Identify advantages of and challenges in developing and implementing competency-based education in your field of study at your institution.

Theme/Track: *Course/Curriculum Design/Redesign, Innovative Pedagogical Approaches, Online Learning and Teaching*

Tackling the Questions We are Afraid to Ask Related to Race and Academic Achievement

Mechale Murphy - *Elk Grove unified school district*

Participants will have the opportunity to have a "fierce conversation" with an African American building principal. Tough questions related to race, disrupting the pattern, and becoming a champion for equity will be addressed.

Abstract: We are not addressing the needs of all students. Fear of discussions related to race and poverty and the failure of administrators to try innovative strategies deny education the ability to meet the needs of children of color. Educators interested in becoming champions of equity will leave with professional development modules that will establish norms that create a "safe space" for discussing race AND specific "must dos" that will create significant change on school campuses.

Learning Outcomes: (1) Create safe spaces for discussions about race and equity. (2) Manage conflict that results



from conversations about race and equity. (3) Identify how neuroscience has uncovered the root of implicit bias and its role in advancing the leading and teaching gap.

Theme/Track: *Multiculturalism/Diversity/Inclusion*

Using the Jigsaw Technique to (Re)Design Group Assignments

Kimberly Pusateri - *Northwestern University*

Are group assignments stressing you out? This session will describe how to use the jigsaw method to transform group projects and encourage students to become content experts.

Abstract: The jigsaw technique allows instructors to organize classroom activities such that students are dependent on each other to succeed (Aronson, 1978). This versatile strategy can be used to increase students' involvement in their own learning and create effective learning environments. Furthermore, applying this technique to group projects can help students and instructors avoid common group work pitfalls while positioning students content experts. As such, I will offer strategies for integrating class content, individual assignments, and group work. In my experience, this technique results in group and individual submissions that demonstrate a deep level of understanding, and students who work very hard because they cannot "float" through group work.

Learning Outcomes: (1) Understand how the jigsaw technique can apply to group projects. (2) Communicate the value of this type of group work. (3) Design a group project that integrates both individual- and group-level submissions.

Theme/Track: *Creating Communities of Learners, Course/ Curriculum Design/Redesign, Engaging and Motivating Students*

Enhancing Inclusive Pedagogy by Using Slido Polling and #MyTopCollege

Jose I. Rodriguez - *Long Beach State*

The session demonstrates how professors can facilitate in-class projects with students by using mobile technology, and thereby, promote active dialogue, inclusion, and proactive engagement.

Abstract: This presentation discusses original research, demonstrating how college students can use Slido to participate actively in classroom projects, involving the #MyTopCollege campaign, cultivating the experience of inclusion in university settings. With this audience-participation framework as a foundation, the session demonstrates how professors can encourage project-based conversations with students by using a polling

platform called Sli.do. This polling platform enables the use of mobile technology, and thereby, promotes dialogue, interactive polling, and proactive engagement in the university classroom.

Learning Outcomes: (1) Identify the significance of Slido polling in inclusive classrooms. (2) Clarify the role of Slido in classroom communication with students. (3) Facilitate student participation in class, using Slido and #MyTopCollege campaign.

Theme/Track: *Engaging and Motivating Students, Multiculturalism/Diversity/Inclusion, Teaching w/ Classroom Technologies*

Contentious Conversations and Faculty Development

Jessica Tinklenberg and Sara Hollar - *The Claremont Colleges*

In this presentation, we will explore the potential for and limitations of meaningful faculty development on issues of religion, race, ability, and gender when faculty find these issues contentious or an affront to their political or ideological leanings.

Abstract: Contrary to much conventional wisdom, college and university faculty are not a monolithic "bastion of liberalism." Indeed, faculty have identities and beliefs across ideological, religious, and political spectra, many of which are long-held and deeply entrenched. As faculty developers, it can be a struggle to get faculty to put aside their biases or politics and engage meaningfully with student perceptions, fears, and needs to improve student learning outcomes. In this presentation, two faculty developers will discuss a year-long project to confront and address faculty biases and reorient conversations on students' learning and growth.

Learning Outcomes: (1) Identify a variety of political, religious, and ideological leanings that might impact faculty perception of students and their classes. (2) Evaluate strategies that might help faculty focus on student learning, particularly in situations that are fraught with political, religious, or ideological overtones. (3) Develop workshops and events for faculty that promote inclusive teaching practices.

Theme/Track: *Creating Communities of Learners, Multiculturalism/Diversity/Inclusion*

Engaging Outliers: Faculty Development for Adjuncts

Ingrid Steiner - *University of Southern California*

What does a flexible and responsive adjunct faculty development program to improve sound pedagogical practices look like? This roundtable will share possible solutions.

Abstract: This discussion circle will explore effective faculty development for adjunct faculty in large research universities, small liberal arts, and community colleges. Three recent research articles which propose recommendations for effective workshops and institutes will serve as a springboard to share what we are doing that works, and the ideas that haven't. We will consider the freeway-flyer, the professional clinician, industry expert and new graduate trying to land a full time teaching position. Faculty teaching in various modalities will be considered.

Learning Outcomes: (1) Identify at least two adjunct faculty development approaches which could be implemented or revised at their institution. (2) Generate new ideas for adjunct development which are applicable to their home institution. (3) Critique other's faculty development programs through the lens of their own experience.

Theme/Track: Innovative Pedagogical Approaches, Online Learning and Teaching, Faculty Development

Tips and Sips: An Unconventional Way to Engage Faculty

Sarah Twill - Wright State University

This roundtable will educate and engage participants in a program called Tips and Sips, an off campus faculty development opportunity held in a brewpub.

Abstract: The Center for Teaching and Learning invited faculty to meet with advisory board members to discuss teaching tips over a drink at a local brewpub. Participants were encouraged to bring a time and energy saver, or an innovative teaching tip that could be explained in under four minutes. At this roundtable, participants will learn about the details of hosting the program including budget, participant recruitment, and lessons learned, modifications for Graduate Teaching Assistants (content, revised focus: Tips, Sips, and What Ifs), and practice sharing a teaching tip and facilitating a similar program.

Learning Outcomes: (1) Describe a faculty development program called Tips and Sips. (2) Participate in a simulated Tips and Sips event. (3) Articulate at least 1 modification that would need to be made to make the Tips and Sips program work at their institution.

Theme/Track: Creating Communities of Learners, Preparing Future Faculty

Poster Abstracts and Outcomes

In alphabetical order by the lead presenter's last name

Stakeholder Voices in Curriculum Redesign: Enhancing Effectiveness of a Minor

Silvia Bartolic - University of British Columbia

This presentation will examine the use of student, alumni and community employer data in the enhancement and redesign of a Family Studies minor.

Abstract: Over 19 disciplines share an interest in families (Burr & Leigh, 1983) contributing to an 'identity crisis' for family scientists (Ganong, Coleman & Demo, 1995). Family science programs are increasingly absorbed by or absorbing other academic programs to survive. To increase the effectiveness of a Family Studies minor, it is imperative that we connect with key stakeholders (Walker & Blankemeyer, 2013) to determine what content and experiences should be included in the requirements. This research project uses a mixed-method approach including documentation analysis; learning analytics; interviews; focus groups; and survey data in a program action research approach to curriculum reform.

Learning Outcomes: (1) Describe the process of program action research. (2) Consider how to use stakeholder voices in curriculum redesign to enhance the effectiveness of programs. (3) Begin to examine how students can be co-creators in learning through involvement in curriculum redesign.

Theme/Track: Course/Curriculum Design/Redesign

An Assessment of Information Cycle Literacy Among Graduate Students: Results of a Pre-Post Quasi-Experiment

Monideepa Becerra - California State University, San Bernardino

The goal was to assess efficacy of information literacy module in graduate course. Pre-post quasi-experiment based showed efficacy in increasing knowledge.

Abstract: Objective: Assess the efficacy of information literacy intervention among graduate public health students. Methods: Pre-post quasi experiment. Results: 28% reported deep-web as not being free in the pre-test, which changed to 84% in the post-test. 11% identified magazines and newspapers as scholarly source in pre-test, which was down to 0% in post-test. An increase in identifying key features of the information cycle in the post-test test occurred. 4% of the students identified newspaper as a potential scholarly source, zero percent did



so during the post-test. Conclusion: Information literacy modules is effective in increasing student understanding of sources of knowledge.

Learning Outcomes: (1) Develop measures to assess information literacy level of graduate students. (2) Effective means of implementing information literacy modules. (3) Best practices to continue student learning on information literacy.

Theme/Track: Assessment, Student Learning, Course/Curriculum Design/Redesign

Taking Account of Students' Epistemological Development in Teaching Secondary Research

Suzanne Benack - *Union College*

Students' persistent difficulties in learning to do secondary research can be better understood and addressed by assessing mismatch between task demands and students' epistemological assumptions.

Abstract: This paper explores how persistent difficulties experienced by students in learning secondary research skills – and by instructors in teaching secondary research – might arise from a mismatch between task demands and students' levels of epistemological thinking. We analyze the epistemological prerequisites for 21 skills in conducting and writing about secondary research, and identify those that will most likely present stumbling blocks for students at different epistemological levels. A developmental model suggests that these stumbling blocks are unlikely to be overcome with pedagogical strategies like didactic explanation, modeling, and practice with feedback, unless the student's epistemological assumptions are explicitly addressed.

Learning Outcomes: (1) Understand how students' epistemological assumptions direct their practice of secondary research and create common challenges in teaching research methods. (2) Design interventions for addressing these problems tailored to students' epistemological levels. (3) Reframe teaching of research and information literacy as a four-year process, dependent upon students' epistemological development.

Theme/Track: Innovative Pedagogical Approaches

Enhancing Student Engagement in Five-Day Block-Week Courses: Innovative Teaching Strategies

Conny Burian - *University of Calgary*

This poster presents the findings of a three-year project and focuses on innovative lecture format, careful time management, and proven assessment strategies for intensive courses.

Abstract: Delivering the content of a semester-long course in a five-day/forty-hour format seems impossible: how can students engage with the material, the instructor, and each other in meaningful ways when they are in class all day and spend their nights completing readings, homework, and preparatory tasks? Research, however, demonstrates that while accelerated courses pose unique problems, they also offer tremendous potential. Drawing on recent literature and interviews with faculty and students, my poster displays the various ways in which course design can be modified to improve learning experiences in time-shortened courses.

Learning Outcomes: (1) Discover some innovative lecture formats that work well for intensive courses. (2) Identify strategies for successful time-management when teaching accelerated classes. (3) Gain new ideas regarding assessment in time-shortened courses.

Theme/Track: Engaging and Motivating Students, Innovative Pedagogical Approaches

Is Group Work Enough? Comparing Collaborative vs Cooperative Learning Techniques

Gaia Cantelli - *Duke University*

This study compares the effectiveness of structured, cooperative activities to unstructured group-work in a statistics class and suggests that students may benefit from structured activities.

Abstract: There is little evidence to date as to the effectiveness of structured, cooperative learning when compared to unstructured, collaborative group work, especially in the STEM disciplines where active learning activities are often limited to unstructured group work alone. This study compares the test scores of students in a problem-based statistics class taught using cooperative and collaborative learning approaches. The results presented here suggest that student outcomes are improved by structured cooperative learning strategies when compared to group-work alone. This study highlights the need for further experimentation in this area to investigate what specific cooperative learning interventions are most successful.

Learning Outcomes: (1) Relate the data presented in this poster to pedagogy in their own disciplines. (2) Be inspired to try structuring the group work they already incorporate in their own teaching. (3) Be encouraged to promote structured hands on activities in problem-based STEM classes that are traditionally taught using group-work alone.

Theme/Track: Academic Success, Engaging and Motivating Students, Innovative Pedagogical Approaches

Exam Study Methods for the Online Student: What Works

Jennifer Claire - *Purdue University Global*

A study group can be an effective way to prepare for an exam, however, only if you use smart strategies for forming effective study groups. A yearlong research study was conducted on what methods proved to be most effective for students in an online setting, and the results may just surprise you!

Abstract: A study group can be an effective way to prepare for an exam, however, only if you use smart strategies for forming effective study groups. Organizing a study group in a traditional college setting can be moderately effortless, while study groups in an online environment show to be quite problematical to organize, generate interest, and facilitate. A yearlong research study was conducted on what methods proved to be most effective for students in an online setting, and the results may just surprise you!

Learning Outcomes: (1) Identify that there is a problem in the online learning environment, which is the lack of one-on-one instructor-student involvement, specifically with face to face lectures and exam review. (2) Understand different methods that can be utilized in an online academic setting to assist students in preparation for exams. (3) Learn to create video and audio presentations for online lectures.

Theme/Track: *Online Learning and Teaching*

It Takes a Village... and Four Golden Girls: Collaborative Learning

Maria Clave and Long Wang - *California State University, Long Beach*

A gerontology course, "Women & Aging: Lessons from the Golden Girls" is an interdisciplinary collaboration among faculty, students, older adults and community partners.

Abstract: Women encounter particular aging-related challenges. Upon discovering a mutual admiration for the TV show, "The Golden Girls," a Gerontology professor and a Nutrition professor used the show as a springboard for a course titled "Women and Aging: Lessons from the Golden Girls." Interdisciplinary faculty members, Osher Lifelong Learning Institute (OLLI) members and community professionals participated. Each class included: viewing an episode of Golden Girls supported by a viewing guide, a brief mini-lecture to provide context, an interactive discussion among interdisciplinary guests, and a hands-on student activity. Students participated in online discussion to further explore the course topics.

Learning Outcomes: (1) Discuss benefits and challenges of interdisciplinary curricular design. (2) Discuss additional

classroom techniques to enhance intergenerational, interdisciplinary discussion. (3) Identify a topic in their own discipline that would be appropriate for interdisciplinary, collaborative curricular development.

Theme/Track: *Course/Curriculum Design/Redesign, Innovative Pedagogical Approaches*

Enhancing Student Learning, Understanding, and Retention in a CURE Laboratory

Ren Dimico - *University of Idaho*

Three techniques were designed and are being tested for their effectiveness in enhancing student learning, understanding, and retention in a CURE laboratory.

Abstract: Three techniques were designed to increase student learning, retention and understanding of material taught in an introductory biology laboratory. These techniques are Reflect & Refresh time (R&R time), values affirmation, and metacognition activities. Each technique has been designed to increase scores on weekly quizzes given in the lab, change the overall final grade distribution, and increase student attitude and motivation. These techniques are applicable to other courses. This presentation describes the preliminary results of the first two semesters of testing.

Learning Outcomes: (1) Understand what this research project is aimed at. (2) Learn about the techniques used and how preliminary data backs up the use of the techniques. (3) Learn how apply these techniques into their teaching style.

Theme/Track: *Assessment, Student Learning, Innovative Pedagogical Approaches, STEM*

What Are Students Thinking? Examining the Usefulness of Teammate Evaluations

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

Students focus on non-performance related factors (e.g., teammate friendship) when conducting teammate evaluations. Faculty guidance can actively reduce bias and focus feedback on performance-related factors.

Abstract: Teamwork has become increasingly important in organizations and is often cited as the top-rated skill employers are looking for in new graduates. Given such demand, it is important to explore the effectiveness of the pedagogies faculty in undergraduate programs use to prepare students for future careers spent working in teams. This paper reports the findings of two studies that explored the usefulness of teammate evaluations in the classroom. Findings indicate that students often focus on non-performance factors and faculty guidance can actively



reduce bias and focus feedback on performance-related factors. These efforts maximize student engagement and learning in the classroom.

Learning Outcomes: (1) Recognize the driving forces behind team-based pedagogies. (2) Understand some inherent challenges with teammate evaluations. (3) Imagine ways for faculty to design team experiences to maximize student engagement and learning.

Theme/Track: *Assessment, Student Learning, Course/Curriculum Design/Redesign, Engaging and Motivating Students*

Focus Your Lecture with the One-Sentence Lesson Plan

Norman Eng - *City College of New York*

The One-Sentence Lesson Plan helps new faculty plan lectures more systematically by defining three areas: the “what” (content), the “how” (approach), and the “why” (purpose).

Abstract: Most new faculty are not trained to teach. They tend to cover lots of content despite the fact that students forget most of what they learn. The better approach is to emphasize deep processing, interaction, and purpose, according to research. But how can new instructors incorporate these three elements in a systematic way? The one-sentence lesson plan template offers a straightforward approach, by helping instructors define the “what” (the most important piece of content or skill to learn), the “how” (how students will learn that content or skill), and the “why” (the purpose of learning it).

Learning Outcomes: (1) Think more from a “learner” mindset than a typical “teacher” mindset. (2) Explore ideas that answer the “what,” the “how,” and the “why” for their particular lesson topic. (3) Put together a complete one-sentence lesson plan for their lecture.

Theme/Track: *Preparing Future Faculty*

Developing and Delivering a Global Partner Assignment

Susan Epstein and Becky Buckman - *Drexel University*

Global Partner assignments are an excellent way for students to experience the benefits of study abroad such as exposure to different teaching styles, enhanced their networks, improved communication skills, and cross cultural awareness, without ever leaving their university.

Abstract: Working with an international partner allows for new strategies and technologies in the classroom. Sharing assignment(s) with faculty from universities overseas incorporates a global dimension into an already scheduled

domestic class. By linking a course to an international partner, students gain insight into the intricacies of virtual teams, such as how to motivate virtual partners, the importance of considering unique cultural perspectives on learning, and the impact and importance of technology on global business performance.

Learning Outcomes: (1) Seek international partners for current assignments. (2) Develop assignments that incorporate international partners. (3) Recognize the value of cross cultural team learning.

Theme/Track: *Course/Curriculum Design/Redesign*

Optical Bioimage Analysis for Inquiry-Based Learning

Sarah Erickson-Bhatt - *Morgridge Institute for Research*

This research aims to engage students in inquiry-based learning through constructive and interactive engagement in optical microscopy image analysis of normal and cancerous biological tissues.

Abstract: Optical microscopy is a high-resolution, relatively inexpensive method for morphological assessment of normal and diseased tissues. This research aims to engage students in inquiry-based learning through constructive and interactive engagement in image analysis. Based on knowledge of the imaging principles, they decide what type of disease they want to image, what features they want to study, what imaging methods, stains, and dyes they would use to extract the features of interest, and finally analyze the images and draw conclusions about what they are detecting. This type of image-based inquiry learning will be evaluated for introductory college biology students.

Learning Outcomes: (1) Understand the basic principles of optical bioimaging? (2) Understand how optical bioimaging can be used for inquiry-based learning for undergraduate biology and physics students. (3) Understand how interfacing two different subjects (biology and physics) to explore a problem can expand students’ awareness of the growing multidisciplinary nature of research and pique their investigative interest.

Theme/Track: *Engaging and Motivating Students, Innovative Pedagogical Approaches, STEM*

Classroom Mobiling: Using Technology to Engage and Motivate the Student

Breck Harris - *Fresno Pacific University*

Explore a classroom process using mobile phones, smart phones and tablets that can be used to engage the Millennial student. Come, learn, and do!

Abstract: Today's Millennial students are digital natives with shorter attention spans who are fascinated with new technologies and naturally gravitate towards team activities in the classroom that allow them to actively engage with their learning. In this session, participants will learn a classroom process that includes putting students into small learning communities using mobile phones, smart phones and tablets to motivate, connect and engage learners. Come, learn, and do!.

Learning Outcomes: (1) Learn and do the steps to implement a teaching process with students that uses mobile phone, smart phone, and tablet technology. (2) Engage the student more with the learning process. (3) Motivate the student to a higher level of learning.

Theme/Track: *Creating Communities of Learners, Engaging and Motivating Students, Teaching Well with Classroom Technologies*

Increasing Engagement in Adult Learners: A Study on Online Course Participation

Melissa Ingram - Texas Tech University

Results of a pilot study examining feelings of Air Force Acquisition (AFA) personnel towards online courses found course constructs did not motivate students to learn.

Abstract: Participants in this qualitative case study were Air Force Acquisition personnel currently taking computer-based online courses. Air Force personnel were interviewed about their experiences with online courses and observed while engaging in an online course. The data were analyzed and themes emerged.

Learning Outcomes: (1) Understand what online techniques demotivate adult learners. (2) Identify various educational theories that may appeal to a variety of learning levels and experiences. (3) Understand how the use of new literacies support multiple educational theories within an adult learning environment.

Theme/Track: *Course/Curriculum Design/Redesign, Engaging and Motivating Students, Online Learning and Teaching*

Service-Focused Undergraduate Research: Opportunities Across Disciplines and Course Levels

Kathryn Kloepper - Mercer University

This poster session will describe the application and assessment of service-research activities across the curriculum and help faculty identify opportunities for adaptation and implementation.

Abstract: In 2015, our institution implemented Research that Reaches Out, a five-year plan designed to enhance student learning through service-focused undergraduate research. The curricular approach spans the four-year undergraduate experience and intentionally guides students through proposing, exploring, and implementing service-focused research. Assessment of the effectiveness of this approach on student learning and engagement includes tracking each class cohort (n=900+) and evaluating thousands of student products. Examples of service-research from liberal arts, engineering, and business will be described. Preliminary results of the five-year assessment study and recommendations for implementation of service-research activities and assessment at other institutions will be presented.

Learning Outcomes: (1) Describe examples of service-research. (2) Recognize service-research opportunities in their own curriculum. (3) Implement evaluation tools for assessing service-research activities.

Theme/Track: *Course/Curriculum Design/Redesign, Innovative Pedagogical Approaches, Service/Experiential Learning*

Pre-Service Teachers' Professional Visions of Teaching Mathematics

Minsung Kwon - California State University, Northridge

In this session, participants will analyze pre-service teachers' professional visions of teaching elementary mathematics and discuss alternative assessment to measure student learning.

Abstract: Pre-service teachers are entering their teacher education program with negative experiences in mathematics, high levels of anxiety with mathematics, and lack of confidence with mathematics. As an instructor of mathematics methods course, it is important to examine their perspectives, visions, and views of teaching mathematics. I collected the data from 34 pre-service teachers using two alternative assessments in Week 1 and Week 14. In this session, participants will examine two alternative assessments to measure student learning, analyze the data collected from 34 elementary pre-service teachers, and discuss the professional growth of pre-service teachers throughout the semester.

Learning Outcomes: (1) Examine a case study which analyzes pre-service teachers' professional visions of teaching mathematics. (2) Discuss alternative assessment to measure student learning. (3) Design activities, assignments, and assessment to examine students' professional visions.

Theme/Track: *Academic Success, Assessment, Student Learning, Course/Curriculum Design/Redesign*



Online Course/ Curriculum Development and it's Relationship to a Capstone Project

Tracie Lambeth - *Life Pacific College*

A step- by- step process for developing student learning outcomes, and assignments for an online program and it's connection to a capstone project including an e-portfolio.

Abstract: Designing a new online degree completion program for the adult learner population is a process. An entity provides a step-by-step course design process of working from over arching goals, program outcomes, course student learning outcomes, tailored assignments where all of the dots can be connected. The step by step process leads to an effective Capstone Project with an e-portfolio including career enhancing materials. The How-to's of setting up a courses in a learning platform, the how-to's on engaging in discussion forums using case study, and utilization of videos.

Learning Outcomes: (1) Understand the connection among overarching goals, program outcomes, course student learning outcomes, assignments in course design leading to an effective Capstone Project including an e-Portfolio and career enhancement materials. (2) Set up courses in a leaning platform. (3) Engage in Discussion Forums using Case Study and Videos.

Theme/Track: *Course/Curriculum Design/Redesign*

Efficacy of Pre-Service Teacher in an Inquiry-Based Science Methods Course

Christina McDaniel - *Bradley University*

This study explores the efficacy and progression of teaching strategies in an inquiry-based science methods course.

Abstract: For elementary teachers, science is often perceived as difficult to teach or understand (Cronin, L. Charron, E., & Espinet, M., 1986; Summers, M., 1994; Watters, J.J., 2014). This study examined how perceptions of science efficacy and teaching strategies changed throughout an inquiry-based science methods course. Each participant (N=17) completed pre- and post- Science Teaching Efficacy Belief Instrument (Riggs & Enoch, 1990), STEBI, and a Q-sort (Watts & Stenner, 2005) of teaching strategies (Schroeder, et. al, 2007). The results indicated efficacy for teaching science was increased with increased efficacy and shifts towards performance-based assessment, inquiry, enhanced context and collaborative learning.

Learning Outcomes: (1) Identify how inquiry-based instruction relates to changes in teaching strategy beliefs. (2) Identify how inquiry-based instruction in elementary science methods courses increase science efficacy in

elementary science methods teachers. (3) Identify specific ways to integrate science inquiry based instruction into science methods courses.

Theme/Track: *Innovative Pedagogical Approaches*

Shifting Perspectives on Diversity in the Two-Year College Literature Classroom

Kelley Meyer - *Anoka-Ramsey Community College*

This study aims to illuminate how literary texts are a vital tool to achieve goals of diversity and inclusion in the two-year college.

Abstract: The role of literature courses in facilitating goals of diversity and inclusion in the two-year college has not been formally studied. This study aims to illuminate how literary texts are a vital tool in developing students' "multicultural consciousness" (Dean, 2017). The student sample was limited to students over 18 enrolled in a global literature course. The results draw from a pre- and post-course survey using the Cross-Cultural World-Mindedness Scale (Der-Karabetian, 1992) and show shifts in views on personal identity and citizenship within a global context. Future applications should assess a broader sample of literature students, ideally with a qualitative assessment instrument for more precise identification of the impact of diverse texts.

Learning Outcomes: (1) Understand "multicultural consciousness" and its application as a relevant term for the literature classroom. (2) Identify shifts that can result from student encounters with diverse literary texts. (3) Consider a link between the study of literature and achieving goals of strategic diversity and inclusion initiatives.

Theme/Track: *Assessment, Student Learning, Multiculturalism/ Diversity/Inclusion*

Knowing, Caring, and Doing: Impacts of Earth Education in Teacher Preparation

Bernadette Musetti - *Loyola Marymount University*

Presenter shares findings, including from a content analysis of student reflections on a teacher preparation capstone on Education & the Environment, which included immersion abroad.

Abstract: The presenter describes why she developed a Capstone course in undergraduate teacher preparation focused on Education and the Environment, which included an intensive immersion experience in Costa Rica. A brief overview of main course components is given, including the thesis paper, advocacy project, curriculum

unit, and immersion component. Discussion includes a content analysis of students' reflections on the greatest impacts from the course, which include categories of knowledge/cognition; affect/social-emotional learning; advocacy/stewardship and changes in lifestyle. Rather than feeling defeated or hopeless by the state of our world, many students expressed 'excitement' to teach Earth education to their future K-5 students.

Learning Outcomes: (1) Discuss how a newly developed course in teacher preparation promotes knowledge, caring, sustainability, and stewardship. (2) Identify the three main areas of impact the newly created Capstone course on Education on the Environment had the future educators enrolled in the course. (3) Define biophilia and articulate how it is a form of social-emotional learning, which can promote positive affect, advocacy, and changes in behavior.

Theme/Track: *Course/Curriculum Design/Redesign, Engaging and Motivating Students, Sustainability & Social Responsibility*

The Creation and Maintenance of Web-Based Community of Learners

Paulchris Okpala - *California State University, San Bernardino*

This presentation provides the audience with the effective assessment and instructional development strategies used in the creation and maintenance of a web-based community of learners.

Abstract: One of the major challenges in the use of the web for the purpose of instruction across the various disciplines is the creation and maintenance of a community of learners. Without a well functioning community of learners, web-based learning cannot achieve social reinforcement and information exchange. This presentation describes proven strategies and techniques for creating and maintaining effective community building in Web-based learning environments. The presentation emphasizes on the importance of collaboration based assessment rubric, assignments that are prompted by dialogue, and tools such as multiple bulletin boards, chat rooms, and conferencing software that support the community learning.

Learning Outcomes: (1) Identify the strategies used in the creation of the web-based community of learners. (2) Identify the strategies used in the maintaining web-based community of learners. (3) Create and develop a web-based community of learners in their disciplines.

Theme/Track: *Creating Communities of Learners, Innovative Pedagogical Approaches, Online Learning and Teaching*

Quality Improvements and Collaboration Through Syllabus Self-Study

Kimberly Pusateri - *Northwestern University*

This presentation will describe a derivative of the popular "Lesson Study" technique as one method to begin a curriculum review and make quality improvements to individual classes within a program.

Abstract: Faculty sometimes view curriculum review/mapping as a time-consuming or worthless endeavor. However, curriculum review/mapping activities can also promote unity and collaboration. This session describes one strategy for creating conversation around quality improvements and curricular standards. Specifically, based on the "Lesson Study" technique (Doig & Groves, 2011; Stigler & Hiebert, 1999), I describe a "Syllabus Self-Study" methodology for involving a small faculty in discussions about curricular standards and learning objectives. I also review two hurdles we have encountered. Participants will be asked to help problem solve and improve the "Syllabus Self-Study" methodology.

Learning Outcomes: (1) Describe the process of conducting a syllabus self-study. (2) Articulate how the methodology could be used at their own institutions. (3) Understand strategies for overcoming potential challenges or resistance.

Theme/Track: *Course/Curriculum Design/Redesign, Preparing Future Faculty, Teaching Well with Classroom Technologies*

The Effects of a Coping Strategy Program for Occupational Therapy Graduate Students

Ana Rodriguez - *Florida International University*

My presentation will consist of a poster presentation on the results of an evidence-based intervention on the effects of a structured coping strategy program for occupational therapy graduate students.

Abstract: Graduate students occupational needs include their ability to practice adaptive coping strategies to overcome the potential challenges of graduate school. The review of the research literature gathered for this project revealed substantial support to entail a more comprehensive approach for graduate students by recognizing the emotional and affective aspects of managing the challenges encountered during graduate school. Participants were educated on strategies that aimed at facilitating their participation in graduate school and improving their quality of life and overall well-being. This capstone project examined the effects of an adaptive coping strategy program for second year occupational therapy students at Florida International University in relation to



increasing awareness and use of adaptive coping strategies and overall well-being...

Learning Outcomes: (1) Identify adaptive and maladaptive coping strategies for graduate students. (2) Understand and explain the importance of educating graduate students on adaptive coping strategies. (3) Understand the effects of adaptive and maladaptive coping strategies on graduate students' academic success.

Theme/Track: Academic Success

The (Slow) Greening of Education: EarthEd and Teacher Preparation Programs

Ana Romero and Bernadette Musetti - *Loyola Marymount University*

This study explores the genesis of and outcomes from studying several "green" schools-those with an explicitly stated environmentally focused mission.

Abstract: This pilot study explores the impetus, implementation, outcomes, and educator preparation of environmental education at selected K-12 schools with a stated environmentally focused mission in a large city in southern California, using primarily questionnaire data. Researchers sought to discover the behavioral and other impacts of environmentally focused teaching and learning on students and teachers. Through the study, the researchers also discover how educators describe the frameworks, philosophies and perspectives that undergird their work at the schools, where a distinction between "anthropocentric" and "ecocentric" is important and discussed, and where the latter goes beyond an interest in sustaining the environment primarily for human survival.

Learning Outcomes: (1) Discuss the relevance of Environmental Education and disparities in access to EE that exist across contexts, both in K-12 and teacher preparation. (2) Identify at least two world views, (ecocentrism and anthropocentrism), and how those impact actions humans take regarding the Earth. (3) Articulate benefits at the individual and societal levels of including more EE in teacher preparation.

Theme/Track: Creating Communities of Learners, Innovative Pedagogical Approaches, STEM

The Assessment Academy: Impacting Learning Through a Campus Assessment Initiative

Kevin Sackreiter - *South Dakota State University*

Through the creation of a campus-wide initiative, The Assessment Academy, assessment culture became integrated across academic and co-curricular programs and learning prioritized across the institution.

Abstract: The Assessment Academy was developed as the Quality Initiative project focus in the Higher Learning Commission Open Pathway. This process has brought together approximately 120 academic and co-curricular programs. The goals of the Assessment Academy are to: provide a theoretical and methodological foundation that will advance the assessment of student learning; provide assessment training, resources, and on-going consultation based on research and best practices to facilitate continuous improvement and change; and build and empower campus leaders in the assessment of student learning. The academy has striven to build a stronger culture of inquiry in support of student learning and success.

Learning Outcomes: (1) Understand the logistical variables to implementing a similar campus-wide initiative at their institution. (2) Gain insight into the impact prioritization of assessment can have on student learning. (3) Identify challenges and successes of incorporating academic and co-curricular programs into a unified assessment initiative.

Theme/Track: Assessment, Student Learning

Teaching Science Process Skills with Fiction

Michael Wong - *University of Wisconsin - La Crosse*

Teaching science process skills is difficult. I present here a course that successfully uses fiction to engage students in scientific thinking.

Abstract: Science process skills are the cornerstone of scientific training, yet these skills are seldom taught. Instructors across several institutions of higher education recognize the importance of teaching science process skills, but they often feel students need adequate content before these skills can be learned (Coil et al., 2010). To that end, I developed a course, Science of Fictional Characters, that targets the development of science process skills by asking students to explain the feasibility of fictional characters in the real world. An end-of-term survey revealed students were engaged with the course and felt they improved in their science process skills.

Learning Outcomes: (1) Develop and incorporate assignments that aim to facilitate the development of science process skills. (2) Have an appreciation for how fiction can engage students in learning. (3) Utilize active learning strategies to promote deeper learning among students.

Theme/Track: Course/Curriculum Design/Redesign, Engaging and Motivating Students, Innovative Pedagogical Approaches

TEACHING FOR ACTIVE & ENGAGED LEARNING

CONFERENCE WORKBOOK

Daily reflections, guided writings,
and action items.



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A Guided Reflection for Your Conference Experience

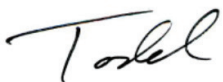
I highly value and enjoy conferences with a focus on effective teaching. I look forward to the wide variety of sessions, facilitated by talented faculty members, who seem to have no end to their wisdom and experiences. I leave these conferences exhausted from extensive networking and learning, and at that same time energized, with a feeling of hope and renewal. That said, for all their value, and it is extensive, conferences do have a decided drawback. Time and again I have returned from conferences with many handouts, resources, web references, and business cards but rarely with a specific plan as to how to put what I have learned into practice.

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

This conference is the ideal place to contemplate the practice of scholarly teaching and possibly to develop a teaching and learning research project as you are literally surrounded by talented people who share your interest and passion. As you fill out the following pages, discuss with others your thoughts and get their feedback and insight. You might even be developing what you will present at a future conference.

To begin your conference experience, if you have not already done so from the online version of this book, please find a quiet place and complete the One Minute Paper that is found on the next page.

Best,



Todd Zakrajsek, PhD
Conference Director



One Minute Paper

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

What do you most enjoy about teaching? Think of what brings you energy and happiness or the reason you want to be a faculty member?

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?



Applications and Inspirations - Thursday Plenary

After the presentation by Terry Doyle, take a moment to consider the following prompts:

What surprised you?

What can you apply to your work?

When I get back to campus, I will tell _____ about this session.

[illegible]



Applications and Inspirations - Friday Plenary

After the presentation by Karobi Moitra, take a moment to consider the following prompts:

What surprised you?

What can you apply to your work?

When I get back to campus, I will tell _____ about this session.



Applications and Inspirations - Saturday Plenary

After the presentation by Anton Tolman, take a moment to consider the following prompts:

What surprised you?

What can you apply to your work?

When I get back to campus, I will tell _____ about this session.

[illegible]



Overall Reflections

The best way to learn is to teach others. Consider facilitating a workshop on your campus based on your Lilly Conference experience. Describe below information you learned over the past few days that might be shared with your colleagues.

[illegible]

Action Items

Consider specific things will you do within 2 weeks of the conclusion of the conference. These may include individuals to contact, resources to order, or materials to develop.

To Do List:

1.
2.
3.
4.
5.



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.

Thank You Note

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

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

Sample verbiage for your “thank you” note:

Thank you for the support you provided that allowed me to attend the Lilly Conference on Evidence-Based Teaching and Learning in Anaheim, California. 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 achievement personal conference objective; the following sentence is included as an example) a unique method to assign peer projects that I firmly believe will increase the quality of student work in my senior seminar course and have students to produce more work without greatly increasing the time needed on my part to grade the extra material. Thank you again.

With whom did you speak and wish to have a follow-up conversation at a later time? Try for ten new contacts at this conference.

[illegible]

Conference Workbook | page 59



The Scholarly Teacher

Applying Evidence-Based Strategies to Enrich Student Learning

The Scholarly Teacher blog is intended to encourage readers to purposefully pause, think critically, reflect on their teaching and their students' learning. Posts address contemporary issues and offer practical implications for our classrooms.

The blog emphasizes the importance of taking an informed and practiced approach to enhancing student learning by systematic improvement of effective teaching.

We invite comments to postings to further and deepen the conversation in positive ways. We also invite you to submit your ideas for future blog posts so that we can continue to learn from each other.

Read, enjoy, learn, share, and contribute!

WWW.SCHOLARLYTEACHER.COM

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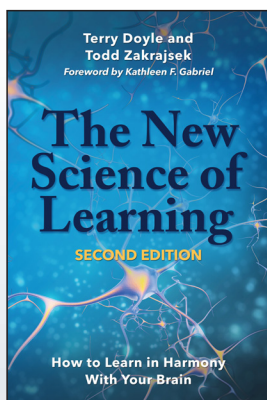
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SECOND EDITION

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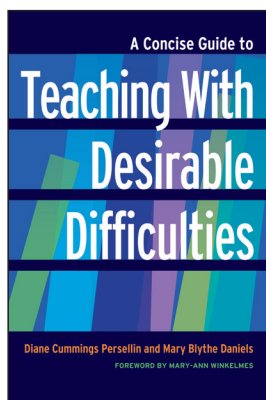
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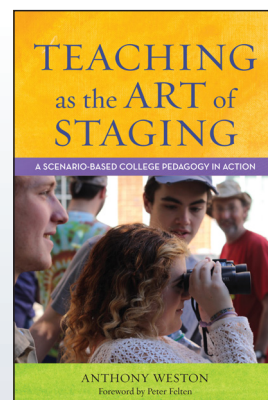
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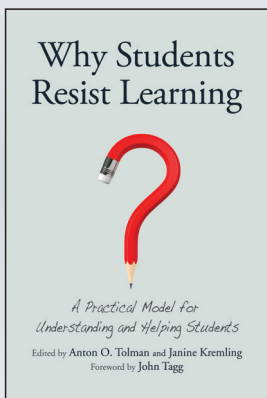
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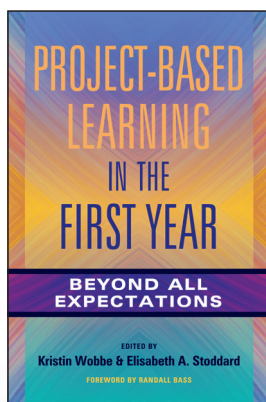
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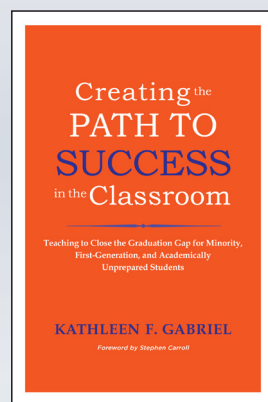
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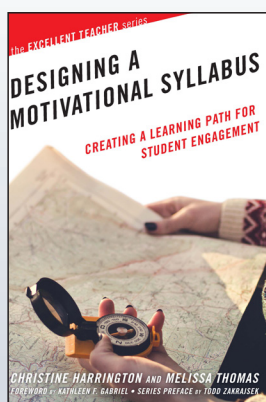
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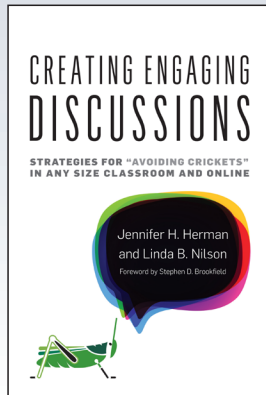
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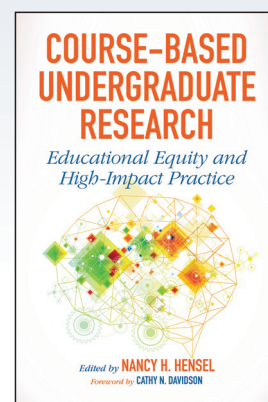
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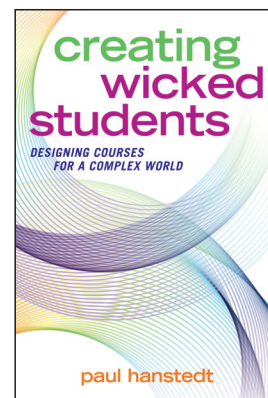


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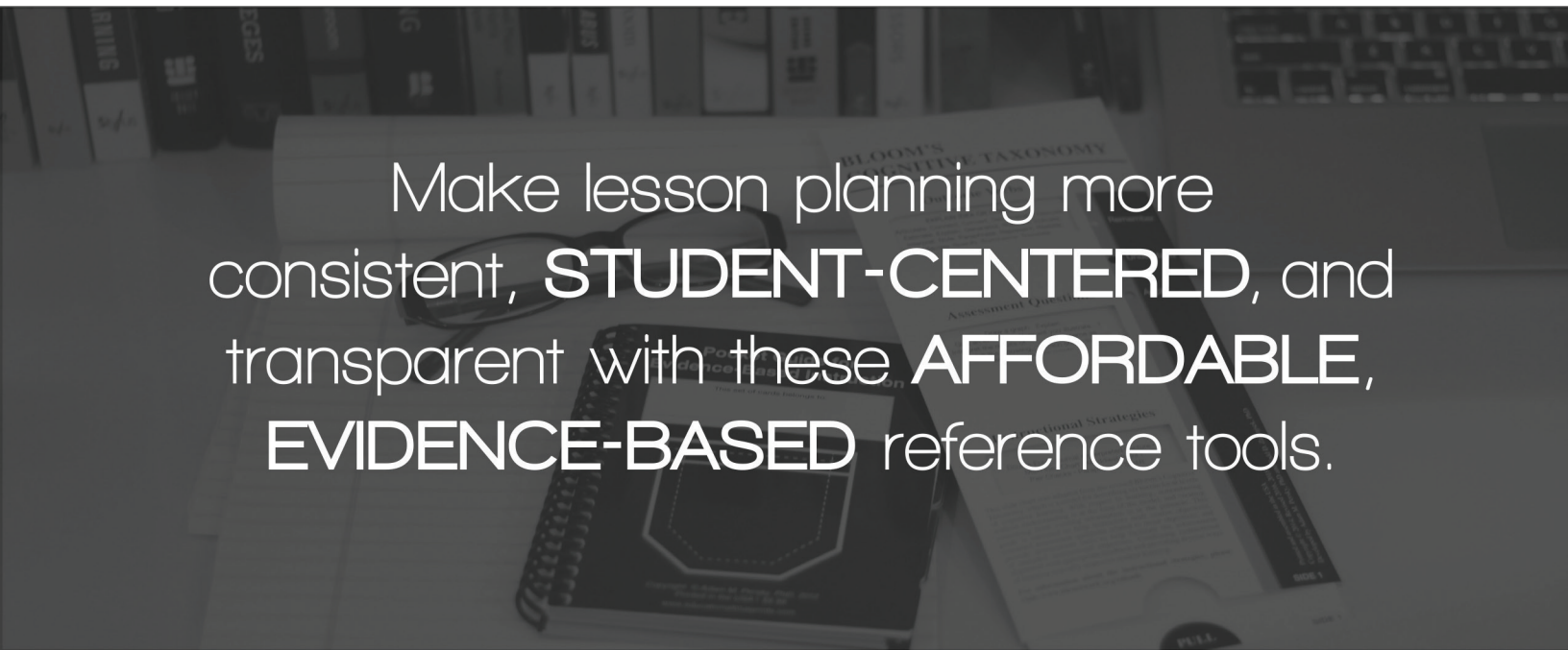
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BLOOM'S SLIDER

The Bloom's Cognitive Taxonomy Slider is a reference guide for developing course objectives, constructing assessment questions, and suggesting instructional strategies for your classroom. This one simple desktop reference was developed to help faculty to ask good questions; suggest instructional strategies to consider in the classroom; and promote backward design thinking.

POCKET GUIDE

The Pocket Guide on Evidence-Based Instruction describes 32 teaching concepts, strategies, and techniques and includes suggestions for student buy-in and references for each. This pocket sized compendium addresses Active Learning Strategies, Classroom Assessment Techniques, Collaborative Learning Techniques, and Foundational Learning Concepts.

REFLECTION CARDS

The Contemplative Reflections is a boxed set of 10 cards that features an inspirational quote on one side and a teaching resource on the other. Side two describes contemporary teaching issues relevant to the quote on side one and provides suggestions for how faculty may address the issue within the classroom; for student practices; and for further reading on the topic.

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Are you looking for fresh ideas and teaching strategies that increase student motivation, participation, and performance? Join the authors of *Understanding How We Learn: Applying Key Educational Psychology Concepts in the Classroom*, Todd Zakrajsek, PhD and Donna Bailey, PhD to learn how to transform your classroom into a dynamic environment of curious learners. It will be a teaching and learning journey of discovery, understanding, and application. Discover the science behind basic principles of how students learn and specific strategies you can incorporate into your higher education classrooms to improve student engagement and learning. Experience hands-on demonstrations of teaching methods to engage students with course content (both inside and outside of class). The methods described will be demonstrated throughout the workshop.

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4. Network with others to form a supportive learning community designed to extend beyond this workshop.

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Registration

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Valid through Feb. 28

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Includes

2 full days of programming
Materials & resources
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FACILITATED BY:

Milton D. Cox
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Todd Zakrajsek
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JOIN US!

July 8-10, 2019

Hotel Indigo
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Registration

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Regular Registration: \$650
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Onsite Registration: \$750
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Materials & resources

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SAVE THE DATES

Join ACE and ITLC in Washington D.C. for either of our 2-day workshops to learn from institutional leaders, exchange ideas, and build a repertoire of skills that can be put to immediate use.

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July 18-19, 2019

Join colleagues in this interactive two-day workshop focused on formative and summative classroom assessment systems. From a foundation of evidence-based teaching and assessment, this institute is designed for you to leave with a personal assessment plan in place.

Intended Audience: Faculty, Department Chairs,
New Faculty Developers

www.lillyinstitutes.com/assessingteaching

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Rates for each event:

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Group discounts available:

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July 25-26, 2019

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Intended Audience: Mid-Level Administrators and
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FACILITATORS



Steven Taylor
ACE



Todd Zakrajsek
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