LILLY CONFERENCES

ITLC | International Teaching Learning Cooperative, LLC

TEACHING FOR ACTIVE & ENGAGED LEARNING IN THE AGE OF AI

San Diego

CALIFORNIA
JANUARY 8TH -10TH 2026

CONFERENCE PROGRAM

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Welcome!

Lilly-San Diego 2026

CONFERENCE PROGRAM

Dear Colleagues,

We are excited to welcome you to beautiful San Diego, California for the 2026 ITLC-Lilly Conference on Teaching for Active & Engaged Learning in the Age of AI! Lilly Conferences have been a part of higher education for nearly 45 years, and this is our sixth year in San Diego. However, this is the first conference we have hosted themed for teaching "In the Age of AI." We want to emphasize the order of teaching relative to AI. Teaching remains our core consideration, and moving forward with intention in an inevitably different environment is part of teaching at our best.

This year's keynote speakers underscore that ethos of teaching and learning at the forefront that we strive to offer to our community. Andrew Phuong, UC San Diego, is a leader in the field of pedagogical innovation, including AI. Bonni Stachowiak is a nationally known speaker and educator with an audience of many thousands of committed teachers, leading the conversation on how we can improve our teaching practice.

We are pleased to welcome more than 250 attendees from over 160 institutions! Session facilitators will present concurrent, poster, and roundtable sessions, all grounded in evidence-based literature and the goal of improving student success. We thank our contributors, and the dedicated roster of reviewers who upheld our double-blind review process throughout our conference preparations.

In addition to the scholarly work with which you engage and discuss this week, we encourage you to take time between sessions to share and reflect on what you have just learned and what you are looking forward to learning next. Beyond presentations and keynote sessions, much learning at this conference will come from your more personal reflection and dialogues. We hope our Workbook helps guide you in these efforts, as well as in sharing your experiences with your institution after the conference. We also encourage you to look outward and join the many diverse other participants, students, and mentors in attendance, all united in the goal of improving teaching! Make some time as well to explore the beautiful surrounding area from desert, to sea, to city and urban park retreats; and all the unique shopping and dining that San Diego has to offer!

We thank you for being part of the learning community and contributing to the success of the conference! Regardless of the planning put into any event, it is the participants who create the community we all appreciate so much. If there is anything we can do to make your experience even better, please let us know.

For those of you who are returning, we're happy to see you again; for those of you at this event for the first time, we welcome you and look forward to getting to know you!

Best,

Todd Zakrajsek

Todd Zakrajsek, ITLC Lilly Conference Director

General Information

Ethos

ITLC Lilly events strive to provide a community where individuals feel safe and energized, working and interacting in an environment that is supportive and focused on the ITLC Lilly Conference Spirit.

As a result, we must insist that individuals participating in the conference:
- Respect all their colleagues at the conference and speak in a supportive and nonthreatening manner.
- Refrain from self-promotion with the intent to generate income. If an individual at the conference is interested in engaging your professional services, please ask them to contact you at the conclusion of the conference.

Giveaways

Conference drawings will be held **throughout Friday afternoon.** Giveaways include: one free ITLC Lilly conference registration, books (on display at the conference registration area), Educational Blueprint Desktop tools, and ITLC Lilly swag!

Communication

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

Name Tags

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

Meals

Your conference registration includes:
- Thursday - Opening Social Hour/Networking Reception
- Friday - Breakfast, Lunch, Afternoon Refreshments, Evening Poster Reception
- Saturday - Breakfast

Please present your name tag to the ITLC Lilly staff member as you join us for meals and receptions. *Unfortunately, due to space limitations and banquet costs, guests are not allowed to join conference meals or receptions.*

Participation

This is an evidence-based conference. Presenters may ask for feedback to strengthen their presentation skills, build a portfolio for promotion or tenure, or other reasons. Not every presenter will request an evaluation, and our community values your time to provide constructive responses to those who do request them.

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

We encourage participants to take the evenings off to network and socialize together. San Diego is a vibrant, historic city, particularly welcoming in the warm winter months with fewer crowds than in peak season. Explore compelling outdoor activities and an inviting downtown full of global shopping and dining opportunities!

Lilly Lounge

Don't become overwhelmed by the brisk conference pace. Set aside time to tend to your peace of mind, recharge, or connect with others.

Catch some fresh air overlooking the palm trees (is that a hint of a sea breeze?) or have a quiet sit-down to

- Recharge your phone, your laptop, or yourself!
- Complete online session evaluations.
- Develop a personalized schedule to navigate the conference.
- Create an individualized action plan to apply what you learn (complete the workbook pages in the conference program).
- DM a colleague at the conference with whom you want to follow up about a topic, or thank for presenting a new way of thinking about your teaching practice.
- Write a thank-you note to the person who sponsored your travel here or send a thank-you to the person who introduced you to the ITLC Lilly conferences (stationery available at our registration desk).
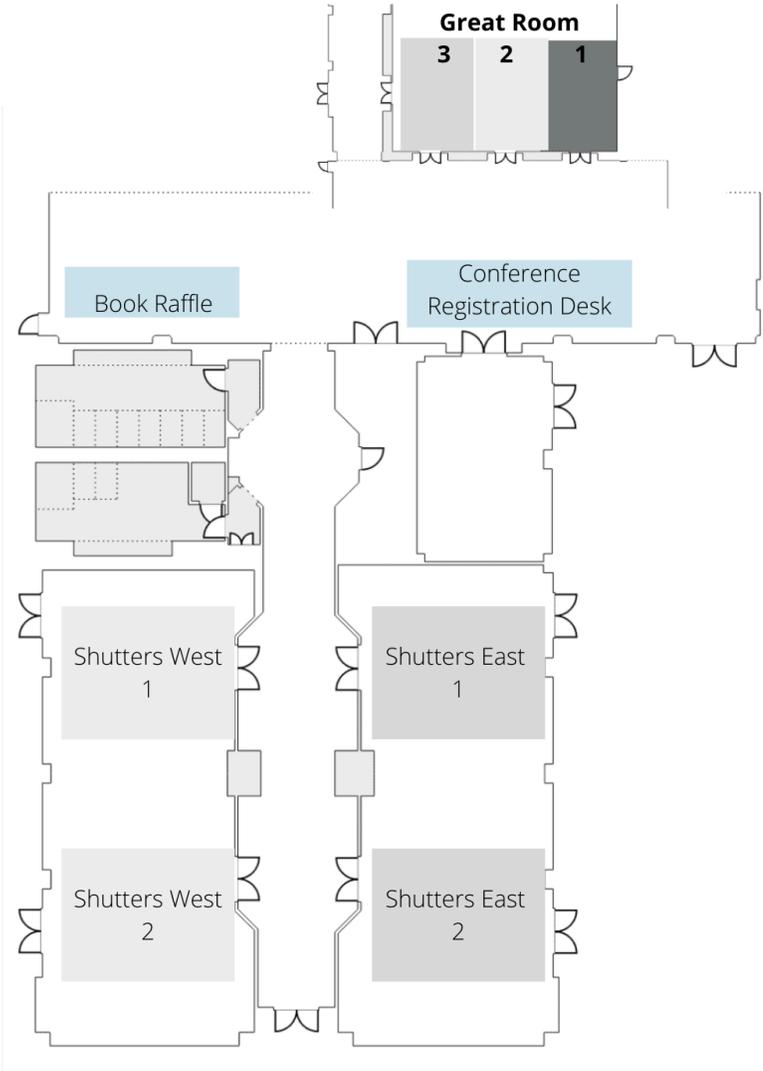
Health

Please use care and considerate safety and cleanliness practices while gathering together. Use hand sanitizer between sessions, and please wash your hands with soap and water prior to joining the buffet lines or refreshments.

If you have any concerns during the conference, please come to the Conference Help Desk to speak with an ITLC Lilly staff member.

Conference Floor Plan
DoubleTree By Hilton Mission Valley

Great Room

| 3 | 2 | 1 |

Book Raffle

Conference Registration Desk

Shutters West 1

Shutters East 1

Shutters West 2

Shutters East 2

LILLY CONFERENCES

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At a Glance

ITLC Lilly-San Diego

CONFERENCE PROGRAM

THURSDAY, JANUARY 8, 2026								
	Conference Registration/Help Desk 11:30 AM - 5:00 PM							
Time	**LUNCH ON YOUR OWN**							
1:30 PM - 2:00 PM	Conference Welcome **Todd Zakrajsek**, Conference Director Great Rooms 4 & 5							
	10-minute transition							
	Great Room 1	**Great Room 2**	**Great Room 3**	**Shutters East 1**	**Shutters East 2**	**Shutters West**	**Great Rooms 4 & 5**	Brickstone
2:10 PM - 2:50 PM	**2a** Ungrading: A Transformative Assessment Approach Within a Traditional Grading System K. Pfeifer	**2b** Building Human Connections With Equity-Checked Icebreakers C. Kuusinen	**2c** Brain Hacks for Big Classes J. Whetten	**2d** The Singing Teacher: Community and Engagement Through Song J. Robison	**2e** Igniting Curiosity With AI: Crafting Questions That Engage L. Meade	**2f** Prompt Engineering for Professors M. L. Samuels	**2g** Fostering Collaboration: The ADDIE Model's Role in Higher Education S. Woods & M. Powell	L I L L Y L O U N G E
	10-minute transition							
3:00 PM - 3:20 PM	**3a** Embedding Career Competencies for Active, Engaged Learning C. Ball	**3b** "You Can't Say That!": Engaging Students in Scientific Debates C. I. Winterton	**3c** Consistent but Flexible: Strategies for Maintaining and Improving Curriculum D. Bostwick et al.	**3d** UDL: Creating Inclusive Pathways to Success in Higher Education L. Mathews	**3e** AI as a Teaching Partner: Instructional Strategies for Ethical and Effective Integration A. O. Sisman	**3f** How to Teach Students Who Trust TikTok and ChatGPT? Let's Discuss It! S. Masclin	**3g** Resonance, Reflection, and Vision: A Framework for Active Learning S. Seddighikhavidak et al.	
	20-minute transition							
3:40 PM - 4:20 PM	**4a** Cultivating College Classroom Spaces of Belonging B. Beitler	**4b** The Power of "I Am" and Owning Your Mindset N. Donoho	**4c** How to Inspire Confidence and Better Writing in Diverse Learners K. Bellows	**4d** Is It Fair? Equity, Equality, and Flexibility in Higher Education A. Soprych	**4e** From AI to Engagement: Teaching Strategies for Today's Learners S. Clemenson et al.	**4f** Compassion Within Constraints: Balancing Assessment, Well-Being, and Pedagogical Integrity M. Powell & S. Winston	**4g** Scaffolding Student Participation A. B. Duncan	
	10-minute transition							
4:30 PM - 5:30 PM	Keynote Address I *Increasing Engagement, Community, and Student Success Through Adaptive and AI-Enhanced Teaching* **Andrew Phuong**, University of California, San Diego Great Rooms 4 & 5							
5:30 PM - 6:30 PM	NETWORKING RECEPTION The Gallery / Green Space							
	Enjoy Dinner and Evening on Your Own							

FRIDAY, JANUARY 9, 2026

CONFERENCE HELP DESK
OPEN 6:45 AM – 5:00 PM

Time				
7:00 AM – 7:45 AM	**BREAKFAST** Great Rooms 4 & 5			

Time	Great Room 1	Great Room 2	Great Room 3	Shutters East 1	Shutters East 2	Shutters West	Great Rooms 4 & 5	Brickstone
8:00 AM – 8:40 AM	**7a** Metaverse Rounds: Co-Creating Interprofessional Events in Virtual Worlds L. He & H. Pelkie	**7b** Amplifying Student Engagement Through Podcasting: A Faculty-AI Partnership to Reimagine Student Services J. Wiltshire & B. Steffens	**7c** Promoting AI Literacy: Lessons From a Faculty Workshop Series S. Harmon	**7d** Science With Context: Teaching Biology Through Social and Racial Justice Lenses S. Jones	**7e** Communities of Practice for Interprofessional Development and Cross-Curricular Connection J. G. Mitchell & P. J. Martasian	**7f** ARISE With AI: Scaffolding Reflective and Engaged Learning A. Jozkowski	**7g** REST to Lead: Building Resilience That Lasts R. Sunday	
	10-minute transition							
8:50 AM – 9:10 AM	**8a** Teaching for Engagement: Leveraging Deeper Learning Practices in College Classrooms R. Legro	**8b** Connections: Blue Book Reflections Increase Attention, Meaning, and Memorability J. Potratz	**8c** Building an Ethical AI Curriculum for Today's Healthcare Administration Workforce C. Saunders-Russell	**8d** Teaching the Teacher: Instructing Library Faculty in Active Instructional Methods L. H. Parker	**8e** The AI Divide: Faculty and Staff All-In Versus All-Out L. Parmer	**8f** Enhancing Minds or Hindering Learning: Exploring the Cognitive Cost of AI in Education A. Liner & A. McLeod		
	10-minute transition							
9:20 AM – 10:00 AM	**9a** Increasing Faculty Collaboration and Collegiality Through The Great Teachers Seminar M. Lally & P. Wolf	**9b** Rooted in Aloha: Compassionate, Trauma-Informed Teaching for All S. Lingelbach & J. Graham	**9c** "A" is for Algorithm: Global Playlists to Cultivate STEAM Fluency A. Pergram	**9d** Incorporating Caring Through Simulation in the Classroom H. Q. Duong	**9e** From Outcomes to Strategies: Backward Design and AI Integration J. Osborn	**9f** AI-Resistant Teaching: Designing Rigorous, Learning-Centered Assignments A. Evans	**9g** Memes as Gateways to Understanding the AI Impact on Learning and Career Options I. Marginean	
	10-minute transition							
10:10 AM – 10:30 AM	**10a** Formative and Summative Assessment Framework of Professional Disposition C. M. Busch & L. Gilbertson	**10b** Innovative Strategies for Curriculum Reformation Through Teaching and Learning N. Payton	**10c** Publishing SoTL Work in the *Journal on Excellence in College Teaching* G. Wentzell	**10d** Exploring the Impact of Translanguaging in ESL Teacher Education S. Tanghe	**10e** Integrating AI Into Industrial Design Education: Retaining the Human Element T. Shin & D. Klein	**10f** Motivating Resilient Learners for Lifelong Success R. Wanic		
	20-minute transition							
10:50 AM – 11:10 AM	**11a** Finding the Fountain of Youth: Co-Teaching Retirees in Your Retirement P. Cox & M. Cox	**11b** Creating Community Using Social Annotation Programs T. Ottusch	**11c** The Theory of Multiple Intelligences and Math Engagement S. Cook	**11d** Ethical Scaffolding With AI in Mass Lecture Courses J. I. Rodriguez	**11e** On the Entrepreneurship Trail: Saddling Up With AI S. Robinson			
	10-minute transition							
11:20 AM – 12:00 PM	**12a** Mapping Student-AI Learning Journeys Using the HAL Framework K. J. Kennedy	**12b** Belonging by Design: Turning Climate Data Into Active, Inclusive Learning L. Applegate & S. Kispert	**12c** The Science + Art of Co-Teaching: Mindful Collaboration M. B. Kerrigan & V. L. Rodgers	**12d** The Ethical Obligation of Educator Self-Care: Practicing Trauma Stewardship S. Camp et al.	**12e** Midterms as Learning, Not Judgment: An AI Approach A. J. Holton	**12f** Supporting Student Well-Being Without Sacrificing Standards C. Hartline & J. Gorton	**12g** Embodied Learning: A Movement and Mindfulness Approach to College Pedagogy J. Fisch-Ferguson	LILLY LOUNGE
12:00 PM – 12:45 PM	**Lunch** Great Room							

12:45 PM - 2:00 PM	Keynote Address II *The Science of Learning Meets AI:* *Strategies for Purposeful Integration* **Todd Zakrajsek**, UNC Chapel Hill Great Rooms 4 & 5						
	10-minute transition						
	Great Room 1	**Great Room 2**	**Great Room 3**	**Shutters East 1**	**Shutters East 2**	**Shutters West**	**Great Rooms 4 & 5**
2:10 PM - 2:50 PM	**14a** Unlocking IPE: Designing Interactive Cases and Escape Rooms **H. Pelkie & L. He**	**14b** "Are There Any Questions?": Challenging Assumptions That Undermine Learning **G. Wentzell**	**14c** Practical AI: Create and Deploy an App in 20 Minutes **E. Bozic & D. Rhoads**	**14d** Serious Play: Reimagining the Freshman Seminar Through Playful Pedagogy **J. Surian**	**14e** Grading Conferences in an Age of Attention Economy and AI **H. Pavletic & D. Courtright-Nash**	**14f** From Insights to Practice: Faculty and Student Perceptions of AI **K. Hixson-Bowles et al.**	**14g** The Compassionate Classroom: Nurturing Minds and Building Communities of Care **P. N. Gitimu**
	10-minute transition						
3:00 PM - 3:20 PM	**15a** Layered Learning and Retention: A SoTL Approach to Curriculum Design **M. B. Webber**	**15b** Assignment Design in the Age of AI: An Annotated Bibliography Example **R. M. Cho**	**15c** Sparking Synthesis: Leveraging AI, POGIL, and Debates to Ignite Engagement **E. Torres**	**15d** AI and Online Assessment and Evaluation Best Practices **T. Adams**	**15e** Grade Anarchy: A Novel Approach to Competency-Based Gerontological Learning **J. Inker**		
	20-minute transition						
3:40 PM - 4:20 PM	**16a** Faculty and Student Voices: Exploring Generative AI in Higher Education **J. Logsdon et al.**	**16b** Empowering the Struggling Learner: AI as a Personalized Learning Partner **Z. Baker et al.**	**16c** Cultivating Critical Information Literacy in the Age of AI **L. Pfeiffer & N. Branch**	**16d** Transforming and Becoming: Lessons Learned From Humanizing Pedagogy **S. Benes**	**16e** Elevating Student Engagement Through Community Building **J. M. Flewelling**	**16f** No Points, No Panic: Ungrading as Pedagogy in Higher Education **J. Thornton et al.**	
	10-minute transition						
4:30 PM - 5:10 PM	**17a** Communicating to Students on the Value of GenAI **K. Johns**	**17b** Process as Proficiency: A Process-Oriented Pedagogy for Legal Analysis **T. E. Stevens**	**17c** Multiplying Momentum: Developmental Math and the Retention Equation **C. Hutton & A. Copeland**	**17d** MAP and MOTOR: GenAI Agents in MHA Redesign **H. Pelkie**	**17e** Keep Your Friends Close—and Your Higher Education AI Closer **M. Uden**	**17f** Measuring What Matters: Assessing Students' Engagement in Asynchronous Courses **L. McNeill**	
5:15 PM - 6:15 PM	**Concurrent Session 18** Poster Presentations Reception Brickstone						
	Enjoy Dinner and Evening on Your Own						

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Posters	
1	Academic Self-Efficacy Growth Through Reacting to the Past Games **C. A. Schult**
2	Active Learning Course Redesign for a Large Lecture Microbiology Course **J. Grainy**
3	After Writing: How AI Revives the Age of Logos/Orality **C. Sisman**
4	AI-CED IT! Student Training and Student Research on Engagement **S. Roberts**
5	Assessment for Learning: Shifting Teachers' Focus From Grades to Growth **D. Cluphf**
6	Campus Engagement and School Belonging **N. Dulin**
7	Competency-Based Curriculum Design With High-Impact Practices: A Catalyst for Student Self-Efficacy **M. Becerra**
8	Cooking With Purpose: Redesigning Food Production Through Community Engagement **M. Alcorn**
9	Developing Inclusive Learning Modules for an Anatomy Course **G. Owens**
10	Empowering Diverse Learners in STEM Gateway Courses **A. Copeland & C. Hutton**
11	Enhancing Engagement With Project-Based Occupational Therapy Assessment **T. Divens**
12	Enhancing Environmental Regulation Education With Generative AI and Reflective Learning **J. A. Vargas**
13	Enhancing Self-Regulated Learning in Graduate Health Professions Through LASSI-Informed Intervention **M. J. Chung**

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Posters	
14	From Grades to Growth: Student Agency, Reflection, and Civic Engagement **L. Pace Vetter**
15	Fostering Student–Faculty Engagement in the Age of Artificial Intelligence **G. Cheng**
16	GOLGI: Graphic Online Library of GIFs for Instruction in Biology **J. R. Paredes-Montero & S. Fromherz**
17	Implementing Best Practices to Enhance Student Engagement in the Classroom **E. Eddy**
18	Incorporating Evidence-Based Stress Reduction Practices in the Classroom **S. Langford**
19	Measuring Instructor Readiness for Pedagogical Innovation **G. Mullen**
20	Meet Your New TA and Teammate: AI in the Online Class **A. Dailey-Hebert & L. Passamaneck**
21	Multilingual Gifted Migrant and EDPs in Supportive Learning Environments **C. Geary**
22	Teacher Leadership in Practice: Insights From Practicum Reflections **M. Coquyt**
23	Testing the Efficacy and Student Acceptance of a Peer-Review Writing Program in an Online Course **A. Bouwma**
24	The Impact of AI on Groupwork in an Online Course **H. Klug**
25	This Is Not a Math Course **G. Recck**
26	Using Zombies in Modern Media to Engage Students **K. Wallace**

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SATURDAY, JANUARY 10, 2026
CONFERENCE HELP DESK 8:00 AM - 10:30 AM

7:00 AM - 8:20 AM	BREAKFAST Great Rooms 4 & 5
8:30 AM - 9:00 AM	**Concurrent Session 19** Roundtable Discussions Great Rooms 4 & 5
	10-minute transition
9:10 AM - 10:40 AM	Keynote Address III *Go Somewhere:* *A Game of Metaphors, AI, and What Comes Next* **Bonni Stachowiak,** Vanguard University;, Teaching in Higher Ed Great Rooms 4 & 5

Roundtable Discussions

A	AI in Course Design: Balancing Efficiency and Engagement **J. Olive**
B	Analyzing the Feasibility of Implementing Suggested Deadlines in Higher Education **E. Sherman-Thomas**
C	Bridging the Engagement Gap: Enhancing Student Engagement Through VR Immersion in a Distance Education Course on *El Cantar de mio Cid* **S. F. Sotillo**
D	Conversations With Tutors on the Effects of AI **A. Bonner**
E	Digital Scavenger Hunts as Engagement for Graduate Students and Faculty **A. Sidhu & A. Kashiwa**
F	Fostering Student Connection: Mindfulness and Active Learning in Higher Education **U. N. Sorensen**
G	Getting Faculty Comfortable With Student AI Learning Partnerships Today **A. J. Holton**
H	Meeting With Purpose: Backward Meeting Design **A. M. Johnson**
I	Promoting Civic Engagement Through Human Trafficking Education and Community-Based Service-Learning **H. Lim**
J	Promoting Student Engagement in Teacher Education Using Problem-Based Learning **V. Bindra**
K	Scaffolding Interdisciplinary and Collaborative SoTL Studies in STEM **C. Kuusinen**
L	Sustaining and Initiating Faculty Learning Communities **M. Cox**

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Keynote

Presentations

CONFERENCE PROGRAM

OPENING KEYNOTE

Andrew Estrada Phuong is an assistant professor in the Department of Education Studies at UC San Diego. He earned a master's degree from Harvard and a PhD from UC Berkeley. His research examines how adaptive equity-oriented pedagogies (AEP), artificial intelligence, and professional development improve student achievement and positive psychosocial outcomes such as motivation, sense of self-efficacy, belonging, and reduced stereotype threat.

In over a dozen STEM courses, his work has demonstrated that AEP-based professional development increased instructors' equitable teaching competencies and their student success at scale.

He has taught STEM pedagogy courses and co-developed award-winning, campus-wide programs that supported instructors, staff, and managers in using AEP to improve learner success and belonging at scale.

Increasing Engagement, Community, and Student Success Through Adaptive and AI-Enhanced Teaching

Keywords: Adaptive Equity-Oriented Pedagogy, Equitable AI, Student Success
Key Statement: This session introduces Adaptive Equity-Oriented Pedagogy (AEP). Research shows that AEP can improve college instructors' effectiveness, raise average student achievement by over a full letter grade, and foster a stronger sense of belonging.

This session introduces adaptive equity-oriented pedagogy (AEP). AEP adapts evidence-based practices (e.g., grading for equity, AI, formative assessments, UDL) to

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address barriers to student learning. Research studies show that, compared to active learning courses, instructors applying AEP increase average achievement by over a letter grade for all students. AEP also improves psychosocial outcomes (e.g., motivation, reduced stereotype threat, mindset, self-efficacy, community, belonging) across disciplines and college contexts. This session highlights strategies that instructors have used to adjust teaching, address equity barriers (e.g., stereotype threat), and increase learning in over a dozen courses. It also explores how AI can augment AEP to improve equitable outcomes.

Outcomes:
1. Understand the principles of AEP.
2. Articulate teaching strategies that can reduce stereotype threat and improve student engagement, achievement, sense of self-efficacy, sense of community, and sense of belonging.
3. Discuss how the AEP framework and AI-Enhanced techniques can apply to your teaching and learning context.

KEYNOTE II

Todd D. Zakrajsek PhD, is an Associate Research Professor in the School of Medicine at the University of North Carolina at Chapel Hill. He develops resources for faculty on teaching/learning, leadership, and publishing. Prior to joining the SOM he was a tenured associate professor of psychology and built faculty development efforts at three universities. Todd has served on many educationally related boards and work groups during his four decades of teaching and faculty development. He has also consulted with organizations such as The American Council on Education (ACE), Lenovo Computer, Microsoft, and the Bill & Melinda Gates Foundation. For the past 20 years, Todd has directed Lilly Conferences on evidence-based teaching and learning and is the editor of The Scholarly Teacher, an online resource for faculty in higher education. Todd's recent books include Classroom Assessment Techniques 3rd ed. (due out July, 2024, with Tom Angelo), Teaching at Its Best, 5th ed. (2023, with Linda Nilson); The New Science of Learning, 3rd ed, (2022); Teaching for Learning, 2nd ed. (2021, with Claire Major and Michael Harris); Advancing Online Teaching (2021, with Kevin Kelly); and Dynamic Lecturing (2017, with Christine Harrington). Todd has given more than 300 campus workshops, conference presentations, and keynote addresses in 49 states, 12 countries, and 4 continents.

The Science of Learning Meets AI: Strategies for Purposeful Integration

Key Statement: Discover how generative AI can amplify evidence-based learning. This keynote explores practical ways faculty can use AI to deepen understanding, promote intentional learning, and help students engage more meaningfully with complex material.

Keywords: Generative AI, Evidence-Based Learning, Engagement

Decades of research in the cognitive and learning sciences have provided extensive insights into what supports, and hinders, human learning. GenAI opens new possibilities for drawing on this body of research to help students learn with greater depth and intention than has been typical in higher education. With tools that offer personalized feedback, scaffold complex thinking, and support focused reflection, genAI gives students ways to engage more meaningfully with challenging material rather than race through it. With curiosity and critical thinking more important than ever, these tools can help learners reach levels of mastery that have often been difficult to achieve. This keynote takes a practical, evidence-informed look at how faculty can use genAI to enrich learning.

Outcomes:
1. List key learning-science principles that align naturally with productive uses of generative AI.
2. Explain how AI tools can scaffold complex thinking and promote deeper student engagement.
3. Apply practical strategies for integrating AI to support intentional, mastery-oriented learning.

CLOSING KEYNOTE

Bonni Stachowiak, Ed.D., is Dean of Teaching and Learning and Professor of Business and Management at Vanguard University. She hosts the long-running *Teaching in Higher Ed* podcast and leads initiatives at the intersection of pedagogy, academic integrity, and ethical AI adoption. Bonni is known for creating playful, inclusive learning spaces that foster curiosity and critical thinking. She has spoken nationally on faculty development, course design, and institutional change, and is the creator of *Go Somewhere*—a metaphor-based card game that invites reflection and action in response to emerging educational challenges.

Go Somewhere:
A Game of Metaphors, AI, and What Comes Next

Key Statement: Through metaphor, dialogue, and game play, participants will explore ethical implications of AI in education and imagine teaching practices grounded in curiosity, creativity, and care.

Keywords: AI Literacy, Creative Pedagogy, Playful Learning

Artificial intelligence is reshaping higher education and the way we respond matters. In this interactive plenary, we will play *Go Somewhere*, a metaphor-based card game designed to surface our assumptions, explore ethical concerns, and help us to identify next steps in teaching and learning within our unique contexts. Together, we will engage with metaphors that frame AI's role in higher ed, reflect on how emerging tools impact pedagogy, equity, and academic integrity, and connect our personal and institutional values to meaningful action. This session centers play as a form of inquiry, making space for both critical questions and hopeful imagination. Participants will leave with a renewed sense of possibility, plus reflective tools to engage colleagues and students in conversations about AI.

Outcomes:

1. Use metaphor as a reflective tool to consider AI's role in teaching and learning.
2. Identify key ethical considerations in AI adoption within educational settings.
3. Adapt game-based strategies to facilitate dialogue with colleagues or students.

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Thursday
January 8th, 2026
Daily Schedule

CONFERENCE PROGRAM

Daily Overview

Thursday, January 8, 2026

11:30 am - 5:00 pm	Foyer

Conference Check-In Open

1:30 pm - 2:00 pm	Great Rooms 4 & 5

Conference Welcome

Todd Zakrajsek,
Conference Director

2:10 pm - 4:20 pm	

Concurrent Sessions

4:30 pm - 5:30 pm	Great Rooms 4 & 5

Keynote Address I

*Increasing Engagement, Community, and Student Success
Through Adaptive and AI-Enhanced Teaching*

Andrew Phuong,
University of California, San Diego

5:30 pm - 6:30 pm	Gallery Green Space

Social Hour
Networking Reception

Enjoy Dinner and Evening on Your Own

2:10 PM - 2:50 PM

Concurrent Session 2

2a) Great Room 1

Ungrading: A Transformative Assessment Approach Within a Traditional Grading System

Kimberly Pfeifer, Pacific University

Key Statement: This session will highlight how ungrading can exist within traditional grading systems, proving that liberatory, creative assessment methods are possible within conventional frameworks. The session will challenge educators to rethink entrenched assessment practices.
Keywords: Ungrading, Humanizing Assessment, Choice
Subthemes: Assessment/Feedback/(Un)Grading; Compassionate Classroom/Community

This session will highlight how ungrading can exist within traditional grading systems, proving that liberatory, creative assessment methods are possible within conventional frameworks. The session will challenge educators to rethink entrenched assessment practices and to embrace approaches that support student reflection and growth over summative evaluation. Ultimately, ungrading empowers educators and students to redefine success beyond letter grades, cultivating a classroom culture that values learning as an ongoing and iterative process. Participants will leave with strategies to adapt these principles, re-imagine assessment in their own courses, and foster environments where students and instructors can focus on meaningful growth.

Outcomes:
1. Understand different definitions and theoretical underpinnings of ungrading.

2. Reflect on their own assessment practices and if those practices align with their understanding of the purpose(s) of assessment.
3. Engage with their own syllabi and shift the assessment process for one assignment (utilizing an ungrading approach).

<div align="right">2b) Great Room 2</div>

Building Human Connections With Equity-Checked Icebreakers
Colleen Kuusinen, University of Massachusetts, Amherst

Key Statement: When done inclusively, icebreakers can build trust among students and instructors, allowing space for engaged learning. We'll engage in icebreakers and debrief using "equity checks."
Keywords: Icebreakers, Inclusive Teaching, Community
Subthemes: Compassionate Classroom/Community; Active and Engaged Learning

Many students struggle with social anxiety and can have difficulty engaging with their peers in their class, creating barriers to building a classroom community where students feel safe to take risks and make errors. When done intentionally, icebreakers can build psychological trust and safety among students and instructors, allowing space for engaged and human-centered learning. In this session, we will share from ongoing research on how to equitably implement icebreakers to achieve a wide range of instructional goals. Participants will engage in three distinct types of icebreakers and debrief each experience with three "equity checks" developed from our research.

Outcomes:
1. Describe three questions or "equity checks" to ask themselves that can foster more inclusive icebreakers.
2. Explain at least two ways to maximize chances that students will feel safe to engage in an icebreaker activity (and what to do when they don't).
3. Articulate a specific instructional purpose for icebreakers to themselves and to students.

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Brain Hacks for Big Classes

Jason Whetten, Northern Arizona University

Key Statement: Boost student engagement in large classes using brain-based strategies rooted in psychology, neuroscience, and storytelling to enhance learning, connection, and motivation.

Keywords: Cognitive Engagement, Instructor Immediacy, Neuroscience of Learning

Subthemes: Compassionate Classroom/Community; Instructional Skills + Methods

In large college classes, student engagement can feel out of reach—but cognitive and emotional science offer powerful tools to bring learning to life. This interactive session explores practical, research-backed "brain hacks" to increase attention, motivation, and connection in high-enrollment courses. From using humor and storytelling to leveraging autonomy, novelty, and immediacy, participants will leave with easy-to-implement strategies that boost student buy-in and deepen retention. Whether you're new to large classes or looking to revitalize your current approach, these small shifts can make a big impact on student experience and learning.

Outcomes:

1. Apply psychological principles (e.g., self-determination theory, expectancy-value theory) to increase student motivation in large classes.
2. Implement practical strategies that humanize instruction and foster connections to improve engagement and retention.
3. Design activities that leverage emotional memory, novelty, and storytelling to deepen content relevance and student participation.

The Singing Teacher: Community and Engagement Through Song

James Robison, Anne Arundel County Public Schools

Key Statement: Engagement is classroom management. In a world where technology rules all, we must find unique strategies to engage our learners. Singing is an age-old tool we can use to accomplish this.

Keywords: Culturally Responsive Teaching, Community Building, Classroom Engagement

Subthemes: Active and Engaged Learning; Compassionate Classroom/Community

Throughout history, stories and traditions have been passed down from generation to generation by song. These musical messages unite the past and present—a teaching tool unlike any other. Singing can be unique to learning by exercising different intellectual and emotional muscles. In a classroom, building relationships is the key to engaged students and a quality learning environment. Considering the unique nature of singing, a level of vulnerability is present with those participating therein. When the teacher and students experience this vulnerability with one another, barriers are able to be broken down and meaningful interpersonal relationships can form.

Outcomes:
1. Describe and explain the importance of community-building activities within their classrooms.
2. Discuss the Polyvagal Theory and its implications on education and culturally responsive teaching.
3. Leave with an idea of how to meaningfully implement session concepts in their own classrooms.

2e) Shutters East 2

Igniting Curiosity With AI: Crafting Questions That Engage
   Lynn Meade, University of Arkansas

Key Statement: Want students leaning in instead of zoning out? Learn how AI can help you craft curiosity-driven questions that spark engagement, fuel conversation, and transform classroom learning.

Keywords: Artificial Intelligence, Active Learning, Question Techniques

Subthemes: Active and Engaged Learning; AI in Higher Education

Thoughtful questions transform passive listeners into active learners. When educators ask questions that spark curiosity, students become investigators of knowledge rather than recipients of information. Yet, crafting these kinds of questions is challenging. This session demonstrates how AI can support faculty in designing questions that provoke deeper thinking and richer discussion. Through a live, interactive demo, participants will step into the role of students to experience how purposeful questioning shifts classroom dynamics. Attendees will leave with practical strategies and AI-powered tools to enhance their questioning techniques, foster engagement, and ignite curiosity in their own courses.

Outcomes:
1. Design and integrate questions that spark curiosity and invite meaningful discussion.
2. Use AI tools to generate and refine discussion questions with varied levels of complexity, tailored to course content.
3. Experience and reflect on the impact of well-crafted questioning through an interactive classroom simulation.

2f) Shutters West

Prompt Engineering for Professors
Michelle L. Samuel, Mount Saint Mary's University

Key Statement: Interactive session on prompt engineering (crafting strategic GenAI instructions) to streamline teaching tasks like creating tasks, drafting compassionate emails, and guiding students' GenAI self-assessments.
Keywords: Prompt Engineering, Generative AI, Faculty Efficiency
Subthemes: AI in Higher Education; Instructional Skills + Methods

This interactive session introduces prompt engineering as a practical AI literacy skill to help faculty streamline time-consuming academic tasks while safeguarding the human dimensions of teaching. Participants will explore how strategic GenAI prompts

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can efficiently create test questions, assist with compassionate email drafting, and guide students in self-assessing their knowledge through GenAI prompting. Drawing on Walter's (2024) pedagogical framework and prompt patterns, the session blends mini-lecture, live demonstration, and peer practice. Attendees will leave with ready-to-use prompt templates and a critical lens for balancing efficiency with creativity, empathy, and ethical decision-making, empowering educators to reclaim time for high-value, student-centered engagement.

Outcomes:
1. Apply prompt engineering strategies to streamline academic tasks and reduce routine workload.
2. Design AI prompts that enhance productivity while preserving the human dimensions of teaching and mentorship.
3. Apply prompt patterns (Walter, 2024) to craft prompts that reduce repetitive academic work and enrich student learning.

2g) Great Rooms 4 & 5

Fostering Collaboration: The ADDIE Model's Role in Higher Education
Shontell Woods, Embry-Riddle Aeronautical University
Marquita Powell, Embry-Riddle Aeronautical University

Key Statement: Grounded in instructional design theory, this session examines how the ADDIE model facilitates collaboration, systematic course development, and continuous improvement in online teaching and learning.
Keywords: Online Learning, Instructional Design, Instructional Support
Subthemes: Course/Curriculum (Re)Design/UDL; Other

This presentation examines how the Analyze, Design, Develop, Implement, and Evaluate (ADDIE) model fosters collaboration between instructional designers and teaching and learning consultants in higher education. It highlights effective, data-driven strategies for course design, evidence-based practices, and the integration of innovative technologies that enhance instructional quality and effectiveness. Emphasizing the importance of collaboration and continuous improvement, the session

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explores how the ADDIE model supports the development of tailored instructional approaches that enhance student engagement and success. As institutions adapt to the diverse needs of learners, this session underscores the model's critical role in advancing pedagogical innovation and data-informed decision-making across academic programs.

Outcomes:
1. Apply the principles of the ADDIE model to design and enhance collaborative, data-informed instructional practices in higher education settings.
2. Analyze how data-driven decision-making and consultation between instructional designers and teaching and learning consultants improve course quality and student engagement.
3. Evaluate instructional strategies and feedback mechanisms to strengthen teaching effectiveness and promote continuous improvement in course design and delivery.

3:00 PM - 3:20 PM
Concurrent Session 3

3a) Great Room 1
Embedding Career Competencies for Active, Engaged Learning
Christy Ball, University of Arizona

Key Statement: Learn how embedding NACE career competencies into course design can promote active learning, increase student engagement, and prepare graduates for real-world career success.
Keywords: Career Competencies, Student Engagement, Teaching Strategies
Subthemes: Active and Engaged Learning; Course/Curriculum (Re)Design/UDL

This session explores how embedding National Association of Colleges and Employers(NACE) Career Competencies into course content can enhance student engagement and support long-term career readiness. Participants will learn how to align learning outcomes with essential workplace competencies to help students

connect academic work to real-world applications. The session will cover practical strategies for integrating career-focused assignments, mapping competencies to course objectives, and scaffolding learning across the curriculum. Attendees will leave with concrete tools to increase student motivation and success through intentional, career-integrated pedagogy. This session is ideal for educators seeking to enrich their teaching with approaches that prepare students for today's evolving workforce.

> *Outcomes:*
> 1. Identify how embedding career competencies supports active and engaged learning.
> 2. Apply career-integrated pedagogy to increase student motivation and participation.
> 3. Design assignments that connect academic content to real-world career skills.

3b) Great Room 2

"You Can't Say That!": Engaging Students in Scientific Debates
> *Christina I. Winterton, Villanova University*

Key Statement: This presentation details the creation of a structured debate pedagogy. Showcasing measurable gains in student scientific literacy through research and engagement with controversial STEM issues.
Keywords: Socioscientific Issues, Active Learning, STEM
Subthemes: Instructional Skills + Methods; STEM

This session presents an innovative course assessment that engaged non-STEM majors in structured debates on self-selected bioethical topics. Participants will see how assignment guidelines and rubric criteria aligned with course goals for scientific literacy, APA citation, critical thinking, and participation. By preparing "Lightning Arguments" supported by reliable sources, students learned to represent opposing perspectives while strengthening research and communication skills. Student responses will be highlighted and evidence of student learning outcomes, including excerpts of student work, will demonstrate the effectiveness of socioscientific debate as a strategy or critical engagement in STEM.

Outcomes:

1. Understand the importance of scientific literacy for non-STEM majors, and the definition of Socioscientific Issues.
2. Review their course objectives and determine how a "Lightning Debate" would enhance learning of their subject.
3. Model a similar project with the scaffolding strategy, guidelines, rubric, and student feedback presented during the session.

<div align="right">3c) Great Room 3</div>

Consistent but Flexible: Strategies for Maintaining and Improving Curriculum

Dave Bostwick, University of Arkansas
Ninette Sosa, University of Arkansas
Susannah Swearingen, University of Arkansas

Key Statement: A meaningful curriculum and assessment plan balances consistent academic outcomes with faculty autonomy and feedback.
Keywords: Curriculum, Assessment, Open Educational Resources
Subthemes: Instructional Skills + Methods; Assessment/Feedback/(Un)Grading

Professional educators can contribute to school-wide curricular improvement by designing shared frameworks for courses, analyzing assessment results, managing accreditation requirements, and monitoring employer expectations for upcoming graduates. This session, led by a faculty group who have developed an award-winning curriculum and assessment plan, explores successful strategies for building a dynamic learning landscape, including through the development and implementation of Open Educational Resources (OERs). The goal is to establish consistency across the curriculum while preserving significant academic autonomy for instructors.

Outcomes:

1. Identify key components for designing and maintaining a productive curriculum/assessment plan that adds value to an academic unit.

2. Examine data-collection processes for conducting authentic critiques of curriculum and assessment on an annual basis.
3. Describe advantages of using OERs to establish curriculum consistency across multiple course sections.

<div align="right">3d) Shutters East 1</div>

UDL: Creating Inclusive Pathways to Success in Higher Education
   Leslie Mathews, Crown College

Key Statement: Professors must reframe the means of delivering instruction. UDL plays a pivotal role in transcending boundaries between students with and without disabilities in higher education.
Keywords: Universal Design for Learning, Inclusive Learning Environments, Higher Education
Subthemes: UDL and Course/Curriculum (Re)Design; Instructional Skills + Methods

Promoting equitable access and inclusion for all students remains of paramount importance. The transformative concept of Universal Design for Learning (UDL) and its pivotal role in higher education transcends traditional boundaries between students with and without disabilities. Together, we will discover how UDL empowers educators to design courses, curricula, instructional materials, and spaces to cater to the diverse needs, preferences, and strengths of learners. Moreover, this presentation will highlight the impact UDL can make on academic excellence. By embracing UDL principles, higher education institutions can drive student engagement, retention, and success rates, ultimately elevating the quality of education for everyone.

   Outcomes:
1. Understand the concept of UDL and its relevance in higher education.
2. Learn practical strategies and examples of UDL in higher education.
3. Identify evidence-based practices for implementing UDL in course design, curricula, instructional materials, and physical spaces.

AI as a Teaching Partner: Instructional Strategies for Ethical and Effective Integration

Amy Ozlem Sisman, Brazosport College

Key Statement: Artificial intelligence is transforming higher education by enabling ethical AI integration to enhance instructional design and active learning through tools like ChatGPT, improving assessments, feedback, and course alignment.

Keywords: AI Integration, Instructional Design, Active Learning

Subthemes: AI in Higher Education; Instructional Skills + Methods

Artificial intelligence is rapidly changing higher education, but many instructors are unsure how to align AI tools with strong instructional practices. This session provides a practical, ethical, and pedagogically grounded approach to integrating AI into teaching. Participants will explore how generative AI (e.g., ChatGPT) can enhance instructional methods—such as formative assessment, feedback, and course alignment—while maintaining academic integrity. Through demonstrations and real-world examples, attendees will learn how to integrate AI with purpose and strategy, making it a valuable partner in modern course design and delivery.

Outcomes:

1. Identify two ways AI can ethically support evidence-based instructional methods.
2. Evaluate AI-integrated learning activities using instructional design principles.
3. Design a brief classroom activity or assessment that responsibly incorporates AI in alignment with course outcomes.

How to Teach Students Who Trust TikTok and ChatGPT? Let's Discuss It!

Sylvain Masclin, University of California Merced

Key Statement: Students trust TikTok and ChatGPT without questioning. How do we build critical thinking in jam-packed courses? An open discussion seeking answers, not providing them.
Keywords: Information & AI Literacy, Critical Thinking, Gen Z Learners
Subthemes: AI in Higher Education; Instructional Skills + Methods

Gen Z students increasingly rely on social media for daily news and fully trust generative AI outputs. This raises critical concerns about information reliability, source evaluation, and their development as informed citizens. Yet most content-heavy courses lack time to address those challenges.

This interactive session invites instructors to collaboratively explore strategies for building critical thinking skills within packed syllabi. The open discussion will address: How can we help students question their sources? How do we balance content delivery with critical literacy? What successful activities have worked for you?

Join us to share challenges, brainstorm approaches, and learn from peer experiences.

Outcomes:
1. Analyze and share strategies for teaching source evaluation and AI literacy within packed course schedules.
2. Identify at least one practical activity or intervention applicable to their own courses.
3. Develop connections with colleagues facing similar challenges.

3g) Great Rooms 4 & 5

Resonance, Reflection, and Vision: A Framework for Active Learning
Somaye Seddighikhavidak, University of Hartford
Gengyun Le-Chan, University of Hartford
Mohammadmehdi Danesh, University of Hartford

Key Statement: This session presents Resonance, Reflection, and Vision—a faculty-developed-multimodal framework integrating podcasting, peer review, and visual synthesis to strengthen reflection, collaboration, and STEM learning transfer.

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Keywords: Podcasting, Peer Review, Visual Synthesis

Subthemes: Active and Engaged Learning; Instructional Skills + Methods

This session explores Resonance, Reflection, and Vision, a faculty-developed multimodal framework refined through architecture and biology teaching practices. Integrating podcasting (voice), peer review (word), and visual synthesis (image), the framework fosters reflective thinking, critical dialogue, and creative representation. Podcasting encourages articulation and interpretation, peer review cultivates collaborative critique, and visual synthesis bridges conceptual understanding with tangible forms. Presenters share lessons learned from applying these methods in distinct disciplines, highlighting how multimodal strategies enhance engagement, support skill transfer, and strengthen active learning. Participants will discover adaptable approaches for integrating voice, word, and image into STEM and design education.

Outcomes:

1. Examine how podcasting, peer review, and visual synthesis can serve as multimodal tools for engagement and reflection.
2. Identify adaptable strategies for strengthening communication, collaboration, and visual literacy in STEM and design learning environments.
3. Reflect on ways to foster learning transfer and student agency through multimodal assignments.

3:40 PM - 4:20 PM

Concurrent Session 4

4a) Great Room 1

Cultivating College Classroom Spaces of Belonging

Brita Beitler, Wheaton College

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Key Statement: Resisting learning-in-isolation, we can cultivate classroom spaces where students can collaborate, engage in deep learning, and co-construct knowledge for more successful professional relationships.
Keywords: Belonging, Collaboration, Active Learning
Subthemes: Compassionate Classroom/Community; Instructional Skills + Methods

In the transition from secondary to college education, students find themselves learning more and more in isolation through individualized assessments, like writing papers or note-taking during lectures. Yet this kind of learning does little to prepare students for the more social and collaborative workforce post-college. In a belonging-centered classroom, students are allowed to share ideas with one another to co-construct knowledge, deepening understanding through the new perspectives they encounter. My lesson plans are designed around four steps, based on adolescent brain research, to move students beyond isolated tasks to deeper learning in a richer, more relational classroom space.

*Outcomes***:**
1. Implement teaching methods that harness the unique assets of the adolescent brain and its development.
2. Incorporate more collaborative strategies, like concept mapping, game-based learning, and small group discussion strategies, into your classroom practice.
3. Engage students in formative and summative assessments that co-construct knowledge instead of isolating them from learning from one another.

4b) Great Room 2

The Power of "I Am" and Owning Your Mindset
Nadine Donoho, Pueblo Community College

Key Statement: Learn a simple technique in this interactive workshop to break free from negative thoughts. Own your mindset, replace negativity, and rebuild confidence to stop self-doubt.
Keywords: Mindset, Active Learning, Engagement
Subthemes: Mindfulness/Resilience; Active and Engaged Learning

This workshop aims to empower you to overcome negative thoughts and beliefs by harnessing the power of positive affirmations. Through a simple and engaging activity, participants will learn a practical strategy to shift their mindset toward a more confident, resilient approach to challenges. The workshop will also include a personal testimonial to illustrate the transformative power of positive thinking. Let's help others stop that broken record from replaying those negative thoughts!

Outcomes:
1. Implement a simple, tangible technique to immediately replace a limiting belief with a powerful, positive affirmation.
2. Build confidence and resilience by applying the "I Am" mindset practice to interrupt the cycle of self-doubt.
3. Utilize the workshop's core activity and handout to model and integrate positive affirmation strategies with students, staff, or peers.

4c) Great Room 3

How to Inspire Confidence and Better Writing in Diverse Learners
Khriseten Bellows, Bellows Ed Consulting

Key Statement: Equipping instructors with evidence-based strategies to foster writing confidence across diverse student populations through inclusive assessment, scaffolded approaches, and metacognitive development.
Keywords: Culturally Responsive Writing Instruction, Inclusive Writing Assessment, Metacognitive Writing Strategies
Subthemes: Instructional Skills + Methods; Assessment/Feedback/(Un)Grading

This professional development lecture presents evidence-based approaches for K–12 teachers and college instructors to enhance writing confidence among diverse student populations. Based on current research and successful classroom practices, it addresses challenges of engaging students with varied linguistic backgrounds, cultural perspectives, and learning differences. The framework integrates three core dimensions: inclusive assessments, scaffolded writing tasks, and metacognitive awareness through

structured reflection. Strategies include culturally responsive prompts, low-stakes writing opportunities, multilayered feedback, and purposeful peer review.This resource transforms writing instruction from a barrier into a vehicle for intellectual engagement and inclusion.

Outcomes:
1. Apply culturally responsive assessment strategies that recognize diverse communication styles while maintaining academic rigor.
2. Design scaffolded writing opportunities that build confidence through progressive challenges tailored to varying student needs.
3. Implement reflective practices that develop students' metacognitive awareness of their writing process and growth.

4d) Shutters East 1

Is It Fair? Equity, Equality, and Flexibility in Higher Education
Andrya Soprych, Northeastern Illinois University

Key Statement: Faculty examine personal fairness assumptions through equity, equality, and flexibility lenses to create transparent, intentional classroom policies and practices.
Keywords: Fairness, Equity, Transparency
Subthemes: Compassionate Classroom/Community; Active and Engaged Learning

Faculty bring deeply held assumptions about fairness that shape course policies and student interactions. This interactive session helps participants examine their current practices through three lenses: equality (everyone gets the same), equity (everyone gets what they need), and flexibility (everyone gets choices). Through guided reflection and peer discussion, faculty will identify their dominant fairness approach, explore how institutional equality-based structures create constraints, and plan concrete steps for making their fairness philosophy transparent to students. Rather than prescribing one "right" approach, this session builds awareness and intentionality around fairness decisions that impact student success.

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Outcomes:

1. Articulate their personal fairness lens (equality, equity, or flexibility) and identify specific ways it currently influences their course policies and student interactions.
2. Analyze how institutional equality-based structures both support and constrain their fairness approaches in their teaching context.
3. Design one concrete strategy for making their fairness philosophy transparent to students (e.g. through syllabus language, class discussion, or policy explanation).

4e) Shutters East 2

From AI to Engagement: Teaching Strategies for Today's Learners
Sally Clemenson, Minnesota State University, Mankato
Shantelle Smith, Minnesota State University, Mankato
Erica Evans, Minnesota State University, Mankato

Key Statement: Explore strategies for using AI to support active learning, foster critical thinking, and enhance engagement, equity, and inclusion in higher education teaching.
Keywords: AI-Enhanced Pedagogy, Active and Engaged Learning, Instructional Innovation
Subthemes: AI in Higher Education; Active and Engaged Learning

Artificial intelligence is reshaping higher education, prompting new approaches to student engagement and assessment (Yan et al., 2024). This session explores how AI can support active learning, foster critical thinking, and enhance instructional presence through collaborative tools. Participants will examine strategies for integrating AI to promote equity, inclusion, and learner-centered design (Mah & Groß, 2024). Through examples and mini-activities, faculty will leave with practical ideas for using AI to enrich feedback, interaction, and engagement in their teaching.

Outcomes:

1. Identify strategies for integrating AI tools to support active, learner-centered engagement and critical thinking in higher education.

2. Understand the role of AI in enhancing instructional presence, interaction, and feedback within collaborative learning environments.
3. Examine the equity and inclusion implications of AI-supported assessment and engagement practices.

4f) Shutters West

Compassion Within Constraints: Balancing Assessment, Well-Being, and Pedagogical Integrity
Michelle Powell, Indiana University
Shannon Winston, Indiana University

Key Statement: Join us to explore how compassionate assessment can be integrated into Canvas resources and rubrics that promote student well-being, engagement, and pedagogical integrity.
Keywords: Assessment, Well-Being, Compassionate Classroom Communities
Subthemes: Compassionate Classroom/Community; Mindfulness/Resilience

Many faculty are interested in creating compassionate classrooms and see ungrading as a more flexible approach to assessment. Yet institutional grading requirements can feel constraining, heightening stress for both instructors and students and creating tensions between compliance and care. This session explores ways to integrate compassion into assessment while still meeting institutional demands. We will first highlight a Canvas-based hub that consolidates adaptable, evidence-based tools in a single space, offering students support and reducing pressure on faculty. We will then share practical strategies for designing compassionate rubrics and feedback language that promote resilience, well-being, and pedagogical integrity.

Outcomes:
1. Analyze and evaluate rubric and feedback language through a compassionate, student-centered, and equitable lens.
2. Examine examples of rubric and feedback language for alignment with compassion and equity.

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3. Reflect on using course sites as resources to support students' academic navigation and well-being.

Scaffolding Student Participation

Angela B. Duncan, Washburn University

Key Statement: For a variety of reasons, students may refrain from participating in class. Come learn about low-stakes strategies to help your hesitant students become actively engaged!

Keywords: Low-Stakes, Engagement, Anxiety

Subthemes: Active and Engaged Learning; Compassionate Classroom/Community

For a variety of reasons, students may not participate in class. More than one-third of college students experience stress that impacted academic performance within the past academic year (ACHA, 2019; Rani, 2025). Stress and anxiety may impair classroom participation or worse yet, lead to students leaving college altogether (Muller et al., 2017). This workshop will review what anxiety is, discuss the impact of anxiety in the classroom, and share new ways to gently coax hesitant students to actively engage through low-stakes, confidence-building, scaffolding strategies. The presenter is both a licensed clinical psychologist and psychology professor.

Outcomes:
1. Review how anxiety works and how to address it.
2. Discuss how anxiety shows up in the classroom.
3. Identify strategies to encourage student participation through low-stress, confidence-building activities.

4:30 PM - 5:30 PM

Great Rooms 4 & 5

Keynote I

Increasing Engagement, Community, and Student Success Through Adaptive and AI-Enhanced Teaching

Andrew Phuong, University of California, San Diego

5:30 PM - 6:30 PM

The Gallery

Private Networking Reception

Name Tag Required

End of Day One

Enjoy dinner and evening on your own.

LILLY CONFERENCES

ITLC | International Teaching Learning Cooperative, LLC

Friday

January 9th, 2026

Daily Schedule

CONFERENCE PROGRAM

Daily Overview

Friday, January 9, 2026

6:45 AM - 5:00 PM   Foyer

Conference Help Desk Open

6:45 AM - 7:45 AM   Great Room

Buffet Breakfast
Name Tag Required

8:00 AM - 12:00 PM

Concurrent Sessions

12:00 PM - 12:45 PM   Great Room

Buffet Lunch
Name Tag Required

12:45 PM - 2:00 PM   Great Rooms 4 & 5

Keynote Address II
The Science of Learning Meets AI:
Strategies for Purposeful Integration

Todd Zakrajsek, UNC Chapel Hill

2:10 PM - 5:10 PM

Concurrent Sessions

5:30 pm - 6:30 pm   Gallery Green Space

Poster Presentation Reception

Enjoy Dinner and Evening on Your Own

Detailed Schedule

Friday, January 9, 2026

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

Private Buffet Breakfast

Name Tag Required for Entrance

8:00 AM - 8:40 AM

Concurrent Session 7

7a) Great Room 1

Metaverse Rounds: Co-Creating Interprofessional Events in Virtual Worlds

Luning He, West Coast University

Heather Pelkie, West Coast University

Key Statement: We will show how a metaverse-based IPE event elevates collaboration and engagement, then guide attendees to co-design scalable, equitable, impactful virtual experiences at their institutions.

Keywords: Metaverse, Interprofessional Collaboration, Immersive Learning

Subthemes: AI in Higher Education; Active and Engaged Learning

Building on an institutional Interprofessional Events (IPE) Day hosted in the metaverse, this session demonstrates how immersive virtual spaces can widen access, deepen teamwork skills, and energize learner engagement across disciplines. We'll briefly review outcomes from our prior event, surface design choices that drove inclusion and interactivity, and address adoption barriers. Participants will experience a rapid, hands-on design sprint to outline a metaverse IPE activity—aligning objectives, tech, facilitation, and assessment. Attendees leave with a reusable planning template, platform tips, and evidence-informed strategies to scale sustainable, high-impact IPE in virtual worlds.

Outcomes:

1. Map one IPE competency (e.g., teamwork/communication) to an immersive metaverse activity and assessment.
2. Draft an inclusive facilitation plan that mitigates access and equity barriers (e.g., device, bandwidth, accessibility).
3. Produce a 3-step implementation roadmap (platform selection, activity flow, evaluation) for a pilot at their institution.

7b) Great Room 2

Amplifying Student Engagement Through Podcasting: A Faculty-AI Partnership to Reimagine Student Services
> *Jay Wiltshire, College of Lake County*
> *Brent Steffens, College of Lake County*

Key Statement: Student engagement is central to learning and persistence in higher education. At the College of Lake County, we created a podcast platform to increase awareness of available student services while encouraging students to see themselves as active partners in their educational journeys.
Keywords: AI in Higher Education, Active Learning, Student Engagement
Subthemes: AI in Higher Education; Active and Engaged Learning

This session explores how podcasting can serve as a powerful tool to foster student engagement and strengthen connections between students and institutional student services. Drawing from our experience as faculty facilitators of an academic podcast, we demonstrate how podcasting can both inform and inspire students while building bridges across departments. We integrate AI tools to generate thought-provoking prompts; refine discussion questions; and encourage authentic dialogue between hosts, guests, and listeners. Participants will leave with strategies, tools, and replicable practices for launching their own academic podcasts to engage students at their institutions.

Outcomes:

1. Identify opportunities to use podcasting to enhance student engagement across classrooms, courses, and institutional services.
2. Apply AI-supported strategies to design prompts, structure meaningful podcast discussions, and foster effective collaboration between faculty and student services.
3. Develop a sustainable implementation plan for creating and maintaining an academic podcast at their own institution, including appropriate tools, techniques, and support models.

<div align="right">7c) Great Room 3</div>

Promoting AI Literacy: Lessons From a Faculty Workshop Series
Shannon Harmon, Mississippi State University

Key Statement: This session shares lessons learned from implementing a multi-session AI literacy series that empowered faculty to understand, evaluate, and integrate AI into their teaching practice.
Keywords: AI Literacy, Faculty Development, Pedagogical Innovation
Subthemes: AI in Higher Education; Instructional Skills + Methods

As generative AI reshapes higher education, faculty need structured, supportive learning experiences to explore its implications for teaching and learning. This session highlights a five-part professional development series implemented at one institution's CTL. Through listening sessions, skill-building workshops, and pedagogical integration activities, faculty advanced from AI awareness to classroom application. Presenters will share design strategies, participant feedback, and key insights about fostering confidence, community, and responsible AI use. Attendees will leave with adaptable materials and an implementation roadmap for their own institutions.

Outcomes:
1. Analyze lessons learned from implementing a multi-session AI literacy initiative for faculty.

2. Identify strategies that promote engagement, confidence, and ethical AI use in teaching.
3. Adapt workshop structures, activities, and materials for their institutional context.

<div align="right">7d) Shutters East 1</div>

Science With Context: Teaching Biology Through Social and Racial Justice Lenses
Shannon Jones, University of Richmond

Key Statement: Explore how to teach biology through justice-centered case studies. Connect core biology concepts to issues like health disparities and environmental racism while developing equity-focused classroom strategies.
Keywords: STEM, Case Studies, Equity
Subthemes: STEM; Compassionate Classroom/Community

This session is designed to engage STEM faculty in developing case studies that integrate foundational biology concepts with themes of social justice. Participants will explore how real-world issues—such as health disparities, environmental racism, and biotechnology access—can illustrate core biological principles while encouraging equity-focused teaching. Through guided activities and group discussion, faculty will learn strategies for framing biological content within justice-centered narratives that connect science to their students' lived experiences. By the end of the session, participants will have drafted case study ideas tailored to their courses, equipping them to make biology instruction more inclusive, relevant, and socially responsible.

Outcomes:
1. Identify opportunities to connect foundational biology concepts with social and racial justice issues such as health disparities, medical racism, environmental racism, and biotechnology access.
2. Apply strategies for framing biological content within justice-centered narratives that highlight relevance to students' lived experiences.
3. Design a draft case study idea that integrates biology content with equity-focused, socially responsible teaching practices.

Communities of Practice for Interdisciplinary Development and Cross-Curricular Connection

James G. Mitchell, Salve Regina University
Paula J. Martasian, Salve Regina University

Key Statement: Faculty Communities of Practice/Care (CoP/Cs) create a cohesive teaching/learning experience for interdisciplinary curricula. Initiating and developing CoP/Cs to create connections will be discussed.
Keywords: Community, Interdisciplinary, Curriculum
Subthemes: Compassionate Classroom/Community; Course/Curriculum (Re)Design/UDL

This session models the creation of communities of practice across disciplines for curricular connection and cohesiveness in a core curriculum or interdisciplinary concentration/minor/major. The development of a series of workshops for faculty teaching in an interdisciplinary curriculum will be discussed. Workshops led to a shared commitment for each course to address co-constructed guiding questions embedded into course content and assignments. Small faculty groups constitute Communities of Practice/Care (CoP/Cs) that meet at least twice during the semester to share concerns, celebrations, assignments and resources. All CoP/Cs are brought together once per semester for broader discussion and ongoing evaluation.

Outcomes:
1. Identify areas of teaching where connections can be made between disciplines.
2. Identify on your campus resources to support communities of practice/care and connections between disciplines for a more cohesive student learning experience.
3. Participate in a community of practice.

ARISE With AI: Scaffolding Reflective and Engaged Learning
Amanda Jozkowski, Towson University

Key Statement: Experience the ARISE model—an evidence-informed, student-centered framework using generative AI to foster reflection, agency, and confidence through active, ethical, and engaging learning practices.
Keywords: Generative AI, Reflective Learning, Student Agency
Subthemes: AI in Higher Education; Active and Engaged Learning

As generative AI becomes integrated into higher education, instructors face both excitement and uncertainty. This session introduces ARISE (AI-Responsive Instruction and Student Engagement), a flexible model for helping students use AI as a reflective learning partner rather than a shortcut. After a brief overview and case example from a graduate research methods course, participants will remix a sample prompt for their own disciplines and engage in structured reflection. The session concludes with collaborative concept mapping and shared takeaways, equipping attendees with practical, ethical, and adaptable strategies to enhance student agency, metacognition, and engagement through AI-supported learning.

Outcomes:
1. Explain how structured generative AI activities can enhance reflection, metacognition, and engagement in higher education.
2. Apply AI-supported learning design principles by adapting a sample "GenAI learning partner" prompt for use in their own teaching contexts.
3. Design an AI-supported learning strategy adaptable to their own teaching context.

7g) Great Rooms 4 & 5

REST to Lead: Building Resilience That Lasts
Renee Sunday, DRS Global, LLC

Key Statement: Explore how the REST Blueprint equips leaders to remain grounded, focused, and effective by restoring clarity, emotional strength, and sustainable impact in high-demand settings.
Keywords: Resilience, Leadership Development, Restorative Practice
Subthemes: Mindfulness/Resilience; Instructional Skills + Methods

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Burnout has become an unspoken norm in leadership and education spaces. This session introduces the REST Blueprint: Reflect, Establish, Sustain, and Trust—a framework designed to stabilize the inner life of leaders while supporting meaningful external results. Drawing from personal experience and reflective practices, the presenter shares how she created the REST Blueprint after facing stroke-level blood pressure and emotional overload. Through stories, interactive exercises, and reflection-based tools, participants will walk away with sustainable strategies that restore energy, sharpen vision, and promote balance in both academic and professional spaces.

Outcomes:
1. Recognize and Identify areas of overwhelm.
2. Replace habits, beliefs, or practices that contribute to burnout with actionable, REST-based alternatives.
3. Review REST Blueprint as a framework for personal and professional alignment.

8:50 AM - 9:10 AM
Concurrent Session 8

8a) Great Room 1

Teaching for Engagement: Leveraging Deeper Learning Practices in College Classrooms
Rebecca Legro, Merrimack College

Key Statement: This action research study examined faculty perceptions of a professional development retreat designed to advance instructional self-efficacy in fostering engagement, character development, and deeper learning in college classrooms.

Keywords: Faculty Development, Deeper Learning Principles, Holistic Student Engagement

Subthemes: Active and Engaged Learning; Instructional Skills + Methods

This presentation will share findings from a qualitative action research study examining faculty perceptions of student engagement, character development and deeper learning in college classrooms. Participants engaged in a two-part professional development retreat centered on utilizing deeper learning principles (DLPs) in college classrooms. Post intervention, faculty indicated experiencing higher levels of self-efficacy in using DLPs and a stronger sense of belonging. New assignments leveraging DLPs were also developed for implementation in the upcoming semester. Attendees will explore best practices for supporting faculty confidence and development, alongside strategies for enhancing engagement and holistic student development in college classrooms.

Outcomes:

1. Describe evidence-based strategies used to design professional development opportunities that advance teaching self-efficacy.
2. Analyze teaching strategies introduced during the session that may be used to promote holistic student growth in college classrooms.
3. Discuss session material with peers to exchange insights and ideas for practical application.

8b) Great Room 2

Connections: Blue Book Reflections Increase Attention, Meaning, and Memorability
Jill Potratz, Augustana College

Key Statement: When students reflect on how course content relates to their own experiences during a "connection" activity, it makes the content more meaningful and memorable.

Keywords: Student Engagement, Assessment Activity, Student Attention

Subthemes: Active and Engaged Learning; Assessment/Feedback/(Un)Grading

Too often, students are distracted in class and not engaged in the content. Looking for more ways to engage my undergraduate students and avoid AI use, I implemented the connection blue books activity in James Lang's (2020) *Distracted*. It is important for students to make connections with their own life experiences (McGuire & McGuire, 2015), because it provides a reference point for remembering the content. I will share the outcomes of this activity in my course, which include positive student feedback. Lastly, I will provide prompts to help you reflect on how you can incorporate this activity into your courses.

Outcomes:
1. Understand the importance of using activities to enhance student engagement and connection to the material without AI.
2. Analyze the student outcomes (ratings and qualitative data) of the connection activity.
3. Identify opportunities for a connection activity in your courses.

8c) Great Room 3

Building an Ethical AI Curriculum for Today's Healthcare Administration Workforce
Carmen T. Saunders-Russell, California State University Northridge

Key Statement: This presentation addresses healthcare's AI adoption gap by embedding ethical AI pedagogy across curricula, delivering a replicable toolkit that prepares graduates for competent, integrity-driven digital transformation leadership
Keywords: AI Ethics, Curriculum Development, Workforce Education
Subthemes: AI in Higher Education; Course/Curriculum (Re)Design/UDL

Grounded in SoTL, this presentation addresses how to prepare students for AI-driven workplaces while developing ethical reasoning. Pilot research revealed that structured, faculty-guided AI instruction significantly outperforms self-directed learning in building competency, confidence, and ethical awareness. Students experience scaffolded learning from foundational concepts through applied projects, practicing decision-making in realistic scenarios. Engaging students as co-researchers exemplifies collaborative pedagogy while advancing professional skills. Assessment data

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demonstrates measurable gains in critical evaluation and ethical reasoning. This presentation offers educators practical strategies for integrating AI pedagogy across disciplines while maintaining focus on student learning, equity, and workforce readiness.

Outcomes:
1. Apply a scaffolded curriculum integration model to systematically embed AI pedagogy across their own disciplinary courses, moving from foundational concepts to applied practice using evidence-based instructional strategies.
2. Evaluate the effectiveness of guided versus self-directed AI learning by analyzing pilot study data and assessment results, enabling them to make informed decisions about AI instruction in their teaching contexts.
3. Design ethical AI learning experiences using adaptable tools and simulation-based pedagogy that foster student critical thinking, ethical reasoning, and workforce readiness while maintaining disciplinary relevance.

8d) Shutters East 1

Teaching the Teacher: Instructing Library Faculty in Active Instructional Methods
Lee Parker, Central Michigan University

Key Statement: This session will look at the seven-part series on student-centered instructional methods in information literacy instruction I conducted and instructor experiences integrating these models.
Keywords: Student-Centered Learning, Library Instruction, Information Literacy
Subthemes: Active and Engaged Learning; Instructional Skills + Methods

This session will look at how I used my education background to develop a seven-part series for faculty librarians at my home institution about integrating active learning strategies into information literacy instruction. This session will then review instructor experiences implementing these models in their classroom instruction, whether they already utilize these models, and how their implementation (if not done before) has affected student understanding of the information literacy. This session will

also look at how the creation of a supplemental document library enabled instructors to more easily integrate these models.

Outcomes:
1. Describe how active learning models can be implemented into information literacy instruction as is displayed in the approaches faculty took after attending these instructional sessions.
2. Define the 6 different active learning models gone through in the instructional sessions being addressed and think about how to apply them in their own classrooms (if they are not already doing so).
3. Compare the application of these different models between different library faculty instructors and understand what factors affected their successful implementation.

8e) Shutters East 2

The AI Divide: Faculty and Staff All-In Versus All-Out
Luci Parmer, Southeastern Oklahoma State University

Key Statement: AI's ambiguous nature impacts higher education use. This session highlights practical applications such as assessment creation, transcription, chatbots, and AI tools that streamline instructional and administrative tasks for students, faculty, and staff.
Keywords: AI Tools, AI Utilization, AI Divide
Subthemes: AI in Higher Education; Classroom Technology

Artificial intelligence (AI), coined in 1955 (Brown, 2023), remains difficult to define. Because "artificial" can imply "not real" or "fake," ambiguity surrounding the term contributes to differing levels of acceptance in higher education (Wang, 2019). This session examines how this ambiguity shapes the divide between faculty and staff who embrace AI versus those who avoid it. Practical uses include test, assignment, and project generation; lecture transcription and summarization; chatbots for answering student questions; and AI-supported workflows, such as feedback automation (e.g., drafting rubric-aligned comments), document summarization (e.g., condensing reports

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or readings), and workflow assistance (e.g., drafting routine emails or organizing schedules) (Hargreaves, 2025).

Outcomes:
1. Analyze ambiguity surrounding AI and its impact on usage.
2. Evaluate practical AI applications across roles.
3. Develop strategies for integrating AI to support teaching, learning, and operations.

8f) Shutters West

Enhancing Minds or Hindering Learning: Exploring the Cognitive Cost of AI in Education

Annie Liner, Indiana State University
Alister McLeod, Indiana State University

Key Statement: Join us to explore how AI shapes learning by enhancing efficiency or threatening cognitive depth, and discover strategies for thoughtful, classroom integration.
Keywords: Cognitive Debt, Cognitive Load, Metacognition
Subthemes: AI in Higher Education; Active and Engaged Learning

As students increasingly use AI tools during the learning process, it is essential to understand how these technologies may enhance learning or contribute to learning loss. This presentation explores the cognitive cost of AI-assisted learning through Piaget's developmental theory and cognitive load theory. Drawing on recent research, it examines how AI affects skill development, metacognition, and authentic learning across age groups. While AI can reduce cognitive burden and improve productivity, it may also foster dependency and the illusion of understanding. We will propose strategies for educators to design AI-enhanced, developmentally appropriate curricula that support, not replace, meaningful learning.

Outcomes:

1. Analyze how AI tools impact cognitive load and skill development during the learning process, using concepts from cognitive load theory and Piaget's developmental theory.
2. Evaluate the benefits and limitations of AI-assisted learning across different age groups, considering developmental appropriateness, cognitive engagement, and the potential for reduced ownership and memory encoding
3. Apply strategies for integrating AI into educational tasks that promote metacognition, critical thinking, and authentic learning—while mitigating risks of cognitive offloading, dependency, and diminished learner agency.

9:20 AM - 10:00 AM
Concurrent Session 9

9a) Great Room 1

Increasing Faculty Collaboration and Collegiality Through The Great Teachers Seminar
> *Martha Lally, College of Lake County*
> *Page Wolf, College of Lake County*

Key Statement: Student success is enhanced by faculty sharing effective teaching strategies and collaborating on realistic and creative approaches to instruction in a Great Teachers Seminar.
Keywords: Faculty Development, Creative Collaboration, Focused Collegiality
Subthemes: Instructional Skills + Methods; Active and Engaged Learning

This session will introduce the Great Teachers Seminar, an active and engaging learning experience whereby faculty members share and collaborate with each other on best teaching practices. An overview of the rationale and goals of the seminar, as well as participating in components of the model, will occur, including: (1) logistics for

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setting up the seminar, (2) small-group breakouts where innovative ideas, tried-and-true instructional techniques, universal teaching strategies, and analysis of instructional problems with the goal of developing realistic and creative approaches are shared, and (3) activities to facilitate student engagement and faculty collegiality.

Outcomes:
1. Understand how a Great Teachers Seminar fundamentally differs from traditional professional development activities.
2. Align Great Teachers Seminars with their own institutional initiatives and be able to implement them.
3. Incorporate resulting novel active learning practices to facilitate student engagement.

9b) Great Room 2

Rooted in Aloha: Compassionate, Trauma-Informed Teaching for All
Susan Lingelbach, Hawai'i Pacific University
Julia Graham, Hawai'i Pacific University

Key Statement: Rooted in Aloha, this session explores trauma-informed pedagogy through faculty and student perspectives, sharing evidence-based strategies that foster compassion, resilience, and inclusive learning.
Keywords: Trauma-Informed Pedagogy, Universal Design for Learning, Compassionate Learning Community
Subthemes: Compassionate Classroom/Community; Course/Curriculum (Re)Design/UDL

Teaching with compassion begins by recognizing how trauma impacts learning, engagement, and well-being. This session introduces trauma-informed pedagogy (TIP) as a framework for cultivating inclusive, resilient learning environments across hybrid, online, and in-person settings. Drawing from faculty and student findings in an occupational therapy program, participants will analyze their current practices, appraise evidence-based teaching and course design strategies, and create an actionable framework to sustain compassionate, trauma-informed approaches. Rooted in Aloha,

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this interactive session empowers educators to integrate care, connection, and evidence-based strategies that promote well-being and belonging for all learners.

> *Outcomes:*
1. Analyze current teaching practices to identify strengths and gaps in trauma-informed and inclusive pedagogy.
2. Appraise evidence-based teaching and course design strategies to cultivate caring, inclusive learning communities that foster emotional well-being and resilience.
3. Create an actionable framework for sustaining trauma-informed and compassionate practices that support well-being for all.

9c) Great Room 3

"A" Is for Algorithm: Global Playlists to Cultivate STEAM Fluency
Aaron Pergram, Miami University

Key Statement: This blended learning case study uses global music playlists and digital tools to engage Gen Z students in STEAM-focused, project-based learning and critical cultural analysis.
Keywords: STEAM Education, Blended Learning, Generative AI
Subthemes: Active and Engaged Learning; AI in Higher Education

This case study details a STEAM course redesign that leverages global popular music and digital publishing tools to enhance Gen Z learning. The course, *Global Playlists: Music, Tech, and Influence*, employs a blended project-based learning (BPBL) model, positioning music streaming platforms and digital press kits (EPKs) as central components. Students engage in interdisciplinary collaboration, applying systems thinking, media design, and data interaction to critically analyze sociopolitical themes via curated public playlists. This approach emphasizes the "A" in STEAM to advance civic engagement and critical inquiry through technology-centered pedagogy. Outcomes from the pilot demonstrate measurable student gains in collaboration, problem-solving, and cultural competency.

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Outcomes:

1. Recall at least two common student technologies that can be easily integrated into a low-stakes assignment next semester.
2. Describe the difference between a traditional project and a blended project-based learning (BPBL) assignment and explain one advantage of the latter.
3. Identify a simple technique from this presentation that promotes student discussions around cultural competency using public media.

<div align="right">9d) Shutters East 1</div>

Incorporating Caring Through Simulation in the Classroom
Hon-Vu Q. Duong, Nevada State University

Key Statement: Understand how simulation in nursing education can emphasize the development of critical thinking, human caring skills, and problem-solving.
Keywords: Psychological Safety, Active Learning, Critical Thinking
Subthemes: Active and Engaged Learning; Compassionate Classroom/Community

Simulation-based learning plays a critical role in nursing education by enhancing engagement and experiential learning for our nursing students. The presenters will share how simulation fosters the development of essential nursing competencies, including critical thinking, human caring, and problem-solving. Participants will learn to implement effective strategies in a collaborative learning environment that nurtures communication and emotional intelligence. Additionally, the presentation will share methods for assessing student performance through reflective debriefing, promoting improved learning outcomes and student satisfaction. The application of simulation can be employed in many disciplines to include aviation, engineering, and social work to list a few.

Outcomes:

1. Understand the role of simulation in education across disciplines.
2. Apply simulation strategies in the classroom.
3. Assess student progress in simulated environments.

From Outcomes to Strategies: Backward Design and AI Integration
Jeremy Osborn, Cornerstone University

Key Statement: AI integration—where do you start? Answer—learning outcomes. This session applies backward design to AI integration and presents data on its effectiveness.
Keywords: Backward Design, AI Integration, AI Literacy
Subthemes: AI in Higher Education; Course/Curriculum (Re)Design/UDL

Many faculty see AI's potential but struggle with how to effectively integrate it into their own classrooms. This session introduces a backward design approach to AI integration: begin with learning outcomes, then select AI tools and practices that best support them. The use of this approach to design AI-based assignments for a basic public speaking course will be discussed, as will data from the course on student learning, student perceptions of the AI activities, and the development of AI literacy. Participants will engage in discussion on how to apply the framework to develop their own AI integration plans.

Outcomes:
1. Explain how backward design applies to AI integration.
2. Apply a research-informed framework to align AI use with course outcomes.
3. Design preliminary AI-based assignments or activities tailored to their discipline.

AI-Resistant Teaching: Designing Rigorous, Learning-Centered Assignments
Ashley Evans, Valencia College

Key Statement: Faculty will explore AI-resistant assignment strategies and actively redesign an assignment for AI resistance, leaving with practical tools to protect integrity and preserve authentic learning.

Keywords: AI-Resistant Assessment, Academic Integrity, Assignment Design

Subthemes: AI in Higher Education; Instructional Skills + Methods

Generative AI challenges traditional assignments by producing plausible work that evades detection, threatening both academic integrity and authentic learning. Faculty need sustainable design strategies, not surveillance, to meet this challenge. Drawing on recent research and national adoption of AI-resistant practices, this session provides concrete tactics (scaffolded steps, local context, multimodal responses) that reduce opportunities for AI misuse. Participants will engage in a redesign sprint using Think-Pair-Share and Generate a List to apply these patterns to their own assignments. The session equips faculty with evidence-based tools to protect rigor while maintaining learning-centered design.

Outcomes:
1. Diagnose AI vulnerabilities in an existing assignment.
2. Redesign one assignment using AI-resistant assignment design tactics.
3. Collaborate with peers to evaluate and refine AI-resistant practices for individual classroom use.

9g) Great Rooms 4 & 5

Memes as Gateways to Understanding the AI Impact on Learning and Career Options

Ioan Marginean, The University of Baltimore

Key Statement: Harness the power of memes to engage students in conversations about AI dependency, helping them visualize the real-world consequences of outsourcing their critical thinking skills.

Keywords: Memes, AI Literacy, Engagement

Subthemes: AI in Higher Education; Active and Engaged Learning

We demonstrate how visual humor can effectively communicate to students the consequences of outsourcing critical thinking to AI. The presentation showcases memes used to illustrate how overreliance on AI affects both academic development and future

employability. The discussion will highlight the distinction between AI capabilities and the human judgment skills employers value. Using humor creates a nonthreatening entry point to AI discussions, helping students engage with the topic without feeling judged or defensive about their technology use. This approach offers faculty an engaging method to help students recognize the importance of developing their own analytical abilities alongside AI literacy.

Outcomes:
1. Recognize the attention and engagement benefits of using humor as an instructional tool compared to traditional approaches.
2. Describe how visual humor can stimulate meaningful discussions about the role of AI in educational settings.
3. Design an original meme that effectively communicates a discipline-specific concept.

10:10 AM - 10:30 AM
Concurrent Session 10

10a) Great Room 1
Formative and Summative Assessment Framework of Professional Disposition
Cody Marie Busch, University of Wisconsin-Whitewater
Lynn Gilbertson, University of Wisconsin-Whitewater

Key Statement: An assessment tool was developed to support student attainment of professional disposition skills essential for work settings but often difficult to quantify.
Keywords: Disposition, Assessment, Professional Skills
Subthemes: Assessment/Feedback/(Un)Grading; Instructional Skills + Methods

Employers seek graduates who demonstrate professionalism. These "soft skills" are difficult to objectively assess but critical to supporting graduates as effective members of interdisciplinary teams. Students reflected on attainment of dispositional skills aligned with professional practice standards over the course of the five-semester

graduate program, including specific examples where the skill was developing or effective. Quantitative (tabulation of developing and effective across fifteen professional categories) and qualitative (inductive analysis of written reflections answering five targeted questions) data were analyzed across three cohorts of graduate students to explore how a structured framework for assessment of disposition influenced skill formation and attainment.

> *Outcomes:*
> 1. Integrate aspects of quasi-objective measure development and execution to assess professional disposition standards
> 2. Describe how quantitative and qualitative data can be analyzed as an effective measure of dispositional growth and attainment.
> 3. Summarize how the dispositional tool can be used to inform curricular changes and support student employability.

Innovative Strategies for Curriculum Reformation Through Teaching and Learning
  Nicholas Payton, Simpson College

Key Statement: Implementing effective strategies for teaching and learning benefits all students! Approaching pedagogy through universal design for learning benefits students by supporting genuine learning experiences.
Keywords: Curriculum Development, Inclusive Teaching, Universal learning
Subthemes: UDL and Course/Curriculum (Re)Design; Compassionate Classroom/Community

The research discusses and concludes the increased necessity for faculty to provide student-centered learning and social justice pedagogy through a new approach to teaching and learning that supports better student outcomes. Theories connect interventions through universal course design and policies facilitating positive classroom and field experience opportunities. Higher education institutions can align curriculum with social work education and pedagogy, supporting the implementation of social justice pedagogy within comprehensive academic programming. Implementing

the framework universal design for learning (UDL) identifies the importance of teaching and learning collaboration. Providing this student-centered learning framework supports students' learning experiences through pedagogy and engagement.

Outcomes:

1. Identify and explain the core principles of UDL and its contribution to inclusive teaching and learning.
2. Apply UDL principles to design a syllabus that supports student-centered learning through co-collaboration focused on classroom engagement.
3. Critically evaluate the effectiveness of UDL-informed strategies in creating inclusive learning experiences.

10c) Great Room 3

Publishing SoTL Work in the *Journal on Excellence in College Teaching*
Gregg Wentzell, Miami University

Key Statement: Lilly attendees are invited to explore the *Journal on Excellence in College Teaching*, a peer-reviewed SoTL journal, as a possible venue for publishing their work.
Keywords: SoTL, Publication, Pedagogical Research
Subthemes: Other; Other

The Editor-in-Chief of the *Journal on Excellence in College Teaching*, a peer-reviewed SoTL journal, will share advice about preparing and submitting a manuscript for publication. Learn about the journal's submission categories, criteria for acceptance, and review process. Discover resources to support your publication goals as well as how to subscribe.

Outcomes:

1. Describe the publication categories, review process, and acceptance criteria for submissions to the journal.
2. Determine whether the journal is a good fit for your work
3. Locate resources for support.

Exploring the Impact of Translanguaging in ESL Teacher Education

Shannon Tanghe, Metro State University

Key Statement: Translanguaging (including learners' full multilingual abilities in the classroom) values multilingualism as an asset. This study describes how to introduce translanguaging practices and the impact!

Keywords: Translanguaging, Multilingualism as an Asset, Teacher Education

Subthemes: Instructional Skills + Methods; Compassionate Classroom/Community

Translanguaging views multilinguals' language use as a single, flexible system rather than two separate languages. This translanguaging pedagogy invites learners' full linguistic repertoires into the classroom. Designed as a socially just pedagogy, translanguaging demonstrates concrete ways to reinforce that learners' multilingualism is an asset. This session describes how intentional translanguaging practices were integrated into an English Language teacher education course, including descriptions of both the specific activities and overall course design strategies to embed multilingual language practices in the course. It also highlights the pre-service teachers' responses to and perceptions of its impact.

Outcomes:
1. Define translanguaging and understand its value in language education.
2. Engage with practical examples of translanguaging pedagogy.
3. Reflect on and plan for implementing translanguaging practices in their own classroom contexts.

Integrating AI Into Industrial Design Education: Retaining the Human Element

Ted Shin, Metropolitan State University of Denver

David Klein, Metropolitan State University of Denver

Key Statement: Assistive AI tools demand an expanded pedagogical model, but it must retain human curation, reflect, and evaluation of creative work.
Keywords: Product Design, Pedagogy, Creative Process
Subthemes: AI in Higher Education; Active and Engaged Learning

We argue that the future of design education must move beyond simply teaching students how to make or visualize, and toward cultivating their ability to reflect, evaluate, and select from a vast range of ai-assisted possibilities. With generative AI tools like Vizcom now enabling near-instantaneous creation of highly varied concepts, students must develop new critical skills to determine which ideas best address user needs, constraints, and context. Hands-on making and sketching remain essential for building foundational competencies in creativity and refinement. The expanded pedagogical model that includes AI must retain student/human curation, reflection, and evaluation of creative work.

Outcomes:
1. Gain awareness of AI capabilities in the creative process.
2. Evaluate appropriate implementation of AI.
3. Retain education fundamentals in the face of technology.

10f) Shutters West

Motivating Resilient Learners for Lifelong Success
Rebekah Wanic, University of San Diego

Key Statement: Maintaining motivation is difficult. Mixed messages about stress and challenge and reduced accountability undermine resilience. Learn how you can promote resilience to help students in the classroom and help set them up for lifelong success.
Keywords: Motivation, Resilience, Success
Subthemes: Active and Engaged Learning; Mindfulness/Resilience

In today's academic and professional landscape, resilience and motivation are essential for lifelong success. This interactive workshop explores key psychological foundations and practical strategies to help learners overcome setbacks and pursue

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meaningful goals. Drawing on insights from educational and resilience research, participants will learn how to foster self-efficacy, intrinsic motivation, and a resilience mindset. The session includes reflection and discussion on designing supportive learning environments that promote autonomy, purpose, and connection. Attendees will leave with actionable tools to empower students to embrace challenges, adapt to uncertainty, and build the confidence needed for sustained growth and achievement across their lives.

Outcomes:
1. Identify key psychological principles that support the development of resilience and sustained motivation in learners.
2. Discuss strategies to design learning environments and interventions that promote autonomy, purpose, and connection among students.
3. Develop actionable techniques and exercises that help students embrace challenges, recover from setbacks, and build confidence for long-term academic and personal success,

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10:50 AM - 11:10 AM
Concurrent Session 11

11a) Great Room 1
Finding the Fountain of Youth: Co-Teaching Retirees in Your Retirement
Phyllis Cox, Institute for Learning in Retirement
Milt Cox, Institute for Learning in Retirement

Key Statement: As retirees and spouses, the presenters co-taught retirees in their home for Miami University's Institute for Learning in Retirement: the course, strategies, cuisine, evaluations, recommendations.
Keywords: Teaching in Retirement, Retirees as Learners, Co-Teaching With Spouse
Subtheme: Other; Other

Co-teaching retirees in your home with your spouse can involve the ultimate in team teaching. A multidisciplinary course about our Greene and

Greene craftsman architecture (bungalow) involved art, history, botany, mathematics, and 1900–1915 period cuisine. We share our strategies, syllabus, teaching evaluations, and what you might look forward to if you wish to extend your teaching and learning opportunities into your retirement years. We found the fountain of youth in retirement teaching and learning.

> *Outcomes:*
> 1. Conceptualize an approach to teaching in retirement.
> 2. Develop an interdisciplinary course model for teaching retirees.
> 3. Draft a plan for teaching a course with your spouse in your home.

11b) Great Room 2

Creating Community Using Social Annotation Programs
> *Timothy M. Ottusch, University of Arizona*

Key Statement: Come see how I used the social annotation program Perusall to foster community and active learning in face-to-face, hybrid, and online courses.
Keywords: Active Learning, Online Learning, Community
Subthemes: Active and Engaged Learning; Instructional Skills + Methods

This presentation will focus on my implementation of the social annotation (SA) program Perusall into face-to-face, hybrid, and online human development and family science courses. Through IRB-approved research projects, I learned that students found the program to increase the sense of community in the courses, as well as support their learning and engagement. This presentation will focus on my use of the program, and how it can foster class community and engagement. Comparisons between SA programs and discussion boards will be included. It will close with ideas on using this program in the context of expanded use of AI.

> *Outcomes:*
> 1. Identify how to use social annotation programs in their courses.
> 2. Understand and implement social annotation programs to foster community in their courses.

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3. Use social annotation across course modalities in supporting community and engagement.

The Theory of Multiple Intelligences and Math Engagement
Sophie Cook, Maranatha Christian Schools

Key Statement: Student engagement is essential for successful student learning. Come hear how project-based learning and Gardner's Theory of Multiple Intelligences can help improve students' engagement with various content!
Keywords: Howard Gardner, Math Engagement, Project-Based Learning
Subthemes: Active and Engaged Learning; UDL and Course/Curriculum (Re)Design

The researcher's study sought to determine the impact intentional project-based learning, combined with Gardner's Theory of Multiple Intelligences, had on student math engagement. The goal of the researcher's study was to increase student confidence, interest in, and positive attitudes toward math. The researcher placed participants into groups based on their self-identified top intelligence. The researcher then intentionally designed 15 project-based learning activities that corresponded to participants' self-identified top intelligence, completed during distinct intervention sessions. After each session, participants completed an exit ticket measuring their overall interest, confidence, and attitude toward math. Results indicated increased student interest and confidence in math.

Outcomes:

1. Analyze strategies from the session that may be used to incorporate Gardner's Theory of Multiple Intelligence within their classroom.
2. Design project-based learning activities, according to Gardner's Theory of Multiple Intelligences, for their students.
3. Reflect on current teaching practices, and consider how to increase student engagement within their classroom.

Ethical Scaffolding With AI in Mass Lecture Courses

Jose I. Rodriguez, California State University, Long Beach

Key Statement: A hands-on, non-graded AI assignment for mass lectures uses two articles and Ethical Cognizance to scaffold humane prompting; critique risks; and practice compassionate, accountable reasoning.

Keywords: Ethical AI, Mass Lectures, Ungraded Assignments

Subthemes: AI in Higher Education; Compassionate Classroom/Community

This session presents a scalable, humane workflow for ethical scaffolding with AI in mass lecture courses. Using Ethical Cognizance with Care—Identity, Intentionality, Agency, Context, and Awareness—we introduce a non-graded assignment anchored in two public readings on AI–human relationships. Faculty will practice prompting to generate provisional critiques, risks, and frames; then coach students to respond, refine, and ground claims ethically. Participants will leave with adaptable prompt templates, facilitation scripts, and a clarity rubric that guards against hallucinations, bias, and over-anthropomorphism. The approach reduces grading load, increases transparency, and models compassionate inquiry while meeting learning goals at scale in large introductory courses.

Outcomes:

1. Design a non-graded, scalable AI assignment that cultivates ethical identity, intentionality, and agency in mass lecture courses.
2. Apply Ethical Cognizance with Care (Identity, Intentionality, Agency, Context, Awareness) to prompt, critique, and refine AI-generated outputs.
3. Implement low-load facilitation techniques that center compassion, reduce risk (hallucinations, bias, over-anthropomorphism), and align with course outcomes.

On the Entrepreneurship Trail: Saddling Up With AI

Sherry Robinson, Penn State University

Key Statement: Students build confidence, creativity and entrepreneurial insight as they create a real board game with AI as a virtual team member. Saddle up!

Keywords: Entrepreneurship, Experiential Education, AI Collaboration

Subthemes: AI in Higher Education; Active and Engaged Learning

On the Santa Monica Trail, students build confidence, creativity, and entrepreneurial insight by designing a real board game with AI as their trailmate. This immersive classroom framework guides learners through strategic reflection, design challenges, and collaborative decision-making. AI supports not only creative design, but also market analysis, pricing, and iterative planning as the teams make their way to Showdown City for the big pitch. Session participants will explore a playful instructional model blending storytelling, hands-on activities, and real product development. Saddle up for a lively session that bridges innovation, metaphor, and reflective practice.

Outcomes:

1. Explore an instructional model where AI serves as a strategic trailmate from creative spark to Showdown City pitch.
2. Discover ideas for tactile artifacts, classroom rituals, and metaphor-rich storytelling to foster student agency and engagement.
3. Examine how immersive design challenges build entrepreneurial insight through hands—on activities culminating in real product launches, not simulated pitches.

11:20 AM - 12:00 PM
Concurrent Session 12

12a) Great Room 1

Mapping Student-AI Learning Journeys Using the HAL Framework
Kathleen J. Kennedy, University of Arizona

Key Statement: Hands-on workshop using the HAL Framework network mapping approach for designing student learning pathways that integrate foundational, digital, and AI literacies across disciplinary contexts.

Keywords: AI Literacy, Learning Journey Mapping, Human-AI Collaboration

Subthemes: AI in Higher Education; Instructional Skills + Methods

The Human-AI Literacies (HAL) Framework addresses the critical gap between AI literacy theory and classroom implementation by providing an integrated, evolutionary approach to developing human-AI competencies. This hands-on workshop introduces participants to HAL's innovative network mapping methodology for designing personalized student learning journeys across foundational, digital, and AI literacy stages. Participants will learn to identify acceleration opportunities, remediation needs, and create discipline-specific pathways using the framework's eight competency domains. Through interactive mapping exercises and collaborative gallery walks, attendees will develop practical skills for implementing integrated AI literacy education that builds upon existing literacies rather than treating AI as an isolated add-on skill.

Outcomes:

1. Apply the HAL Framework's three-stage model to map personalized learning pathways that integrate foundational, digital, and AI literacies within their disciplinary contexts.
2. Identify acceleration and remediation points in student AI literacy development using network mapping techniques to create customized learning journeys.
3. Design one discipline-specific human-AI collaborative learning outcome with clear progression steps from foundational to AI integration competencies.

12b) Great Room 2

Belonging by Design: Turning Climate Data Into Active, Inclusive Learning
Lindsey Applegate, Webster University
Shannon Kispert, Webster University

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Key Statement: Climate surveys indicated low belonging among students; research revealed that positive instructor-student relationships, more than feedback type, drive students' feelings of success, care, and classroom inclusion.
Keywords: Belonging, Climate, Instructor Rapport
Subthemes: Compassionate Classroom/Community; STEM

We surveyed undergraduate STEM majors to assess departmental climate. Results showed the lowest scores on questions about belonging—feeling part of a community or department—and the helpfulness of instructor feedback. To explore ways to support students, we conducted a SoTL study examining how different feedback practices affect student success, engagement, and sense of belonging. Findings revealed that positive perceptions of belonging and support were not dependent on specific feedback interventions. Instead, students' sense of comfort, connection, and inclusion was strongly influenced by instructor relational approach and interpersonal rapport, highlighting the critical role of instructor-student relationships in fostering classroom belonging.

Outcomes:
1. Identify strategies to assess classroom and departmental climate using validated survey tools.
2. Explain how climate data can inform the design of student success interventions.
3. Understand how interpersonal skills affect classroom belonging using institutional evaluation data and departmental climate surveys.

12c) Great Room 3

The Science + Art of Co-Teaching: Mindful Collaboration
Michele Brown Kerrigan, Babson College
Vikki L. Rodgers, Babson College

Key Statement: This session will explore how intentional communication and trust-building create successful co-teaching relationships. Participants will develop mindful collaboration and conflict-resolution techniques to align and strengthen their teaching partnership.

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Keywords: Co-Teaching, Communication Techniques, Relationship Building

Subthemes: Instructional Skills + Methods; Mindfulness/Resilience

Many co-teaching models exist, but successful collaboration fundamentally depends on the relationship itself. Effective partnerships require more than pedagogical expertise; they demand intentional communication and trust-building. Participants will engage in exercises, including a "20 questions to bond with your partner" activity, specifically designed for teaching partnerships. These structured conversations enhance personal connection, align shared classroom visions, and build collaborative trust. Through authentic conflict scenarios and paired problem-solving, attendees will also practice navigating common challenges. Attendees will leave with concrete tools for mindful collaboration and actionable strategies to strengthen their co-teaching partnerships.

Outcomes:
1. Discover the dual nature of co-teaching—as both a structured instructional strategy (science) and a relational, adaptive practice (art).
2. Apply communication techniques that foster trust, mutual respect, and constructive feedback between co-teachers.
3. Analyze potential conflicts and challenges in co-teaching partnerships (e.g., power dynamics, role ambiguity, differing teaching styles) and propose solutions.

12d) Shutters East 1

The Ethical Obligation of Educator Self-Care: Practicing Trauma Stewardship

Sean Camp, Utah State University
Susan Egbert, Utah State University
Jan Thornton, Utah State University

Key Statement: The success of trauma-burdened students depends upon self-management of vicarious trauma experienced by educators. Learn to recognize and manage secondary trauma symptomology by joining us!

Keywords: Vicarious Trauma, Self-Care, Ethics

Subthemes: Mindfulness/Resilience; Compassionate Classroom/Community

Secondary/vicarious trauma is an inherent reality for education professionals who witness the struggles and pain of students. Intentional self-care practices are an ethical obligation for educators, both to maintain a healthy work-life-learning balance and avoid compassion fatigue/burnout as well as to facilitate student success in and out of the classroom. Recognizing, responding to, and managing trauma in students—as well as the symptoms of vicarious trauma experienced by educators—is instrumental in ensuring a safe, effective, and healthy experience for students who are often marginalized antecedent to (or as a result of) their traumatic experiences.

Outcomes:
1. Recognize, anticipate, and potentially respond to trauma-reactive behavior in students in the classroom (both virtual and in-person).
2. Assess potential sources of vicarious trauma experienced by education professionals and reframe active recognition and management of such as an ethical obligation.
3. Create active strategies to prevent compassion fatigue, engage in effective self-care, and thereby more effectively assist student success.

12e) Shutters East 2

Midterms as Learning, Not Judgment: An AI Approach
Amanda J. Holton, University of California Irvine

Key Statement: Students fixate on midterm grades instead of learning from mistakes. This session shares an AI approach that shifts focus from judgment to growth.
Keywords: AI, Formative Assessment, Growth Mindset
Subthemes: AI in Higher Education; Instructional Skills + Methods

Traditional midterm exams represent a missed opportunity: they occur mid-course when students and their grades can benefit from feedback, yet students use them as summative assessments and frequently do not look at the exams beyond the grade. This presentation describes a specific AI-enhanced post-midterm activity. Students received credit back for using AI to analyze their incorrect exam responses,

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develop annotated solutions, generate related practice problems, and create comprehensive corrections through AI collaboration. We'll explore the assignment structure, implementation challenges, and initial student engagement patterns. Attendees will gain practical insights for designing similar formative assessment activities that transform midterm mistakes into meaningful learning experiences.

Outcomes:

1. Navigate practical considerations when implementing AI-assisted formative assessment.
2. Design an AI-enhanced activity that shifts student focus from grades to learning opportunities in their own discipline.
3. Facilitate meaningful student-AI interactions that promote a growth mindset.

12f) Shutters West

Supporting Student Well-Being Without Sacrificing Standards
Christina Hartline, Northern Michigan University
Jennifer Gorton, Northern Michigan University

Key Statement: Support student mental health with compassion and accountability while upholding academic standards.
Keywords: Compassion, Boundaries, Accountability
Subthemes: Compassionate Classroom/Community; Instructional Skills + Methods

This session will examine the critical importance of addressing mental health challenges in the classroom while maintaining a balance between compassion and accountability. As mental health concerns among students continue to rise, it is essential that instructors and staff are equipped with effective strategies to support student well-being without compromising academic standards. Participants will gain practical tools for setting clear boundaries and crafting compassionate responses that also reinforce responsibility. The session will include guided reflection exercises and case study analyses to deepen understanding and promote actionable learning.

Outcomes:

1. Describe the concepts of compassionate accountability and boundary setting and how they apply to the classroom.
2. Practice formulating responses that demonstrate compassion and accountability and discuss how they will be used in the classroom.
3. Identify effective boundary setting strategies and verbalize how to integrate them into the classroom.

12g) Great Rooms 4 & 5

Embodied Learning: A Movement and Mindfulness Approach to College Pedagogy
Jennifer Fisch-Ferguson, Mott Community College

Key Statement: Integrating mindful movement activities into college classrooms boosts focus, reduces student anxiety, and deepens cognitive retention through kinesthetic learning.
Keywords: Mindfulness, Kinesthetic Learning, Cognitive Reset
Subthemes: Mindfulness/Resilience; Active and Engaged Learning

Traditional college pedagogy often overlooks the crucial connection between the body and mind in learning, contributing to student stress and reduced attention spans. This session proposes integrating brief, evidence-based mindfulness and movement activities into the college classroom as a necessary shift toward holistic and effective teaching. Rooted in movement and learning principles, these practices offer a rapid cognitive reset, activate the parasympathetic nervous system, and leverage kinesthetic learning to strengthen neural pathways. Participants will engage in three interactive activities, including some low-impact movement, designed to enhance student focus, manage anxiety, and foster a more supportive and dynamic learning environment.

Outcomes:
1. Explore the need for integrating mindful movement by articulating its physiological and cognitive benefits for college students.
2. Demonstrate and practice three specific, easy-to-implement movement and mindfulness activities for use in their classrooms that teach self regulation.

3. Identify how these strategies align with and strengthen diverse pedagogical practices (e.g., managing transitions, facilitating active recall).

12:00 PM - 12:45 AM   **Great Rooms 4 & 5**
Private Buffet Lunch
Name Tag Required for Entrance

12:45 PM - 2:00 PM   **Great Rooms 4 & 5**

Keynote Address II
The Science of Learning Meets AI:
Strategies for Purposeful Integration

Todd Zakrajsek, UNC Chapel Hill

2:10 PM - 2:50 PM
Concurrent Session 14

14a) Great Room 1

Unlocking IPE: Designing Interactive Cases and Escape Rooms
> *Heather Pelkie, West Coast University*
> *Luning He, West Coast University*

Key Statement: Turn eLearning tools and escape-room mechanics into unfolding interprofessional cases. Practice subject matter expert co-design and storyboarding to create scalable, discipline-integrated learning experiences.
Keywords: Gamification, Case-Based Learning, Interprofessional Collaboration
Subthemes: Active and Engaged Learning; Course/Curriculum (Re)Design/UDL

Interactive, unfolding cases built in eLearning platforms—augmented with escape-room mechanics—can amplify interprofessional engagement (IPE), teamwork, and assessment. We'll share a replicable workflow for co-creating cases with SMEs across disciplines, mapping Interprofessional Education Collaboratives (IPECs) competencies to puzzles, decisions, and feedback. Attendees will practice a hands-on,

rapid co-design: recruiting SMEs, extracting authentic tasks, and converting them into a storyboard ready for authoring (e.g., Rise/Storyline or LMS-embedded alternatives). We address inclusivity, workload, and evaluation strategies and provide a reusable storyboard template so participants leave equipped to build their own interactive IPE experiences.

Outcomes:
1. Facilitate a brief SME intake across disciplines to elicit authentic tasks, roles, and communication exchanges for an IPE case.
2. Transform SME inputs into a storyboard that aligns puzzles/interactions to IPEC competencies and measurable outcomes.
3. Plan a lightweight build-out in an eLearning authoring tool (or LMS) including accessibility, branching, and assessment.

14b) Great Room 2
"Are There Any Questions?": Challenging Assumptions That Undermine Learning
Gregg Wentzell, Miami University

Key Statement: This session draws on the seven research-based principles for teaching in Ambrose et al.'s book *How Learning Works* to adjust some common learning assumptions.
Keywords: Class Participation, Academic Success, Student Engagement
Subthemes: Instructional Skills + Methods; Active and Engaged Learning

Assumptions about learning that are unsupported by research can impact teaching outcomes. This session draws on the seven research-based principles for teaching collected in Ambrose et al.'s book *How Learning Works* to surface and address some common assumptions in order to improve classroom results. Participants will identify an assumption impacting their teaching and propose a strategy to address it.

Outcomes:
1. Identify common assumptions students and instructors may make about learning that negatively impact outcomes.

2. Counter those assumptions with research-based principles from *How Learning Works.*
3. Describe strategies to address unproductive outcomes in teaching practice.

Practical AI: Create and Deploy an App in 20 Minutes
   Enid Bozic, Vanguard University
   David Rhoads, Vanguard University

Key Statement: Learn how to build fully functioning AI apps for any discipline in 20 minutes using a two-tool, no-code workflow.
Keywords: No-Code AI, Rapid App Prototyping, Discipline-Agnostic
Subthemes: AI in Higher Education; Active and Engaged Learning

In an era where artificial intelligence (AI) is rapidly reshaping the educational landscape, faculty are seeking practical, inclusive ways to integrate emerging technologies into their classrooms. This session will help you facilitate a project where students create and deploy an app in 20 minutes, using a hands-on, discipline-agnostic approach that empowers students as creators, not just consumers of AI. By leveraging a streamlined, no-code workflow, participants will learn how to guide students through the rapid development of functional AI applications, fostering digital fluency, creativity, and critical thinking across any field of study.

Outcomes:
1. Analyze a course assignment/workflow to identify a feasible student-built AI app use case.
2. Create a working prototype using the two-tool prompt-to-no-code workflow and document it as a step-by-step student guide.
3. Appraise the prototype with a checklist and revise for usability, basic privacy, and course fit.

Serious Play: Reimagining the Freshman Seminar Through Playful Pedagogy

Jason Surian, Rollins College

Key Statement: Discover how playful pedagogy transformed a freshman seminar into a vibrant space for curiosity, connection, and critical thinking where students learn through play, not just about it.

Keywords: Play, Engagement, Pedagogy

Subthemes: Active and Engaged Learning; Compassionate Classroom/Community

How can play deepen learning, foster reflection, and support student well-being—especially for first-year students? This session explores a reimagined freshman seminar that uses playful pedagogy to examine the value of play in students' lives. Grounded in interdisciplinary play theory, the course engages students through readings, observation assignments, reflective writing, and experiential activities that emphasize curiosity, creativity, and connection. Attendees will gain insights into the course design, sample assignments, and student outcomes, along with practical strategies for integrating playful approaches into their own teaching regardless of discipline. Explore how meaningful play can transform the college classroom.

Outcomes:

1. Understand how playful pedagogy can enhance student engagement, reflection, and well-being, especially in first-year seminar contexts.
2. Gain practical strategies and assignment ideas for integrating play into course content across disciplines.
3. Explore ways to reframe academic spaces as sites of curiosity, creativity, and connection through intentional use of play.

14e) Shutters East 2

Grading Conferences in an Age of Attention Economy and AI

Heather Pavletic, Ferris State University

Debra Courtright-Nash, Ferris State University

Key Statement: Grading conferences replace impersonal feedback, encourage students to metacognitively evaluate their work, reduce the use of AI, and offset the pull of the attention economy.

Keywords: Grading, Student Self-Efficacy, Humanized Assessment

Subthemes: Assessment/Feedback/(Un)Grading; Active and Engaged Learning

The isolation and anonymity resulting from online interactions foster students' perception of AI as an acceptable solution to homework pressures. In an age of an attention economy, our use of grading conferences encourages individual responsibility and agency and fosters a relationship that deters the desperate reach for AI to complete assignments. This grading process encourages students to metacognitively evaluate their work with evidence from their texts, eliminating our need to react to technological changes or spend time on policing efforts. We will share methods and data regarding this approach before engaging participants in a discussion on implementing their own strategies.

Outcomes:
1. Identify areas in which the issues arising from AI use and the attention economy affect their discipline and classroom.
2. Determine where grading conferences could be a solution for the issues.
3. Create tools and prepare logistics, including creating rubrics, syllabi wording, strategies to teach students how to read their own work through the lens of audience expectation in an attention economy.

14f) Shutters West

From Insights to Practice: Faculty and Student Perceptions of AI

Kelsey Hixson-Bowles, Utah Valley University
Yi Yin, Utah Valley University
Eliza Sullivan, Utah Valley University
Hyrum Forstrom, Utah Valley University

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Key Statement: This session presents student and faculty perspectives on AI-based assignments and provides an interactive space for participants to develop thoughtful AI policies and teaching strategies.

Keywords: AI in Higher Education, Faculty and Student Perceptions, Pedagogy and Curriculum

Subthemes: AI in Higher Education; Active and Engaged Learning

Higher education has responded to the release of GenAI by crafting policies, developing AI literacy frameworks, and studying faculty and students' experiences. Given our campus's embrace of GenAI technologies, we saw an opportunity to study a unique demographic. Preliminary findings from our mixed-methods study suggest that faculty experience an attitude transition with more AI exposure, perceptions often align with disciplines, and students bring a wide range of prior experience with AI to our classrooms. In addition to sharing updated findings, this session engages participants in interactive activities, equipping them with strategies for thoughtful AI integration that supports student success.

Outcomes:

1. Gain insights into how faculty and students perceive and use generative AI tools in educational settings.
2. Evaluate available resources and current institutional policies to create or revise their own generative AI policies.
3. Collaborate with attendees to explore future teaching strategies by outlining AI-based assignments and providing peer feedback.

14g) Great Rooms 4 & 5

The Compassionate Classroom: Nurturing Minds and Building Communities of Care
Priscilla Njeri Gitimu, Belmont University

Key Statement: Discussion on strategies to cultivate compassionate classrooms, fostering inclusive learning, emotional well-being, and supportive communities where students and educators thrive together through care, empathy, and collaboration.

Keywords: Compassionate Classroom, Nurturing Mind, Building Community

Subthemes: Compassionate Classroom/Community; Active and Engaged Learning

The discussion explores practical and inspiring ways to build compassionate classrooms that nurture both learning and well-being. Together, we will uncover strategies that create inclusive spaces where every student feels valued, respected, and supported. By focusing on care, empathy, and collaboration, educators can design learning environments that encourage both academic success and personal growth. The sessions will highlight practices that strengthen relationships, promote kindness, and build communities where students and teachers thrive together. Participants will leave with meaningful insights and actionable tools to transform classrooms into spaces of connection, belonging, and shared growth.

Outcomes:
1. Create classrooms or learning spaces where every student feels valued, respected, and supported.
2. Foster empathy and connection, as well as strengthen relationships that promote kindness through practical strategies.
3. Engage and inspire learning using actionable tools to encourage collaboration, personal growth, and academic success.

3:00 PM - 3:20 PM
Concurrent Session 15

15a) Great Room 1
Layered Learning and Retention: A SoTL Approach to Curriculum Design
Miriam Brack Webber, Bemidji State University

Key Statement: This session explores retention and reflection in music theory instruction, offering strategies for curriculum design in layered learning environments across disciplines.
Keywords: Student Learning Retention, Curriculum Sequencing, Layered Learning
Subthemes: Instructional Skills + Methods; Course/Curriculum (Re)Design/UDL

Undergraduate music students often struggle to retain fundamental chord quality identification across multiple semesters of scaffolded music theory instruction. This study explores how retrieval and interleaving interventions can improve retention and metacognitive awareness in layered learning environments. Students complete open-ended analysis assignments and adapted coursework throughout the semester. Final exams and projects are assessed using a rubric for accuracy and reflection. While situated in music pedagogy, this approach offers interdisciplinary relevance for curriculum design across retention-challenged fields. The session will share findings, rubric design, and strategies for integrating cognitive science into skills-based instruction.

Outcomes:
1. Identify challenges in retaining foundational skills across multi-semester learning sequences.
2. Describe strategies for adapting assignments to support long-term student retention.
3. Apply principles of reflection-based assessment to skills-based instruction in their own discipline.

15b) Great Room 2

Assignment Design in the Age of AI: An Annotated Bibliography Example
Richard M. Cho, University of California, Irvine

Key Statement: Through UDL principles, reimagined annotated bibliographies foster authentic student engagement; mitigate AI challenges; and provide opportunities for critical, creative, and divergent thinking.
Keywords: Assignment Design, Universal Design for Learning, AI
Subthemes: UDL & Course/Curriculum (Re)Design; AI in Higher Education

With the ubiquity of AI chatbots run by large language models (LLM), instructors now need to recalibrate research assignments. Applying the Universal Design for Learning (UDL) principles, especially its advocacy for transparency, the newly designed annotated bibliography assignment allows students to engage deeply with the research

process on a more personal level by asking them to (1) evaluate sources in relation to their prior knowledge, and (2) synthesize resources into a narrative. While AI chatbots have proven to be a barrier to learning, especially in writing, a thoughtful assignment design can mitigate such barriers and provide opportunities for more authentic learning.

Outcomes:
1. Identify the limits of "traditional" annotated bibliography assignment in the age of AI.
2. Apply UDL principles to recalibrate assignments.
3. Create annotated bibliography assignments that engage students on a more personal level.

15c) Great Room 3

Sparking Synthesis: Leveraging AI, POGIL, and Debates to Ignite Engagement
Elizabeth Torres, Hawai'i Pacific University

Key Statement: Discover modernization of instructional methods by leveraging AI in POGIL-informed activities like a debate to foster synthesis, engagement, collaboration, and learner empowerment across any topic.
Keywords: Debates, Process-Oriented Guided Inquiry Learning, Artificial Intelligence
Subthemes: AI in Higher Education; Instructional Skills + Methods

This session invites participants to modernize instructional methods integrating Artificial Intelligence (AI), Process-Oriented Guided Inquiry Learning (POGIL), and collaborative learning activities to foster critical thinking, synthesis, inclusive engagement, and learner empowerment. Participants will explore how structured, group learning such as debates, can promote rationale-driven communication and collaborative problem-solving. Attendees will learn strategies to facilitate student inquiry cycles that activate prior knowledge, support self-directed exploration, and enhance metacognition, enabling teams to critically evaluate AI-generated content for relevance, accuracy, bias, and credibility. Practical strategies for designing AI-embedded learning experiences will be shared, demonstrating how AI can bolster active, evidence-based, learner-centered outcomes across any topic.

Outcomes:

1. Describe how AI and POGIL can be integrated into collaborative activities to foster critical thinking, active learning, and inclusive engagement across any topic.
2. Identify and analyze at three strategies for leveraging AI to support active, evidence-based, learner-centered instruction in a course, topic, or training program of their choice.
3. Evaluate, reflect, and plan the design and implementation of an AI-supported, collaborative learning activity to enhance instructional effectiveness and learner outcomes.

15d) Shutters East 1

AI and Online Assessment and Evaluation Best Practices
Trevor Adams, Embry-Riddle Aeronautical University

Key Statement: A community of practitioners teaching online classes shared some best practices for assessing and evaluating student online work in the age of AI.
Keywords: AI, Assessment, Evaluation
Subthemes: AI in Higher Education; Assessment/Feedback/(Un)Grading

This session will focus on some best practices in assessing and evaluating student work in the age of generative artificial intelligence in the online environment. Participants will review several software tools and other strategies that require students to directly engage in course materials, reducing their ability to leverage generative artificial intelligence in providing answers during assessments and evaluations including discussions. Not only will participants see some direct examples of these tools and strategies, but it will also allow them to think about alternate ways to assess and evaluate students in the context of their own digital classrooms.

Outcomes:

1. Analyze ways to best evaluate and assess student work in the age of AI.
2. Identify assessment activities that reduce AI usage.

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3. Construct online discussions that reduce AI usage.

Grade Anarchy: A Novel Approach to Competency-Based Gerontological Learning
Jenny Inker, Virginia Commonwealth University

Key Statement: Grade anarchy creates an autonomous learning environment where students take personal ownership of their approach to learning, potentially resulting in greater motivation and deeper understanding.
Keywords: Ungrading, Grade Anarchy, Competency-Based Learning
Subthemes: Assessment/Feedback/(Un)Grading; Instructional Skills + Methods

Traditional grading often undermines intrinsic motivation and student autonomy. Ungrading, particularly grade anarchy, emphasizes feedback, self-assessment, and student-driven learning over numerical scores. This structured yet flexible model aligns well with competency-based gerontological education by fostering mastery, growth, and lifelong learning. Although widely explored in other disciplines, ungrading is new to gerontology. Virginia Commonwealth University's Department of Gerontology is piloting grade anarchy in graduate courses, gathering student survey data and instructor reflections. This presentation shares early findings, potential challenges, and practical guidelines for integrating ungrading into gerontological education, offering insights into its role in developing critical thinking and self-directed learning.

Outcomes:
1. Reflect on traditional grading practices and evaluate how grade anarchy could support deeper learning and autonomy in your courses.
2. Interpret real-world data and reflections from a graduate-level pilot to identify practical insights, successes, and stumbling blocks when shifting away from traditional grading.
3. Create a personalized, low-stakes action plan to experiment with ungrading strategies in your own teaching context.

Concurrent Session 16

16a) Great Room 1
Faculty and Student Voices: Exploring Generative AI in Higher Education
Jeremy Logsdon, Western Kentucky University
Mariah Yates, Western Kentucky University
Daniel Super, Western Kentucky University

Key Statement: Survey and focus group findings illuminate faculty and student perspectives on generative AI, offering insights into ethics, integrity, and integration within higher education.
Keywords: Artificial Intelligence, Higher Education, Faculty-Student Perspectives
Subthemes: AI in Higher Education; Active and Engaged Learning

This session shares results from faculty and student surveys and focus groups examining perceptions of generative AI in higher education. Findings highlight both opportunities and concerns, including ethics, academic integrity, and effective integration into teaching and learning. Participants will gain empirically derived insights into how AI is currently being used, as well as practical approaches to support literacy and instructional practice. The session incorporates active learning strategies, including a visible classroom opinion poll and a lecture wrapper, to foster engaged dialogue and reflection on how AI can shape the future of higher education.

Outcomes:
1. Understand faculty and student perspectives on generative AI in higher education.
2. Identify key challenges and opportunities for integrating AI into teaching and learning.
3. Apply active learning strategies to foster dialogue about ethics, integrity, and AI literacy.

Empowering the Struggling Learner: AI as a Personalized Learning Partner

Zac Baker, Northern Arizona University
Carrlene Donald, Northern Arizona University
Sarah Bolander, Northern Arizona University

Key Statement: Discover how AI tools can support struggling learners in higher education through personalized study strategies and interactive demonstrations grounded in adult learning theory.

Keywords: Artificial Intelligence, Struggling Learner, Study Strategies

Subthemes: AI in Higher Education; Classroom Technology

This interactive session explores how AI can support struggling learners across higher education, with examples from healthcare training. Participants will learn to leverage AI tools to create personalized, high-quality study resources aligned with adult learning theory. Interactive demonstrations of AI tools will allow participants to engage with AI applications and appreciate their various uses to enhance learning.

Outcomes:

1. Create personalized study plans to support the struggling learner.
2. Develop evidence-based study products using generative AI.
3. Collaborate with peers to design strategies for implementation of generative AI in their specific domains.

Cultivating Critical Information Literacy in the Age of AI

Loring Pfeiffer, Santa Clara University
Nicole Branch, Santa Clara University

Key Statement: How can we use existing scholarship about students' critical information literacy skills to support the development of a critical approach to AI-generated content?

Keywords: Critical Information Literacy, AI, Instructional Strategies

Subthemes: AI in Higher Education; Instructional Skills + Methods

The emergence of AI has significant implications for the proliferation of misinformation, disinformation, and propaganda. Cultivating information literacy skills is one way to combat these concerns; however, much attention is placed on the mechanics of AI use rather than the critical skills needed to assess information. In this presentation we will share research from a study of first-year writing students' information literacy using popular sources. Previous results from this project have shown that information literacy skills are impacted by student demographic and experiential knowledge. These critical approaches are particularly powerful in cultivating information literacy in the current information landscape.

Outcomes:
1. Name three challenges that students encounter when working with information sources in the current information landscape.
2. Identify elements of critical information literacy.
3. Develop approaches for addressing information literacy related to AI in the classroom.

16d) Shutters East 1

Transforming and Becoming: Lessons Learned From Humanizing Pedagogy

Sarah Benes, Southern Connecticut State University

Key Statement: Humanizing approaches support connection, engagement and learning. Come learn from my experience after two years of self-study exploring humanizing pedagogy to transform your practice!

Keywords: Humanizing Pedagogy, Student Engagement, Connection

Subthemes: Instructional Skills + Methods; Compassionate Classroom/Community

This presentation shares lessons learned from two semesters of self-study exploring humanizing pedagogy. Using LaBoskey's (2004) self-study methodology and supported by a critical friend, the research explored the author's experience teaching

through a humanizing approach. Participants will discuss insights and outcomes from the self-study (including student outcomes), explore a developing framework for humanizing pedagogy, and consider applications of both humanizing pedagogy and self-study in personal practice, mentoring, and faculty development. This study contributes to higher education scholarship by modeling reflective, equity-focused practice and offering pedagogical insights for faculty across disciplines.

Outcomes:
1. Discuss applications of self-study methodologies in enhancing practice.
2. Explore key themes and outcomes from a self-study on humanizing pedagogy, including student experiences, educator growth, and emergent frameworks.
3. Apply insights from the study to inform personal teaching practice, mentoring approaches, and faculty development initiatives across disciplines.

16e) Shutters East 2

Elevating Student Engagement Through Community Building
Jennifer Martin Flewelling, Endicott College

Key Statement: Building classroom community supports active engagement and academic risk-taking. Cultivating trust and vulnerability among students contributes to deep and enduring learning.
Keywords: Engagement, Community, Connection
Subthemes: Active and Engaged Learning; Compassionate Classroom/Community

As the role of AI in education expands, the foundational need for human connection and community in the classroom becomes even more imperative. This presentation will equip participants with concrete strategies for cultivating trust and vulnerability in the classroom, encouraging active engagement and academic risk-taking among students, and fostering resilient learning communities. This session will provide an evidence-based framework for educators to apply these principles and foster dynamic learning environments in the age of AI.

Outcomes:

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1. Identify strategies that promote introduction, inclusion, and influence within their specific classroom context.
2. Identify concrete techniques for cultivating trust and vulnerability within their specific classroom context.
3. Articulate how their planned community-building strategies can be used to boost active engagement, foster academic risk-taking, and enhance student learning in a classroom where AI tools are present.

<div align="right">16f) Shutters West</div>

No Points, No Panic: Ungrading as Pedagogy in Higher Education
Jan Thornton, Utah State University
Sean Camp, Utah State University
Eric Hansen, Utah State University

Key Statement: Whether you're ungrading-curious or ready to ditch points altogether, this session offers a thoughtful look at (with practical strategies for) how we can reimagine grading.
Keywords: Ungrading, Student Engagement, Teaching Strategies
Subthemes: Assessment/Feedback/(Un)Grading; Active and Engaged Learning

What happens when you take away the points but keep the purpose? In this session, we will share our journey of implementing ungrading practices in graduate courses and how it has transformed student engagement and deepened learning, and how this approach has reshaped learning outcomes, classroom culture, and the student-teacher relationship.

Rather than relying on rigid rubrics or transactional grading, we've invited students to engage in collaborative assessment conversations, self-evaluation, and growth-oriented feedback. Ungrading has invited student ownership of learning, strengthened classroom community, and allowed space for risk-taking without fear of failure.

Outcomes:

1. Identify core principles of ungrading and how they contrast with traditional assessment models in higher education.
2. Evaluate the impact of ungrading strategies on student motivation, engagement, and learning outcomes.
3. Apply ungrading techniques like self-assessment, feedback-driven revision, and grade-free assignments to your own teaching context.

4:30 PM - 5:10 PM
Concurrent Session 17

17a) Great Room 1

Communicating to Students on the Value of GenAI

Kevin Johns, Rutgers University

Key Statement: Students need to understand the value of using GenAI applications within an academic environment along with the applications' limitations. It's a very hot topic!

Keywords: GenAI, Security, Integrity

Subtheme: AI in Higher Education; Classroom Technology

Generative Artificial Intelligence applications such as Chat(GPT) are considered an apocalypse or educational enhancement to education. It is essential to use these tools responsibly and ethically. There is a need to develop a strong ethical foundation by citing sources appropriately, following institutional guidelines, developing good study habits, and reflecting on the long-term consequences. By understanding GenAI apps' purpose and the do's and don't's from the teacher and student perspectives, we can better embrace the opportunities of using AI in the classroom.

Outcomes:
1. Understand the time saving value of using GenAI applications in an academic environment.
2. Know the limitations of GenAI from an integrity and security viewpoint.
3. Develop a plan to introduce the use of GenAI apps in your classroom.

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Process as Proficiency: A Process-Oriented Pedagogy for Legal Analysis

Thomas E. Stevens, Eastern Kentucky University

Key Statement: What happens when students forget about product and focus on process? This session explores how process-based pedagogy may boost proficiency in legal analysis and writing.

Keywords: Process-Based Learning, Legal Analysis, Instructional Methods

Subthemes: Active and Engaged Learning; Instructional Skills + Methods

Generative artificial intelligence (GenAI) applications, by design, privilege output and obscure the analytical processes behind it. As students increasingly rely on GenAI tools, there is a growing risk that they will internalize a product-over-process mindset that devalues methodology in favor of quick results. Drawing on classroom experience and student feedback, this presentation examines the efficacy of a process-based pedagogy to counter GenAI shortcuts in paralegal education. This workshop investigates what happens when students forget about product and focus on process. Session participants will discuss how that shift may lead to greater proficiency in legal analysis and writing.

Outcomes:

1. Illustrate the principles of process-based pedagogy and its role in mitigating reliance on GenAI shortcuts.
2. Analyze and practice classroom strategies that prioritize process over results.
3. Design and assess learning exercises that develop deeper proficiency in writing and analysis.

Multiplying Momentum: Developmental Math and the Retention Equation

Carrie Hutton, Calumet College of St. Joseph

Amanda Copeland, Calumet College of St. Joseph

Key Statement: A targeted Supplemental Instruction program in developmental math improved student success and retention at a Hispanic-Serving Institution by fostering confidence, connection, and persistence.

Keywords: Retention, Support, Sustainability

Subthemes: Mindfulness/Resilience; Instructional Skills + Methods

At a diverse, liberal arts, Hispanic Serving Institution in northwest Indiana, more than half of incoming students place into developmental math courses. These courses represent a critical juncture: they can either foster student confidence and connection or reinforce doubts about academic ability. This presentation explores how a targeted Supplemental Instruction (SI) program was designed and implemented for a foundational developmental math course. The initiative aimed to improve student performance in mathematics and to strengthen institutional retention efforts. Attendees will learn how developmental math, when paired with intentional support structures, can become a powerful tool for student success and persistence.

Outcomes:

1. Learn how to structure a successful SI program to support developmental math students.
2. Understand the impact of a well-designed SI program on academic achievement and retention.
3. Apply insight to design an SI program that supports broader institutional retention strategies.

17d) Shutters East 1

MAP and MOTOR: GenAI Agents in MHA Redesign

Heather Pelkie, West Coast University

Key Statement: Mapped competencies with Gen AI assistants and agents create rigorous learning that speeds design cycles, enables authentic assessment, and frees faculty time for coaching.

Keywords: Generative AI, Curriculum Mapping, Authentic Assessment

Subthemes: AI in Higher Education; Course/Curriculum (Re)Design/UDL

Healthcare moves faster than syllabi. In our redesigned Master of Health Administration program, we pair a visible competency MAP (Competency Mapping and Assessment Plan) with a Gen AI MOTOR (Modular Objective-Driven Technology for Educational Results): assistants and agents that scaffold research, simulate roles, and accelerate feedback without outsourcing thinking. We'll unpack our pillars (AI-powered learning, competency mapping, immersive design) and demonstrate how agents co-pilot authentic tasks (policy memos, change management dialogue, ethics briefings). Participants will practice turning one objective into an agent-assisted assignment and rubric, leaving with prompts, guardrails, and a build plan to scale purposefully across programs.

Outcomes:
1. Map one course/program objective to a transparent competency grid and success criteria.
2. Design an assignment that leverages a Gen AI assistant/agent with guardrails for accountability and original thinking.
3. Draft a lightweight implementation plan (prompting, rubric, integrity checks, analytics) for piloting in their LMS.

17e) Shutters East 2

Keep Your Friends Close—and Your Higher Education AI Closer
Michael Uden, Concordia University Wisconsin

Key Statement: Higher education broadly eschews AI while facing decreasing resources and increasing student expectations for strong personalization and ROI. Vital and judicious AI integrations warrant consideration.
Keywords: Artificial Intelligence, Higher Education, Educational Sustainability
Subthemes: AI in Higher Education; Other

Higher education faces a critical artificial intelligence (AI) crossroads. Without question, AI is indelibly changing the university. This brings excitement for immediate

and scalable personalized learning and administrative efficiency while raising justified ethical conundrums regarding academic and data integrity, algorithmic bias, and efficacy of faculty and staff.

AI is transforming higher education student marketing, recruitment, and admissions especially. One-size-fits-all strategies are being supplanted by instantaneous interactions, utilizing tailored individual content reflecting unique interests and behaviors within each stage in the search process. This phenomenon meets expectations of prospective students and allays the perennial higher education ROI question.

Outcomes:
1. List functional aspects of a higher education institution that leverages advanced quantum AI technologies (George & Wooden, 2023).
2. Identify specific AI-augmented strategies for use with pre-enrollment and post-enrollment student experiences.
3. Utilize specific open-source AI resources and effective strategies for both individual and institutional use.

17f) Shutters West

Measuring What Matters: Assessing Students' Engagement in Asynchronous Courses
Laura McNeill, University of Alabama

Key Statement: Learn simple, evidence-based methods to measure student engagement in asynchronous courses using practical observation rubrics, early alert systems, and engagement indicators you can implement immediately.
Keywords: Student Engagement Assessment, Online Learning Analytics, Faculty Observation Strategies
Subtheme: Assessment/Feedback/(Un)Grading; Technology in the Classroom

Assessing engagement in asynchronous courses challenges faculty who lack traditional classroom participation cues. This session presents straightforward,

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research-based approaches to measure three engagement dimensions: behavioral (participation patterns), emotional (satisfaction and belonging), and cognitive (depth of learning). Participants examine practical assessment tools, including discussion observation rubrics, gradebook monitoring protocols, and simple engagement checklists. Drawing on research on instructor presence and multi-method studies with students, the session demonstrates how to identify early warning signs of disengagement and distinguish meaningful learning from surface-level compliance. Attendees will leave with ready-to-use assessment templates and clear intervention strategies for supporting at-risk students.

Outcomes:
1. Apply a three-dimensional framework to systematically assess student engagement.
2. Implement simple monitoring systems using existing LMS tools and gradebook features to identify students showing early warning signs of disengagement.
3. Create action plans that match specific engagement deficits with appropriate interventions.

5:15 PM - 6:15 PM

Poster Presentations

Brickstone

P 1) **Academic Self-Efficacy Growth Through Reacting to the Past Games**
   Carolyn A. Schult, Indiana University South Bend

Key Statement: Students using immersive role-playing games gained academic self-efficacy. While men scored higher than women at the semester's start, the difference disappeared by the end.
Keywords: Academic Self-Efficacy, Active Learning, Role-Playing Games
Subthemes: Active and Engaged Learning; Instructional Skills + Methods

The Reacting to the Past pedagogy uses immersive role-playing games set in times of historical conflict. In playing the games, students exercise a range of academic skills such as public speaking, writing, critical thinking, problem-solving, leadership, and teamwork. At the beginning of the semester, female students reported lower levels of self-efficacy in their ability to complete such academic tasks. After playing the game, their self-efficacy equaled that of the male students. Self-efficacy plays a pivotal role in academic success and personal adjustment to college life (Bandura, 1986; Vuong et al., 2010), so understanding what contributes to its growth is vital.

Outcomes:
1. Understand the Reacting to the Past pedagogy.
2. Identify ways to increase students' academic self-efficacy.
3. Understand the importance of academic self-efficacy for student success.

P 2) **Active Learning Course Redesign for a Large Lecture Microbiology Course**
Julie Grainy, University of Georgia

Key Statement: Active learning redesign of a large lecture course shows positive impact. Come see how the University of Georgia is increasing support for active learning!
Keywords: Active Learning, Large Lecture, Classroom Assessment Techniques
Subthemes: Active and Engaged Learning; Course/Curriculum (Re)Design/UDL

Come see examples of how the University of Georgia is supporting active learning across campus! A large section of Introduction to Microbiology was redesigned to incorporate several active learning components. During a three-week Active Learning Summer Institute, I was able to design intentional ways to embed active learning strategies throughout the course. Redesign included: 1) using Top Hat inside and outside of class; 2) hiring Peer Learning Assistants; and 3) creating alternative summative assessments. I will share the positive learning gains measured and student reflections on the active learning changes made to the course.

Outcomes:

1. Identify ways to incorporate active learning into large lectures.
2. Compare exam style summative assessments to alternative summative assessments.
3. Describe examples of how the University of Georgia supports the mission of active learning in an effective way.

P 3) **After Writing: How AI Revives the Age of Logos/Orality**
   Cengiz Sisman, University of Houston Clear Lake

Key Statement: AI's rise marks the decline of writing culture, as machines outwrite humans. This shift heralds a return to orality—reviving logos through dialogue, speech, and interactive expression.
Keywords: AI Literacy, Second Orality, Post-writing
Subtheme: AI in Higher Education; Course/Curriculum (Re)Design/UDL

The rise of artificial intelligence marks a turning point in the history of communication. As machines become increasingly skilled at generating text, the centrality of human writing begins to fade. This transformation signals not merely automation but a return to *logos*: a renewed orality grounded in dialogue, performance, and immediacy. In this emerging landscape, meaning is spoken rather than inscribed, shared rather than stored. For educators, this shift demands a rethinking of classroom practices—moving beyond traditional writing assignments toward tasks that privilege oral exchange, collaborative performance, and embodied forms of learning.

Outcomes:
1. Recognize how the rise of artificial intelligence is transforming writing culture.
2. Analyze the concept of "secondary orality" and return of logo-centric culture.
3. Develop innovative approaches to teaching that emphasize dialogue, performance, and oral expression.

P 4) **AI-CED IT! Student Training and Student Research on Engagement**
   Summer Roberts, University of South Carolina Beaufort

Key Statement: Students' voices are missing from the conversation surrounding AI. Explore how to center training on students and allow students to drive AI research.
Keywords: Student Research, AI Training, Academic Integrity
Subthemes: AI in Higher Education; Active and Engaged Learning

As AI usage expands across academic institutions, students remain largely the focus of concern. However, students are often not part of academic integrity policymaking, and AI trainings are geared toward faculty. This session describes efforts to center students in the AI conversation, by pilot-testing training to help students navigate best practices for employing AI tools, within the limits of class policies, and through student-led research to examine perceptions and use of AI within the university. The session aims to encourage more active involvement of students' voices in how AI tools can be employed while maintaining academic integrity.

Outcomes:
1. Identify outcomes for cross-disciplinary student AI training at other universities.
2. Compare student-driven research on AI usage to faculty research goals.
3. Assess how AI tools can be integrated in ethical academic work.

P 5) **Assessment for Learning: Shifting Teachers' Focus From Grades to Growth**
David Cluphf, Southern Illinois University Edwardsville

Key Statement: This poster shows how Assessment for Learning and a universal Grand Rubric help graduate teachers move beyond grades, fostering deeper engagement, reflection, and professional growth.
Keywords: Assessment for Learning, Graduate Teacher Education, Grand Rubric
Subthemes: Assessment/Feedback/(Un)Grading; Active and Engaged Learning

This poster highlights how Assessment for Learning (AfL) practices help graduate students—who are also practicing teachers—shift their focus from grades to meaningful learning. AfL strategies, including clear criteria, guided reflection, and actionable feedback, position assessment as a process for growth rather than judgment

(Black & Wiliam, 2009; Wiliam, 2011). A central element is the Grand Rubric, applied consistently across courses to provide transparency and a shared language for evaluation (Brookhart, 2013). Together, AfL and the rubric foster reflection, professional engagement, and transferable practices that support teachers in bringing student-centered assessment into their own classrooms (Earl, 2013).

Outcomes:
1. Apply AfL principles to deepen engagement with course content and shift focus from grades to growth.
2. Use the Grand Rubric as a consistent framework for reflection, feedback, and transparent expectations across all assignments.
3. Transfer AfL strategies into their own classrooms, fostering student ownership of learning and professional growth through assessment as learning.

P 6) **Campus Engagement and School Belonging**
Noreen Dulin, Vanguard University

Key Statement: Explore the relationship between forms of campus engagement and school belonging at a small Christian university, and consider how school belonging may be improved in other campus settings.
Keywords: School Belonging, Campus Resources, Student Engagement
Subthemes: Compassionate Classroom/Community; Other

A sense of school belonging is important to students' perception of college life and may relate to key variables such as well-being and attrition. This study explored the relationships between sense of school belonging with use of resources and student activities available to undergraduate students attending a small private Christian university. The survey was completed by 531 students. The results revealed significant positive correlations between school belonging and use of campus resources including student clubs, floor events, and participation in intra- and intermural sports. These correlations underscore the importance of fostering school belonging and suggest potential directions for university support services.

Outcomes:

1. Understand the importance of school belonging in the university environment.
2. Explore correlations between school belonging and campus resources.
3. Consider activities that may promote a higher sense of school belonging.

P 7) **Competency-Based Curriculum Design With High-Impact Practices: A Catalyst for Student Self-Efficacy**

Monideepa Becerra, California State University, San Bernardino

Key Statement: Curriculum design principles integrated in high-impact practices can catalyze effective learning by engaging students and fostering self-efficacy for improved learning outcomes.

Keywords: Curriculum Design, High-Impact Practices, Student Self-Efficacy

Subthemes: Course/Curriculum (Re)Design/UDL; Active and Engaged Learning

This study examines the impact of a competency-based curriculum on graduate health professional students' self-efficacy. The program redesign incorporated high-impact practices including collaborative learning, service-learning, and research integration. Results demonstrate significantly increased self-efficacy in areas like ethics, communication, and data analysis skills. The study provides evidence for the effectiveness of strategically designed, competency-based learning in building student confidence and preparing them for their career.

Outcomes:

1. Understand the key principles of competency-based curriculum design.
2. Identify high-impact pedagogical practices that foster student self-efficacy.
3. Apply strategies to design effective and engaging learning experiences in graduate education.

P 8) **Cooking With Purpose: Redesigning Food Production Through Community Engagement**

Michelle Alcorn, Texas Tech University

Key Statement: Empowering hospitality students to transform culinary skills into community impact by planning, producing, and delivering freezer-friendly meals for families supported by a community partner.

Keywords: Community-Engaged Learning, Food Production Education, Nonprofit Partnership

Subthemes: Active and Engaged Learning; Compassionate Classroom/Community

This project redesigns a university food production course into a community-engaged learning (CEL) course, connecting academic learning to real-world service that creates mutual benefit for students and the community. Students collaborated with a nonprofit organization supporting families in crisis to plan, prepare, and deliver nutritious, freezer-friendly meals. The course integrated food production, cost control, and food safety with civic engagement and reflection. Through applied practice, students developed technical proficiency, empathy, and professional readiness. This session will share the course design, assessment strategies, impact measurement techniques, and future steps for expanding community-engaged learning across hospitality and foodservice curricula.

Outcomes:

1. Recognize how community-engaged learning can enhance hospitality and food production education.
2. Identify key components of course design, assessment, and impact measurement used in this CEL project.
3. Envision ways to adapt similar community-based approaches within their own teaching contexts.

P 9) **Developing Inclusive Learning Modules for an Anatomy Course**

Grayson Owens, Pacific University

Key Statement: Learn about innovative delivery methods, the distinct challenges and opportunities of developing inclusive learning materials, and the benefits of accessible learning materials.

Keywords: Innovative Teaching, Human Anatomy, Inclusive Representation

Subthemes: Active and Engaged Learning; Instructional Skills + Methods

Anatomy as a discipline offers limited diversity in terms of representation in cadavers, imagery, technology, and models used within teaching (Finn et al., 2022). To enhance inclusive education practices in a graduate human anatomy course, it is critical to reflect on learner needs, evaluate existing education resources, and develop materials that are both accessible and represent the diversity of the learners and their future patients. In this presentation, learn more about innovative delivery methods; the distinct challenges and opportunities of developing gender, body size, and skin complexion inclusive learning materials; and the benefits of accessible learning materials.

Outcomes:
1. Identify opportunities for creating inclusive and accessible learning materials.
2. Explore the benefits of learning materials that represent a diverse population
3. Describe strategies for developing and implementing inclusive learning materials into future courses.

P 10) **Empowering Diverse Learners in STEM Gateway Courses**

Amanda Copeland, Calumet College of St. Joseph
Carrie Hutton, Calumet College of St. Joseph

Key Statement: Targeted supplemental instruction in precalculus improved student success and STEM retention at a Hispanic-serving college, promoting equity and access for underrepresented student populations.

Keywords: Supplemental Instruction, STEM Retention, Equity in Higher Education

Subthemes: Instructional Skills + Methods; Active and Engaged Learning

Mathematics serves as the gateway to STEM degrees and careers, yet many students enter higher education underprepared for the rigor of college-level math, particularly precalculus. This barrier disproportionately affects students at a diverse, Hispanic-serving liberal arts college in northwest Indiana, limiting access to high-growth, high-paying STEM fields. Math faculty developed a targeted supplemental instruction program designed to strengthen foundational skills, build confidence, and improve student outcomes in precalculus courses. This session will explore the structure, implementation, and impact of the program, highlighting how intentional academic support can promote equity and expand pathways into STEM disciplines for historically underserved student populations.

Outcomes:
1. Understand how the Supplemental Instruction program at Calumet College of St. Joseph was designed.
2. Analyze student performance data related to the Supplemental Instruction program.
3. Explore opportunities to implement a Supplemental Instruction program at other institutions.

P 11) **Enhancing Engagement With Project-Based Occupational Therapy Assessment**
Tammy Divens, Penn State Shenango

Key Statement: Second-year occupational therapy (OT) students collaboratively explored and administered assessments through a project-based learning (PBL) redesign that promoted active, peer-supported, experiential learning.
Keywords: Project-Based Learning, Occupational Therapy Education, Student Engagement
Subthemes: Active and Engaged Learning; Assessment/Feedback/(Un)Grading

Following an intensive multiday workshop on PBL, a psychosocial occupational therapy course was redesigned to replace traditional lecture with hands-on, peer-led assessment exploration. Second-year occupational therapy assistant students were assigned assessment tools to research, demonstrate, and practice at rotating stations. First-year students participated by acting as clients, providing second-year students with realistic practice opportunities while gaining early exposure to assessment procedures. This inter-cohort interaction fostered collaboration, professional communication, and experiential learning. The redesigned approach aligns with best practices in PBL, equitable teamwork, and meaningful assessment strategies while enhancing engagement and critical thinking.

Outcomes:
1. Identify core elements of PBL applicable to skill-based health science courses.
2. Evaluate strategies to replace lecture-based content with active student demonstrations.
3. Apply methods to foster peer collaboration and authentic assessment practice.

P 12) **Enhancing Environmental Regulation Education With Generative AI and Reflective Learning**

Jorge Arreola Vargas, Texas A&M University

Key Statement: This project shows AI can streamline environmental regulatory learning, boost engagement, and support research, while revealing broad outputs, occasional errors, and need for improved prompts.
Keywords: AI-Enhanced Learning, Environmental Regulation, Critical Thinking
Subtheme: AI in Higher Education; Active and Engaged Learning

This project explores the integration of generative AI into environmental regulation education, examining how tools like ChatGPT can support student learning, research, and engagement. AI helped students brainstorm hypothetical scenarios, organize complex regulatory information, and navigate frameworks such as the Clean Air Act and Clean Water Act. While AI improved efficiency and provided useful starting points, students also encountered limitations, including broad outputs, occasional inaccuracies, and weak citation practices. These challenges required verification with

authoritative sources and highlighted the importance of critical thinking and prompt-engineering skills. Overall, the project demonstrates AI's potential when paired with thoughtful oversight and reflective learning.

Outcomes:
1. Identify effective strategies for integrating generative AI into environmental regulation coursework to enhance engagement, research efficiency, and conceptual understanding.
2. Evaluate common AI limitations and apply approaches that promote verification, critical thinking, and responsible use.
3. Refine instructional activities that strengthen students' prompt-engineering skills, improving the precision, relevance, and reliability of AI-generated academic work.

P 13) **Enhancing Self-Regulated Learning in Graduate Health Professions Through LASSI-Informed Intervention**

Melissa Johnson Chung, Midwestern University

Key Statement: Discuss how Learning and Study Strategies Inventory (LASSI) data and targeted interventions impact self-regulated learning (SRL) and academic performance in graduate health professions students (PA and PT)
Keywords: LASSI, Academic Success, Self-Regulated Learning
Subthemes: Mindfulness/Resilience; Other

Graduate health professions students often struggle to adapt to the academic rigor and self-directed learning demands of professional programs. This session will explore how the Learning and Study Strategies Inventory (LASSI) can be leveraged to assess and strengthen SRL skills. Presenters will review LASSI subscale data from Midwestern University's physical therapy (PT) and physician assistant (PA) cohorts, highlighting associations with academic performance and the impact of targeted SRL workshops.

Outcomes:
1. Interpret and analyze pre- and post-workshop LASSI subscale data for Midwestern University's PA and PT cohorts.

2. Evaluate outcomes for first-year PA and PT students based on changes in LASSI subscale performance following the SRL workshops.
3. Discuss PA and PT student perceptions related to SRL workshop participation.

P 14) **From Grades to Growth: Student Agency, Reflection, and Civic Engagement**
Lisa Pace Vetter, University of Maryland, Baltimore County

Key Statement: In my political theory courses, I've reimagined grading, not as a measure of worth, but as a dialogue about learning and civic engagement. The classroom becomes a space where theory meets lived experience. Students practice the sort of critical reflection, empathy, and moral reasoning that democratic citizenship requires.
Keywords: Alternative Grading, Civic Engagement, Active Learning
Subtheme: Assessment/Feedback/(Un)Grading; Active and Engaged Learning

In my classroom, ungrading is both a pedagogical strategy and a civic practice. Political theory, the discipline I teach, can feel irrelevant, unapproachable, and elitist. But ungrading helps make it meaningful, accessible—even democratic. Students engage theory not merely as passive recipients of ideas, but rather as active interpreters of political power, justice, and community. Recognizing that students have complex lives and diverse strengths, ungrading is grounded in compassion, accommodation, and flexibility. Ungrading is not about lowering standards. It is about raising self-awareness. Taking the initiative, students manage their own learning experience and practice the kind of deliberative judgment that democratic citizenship requires.

Outcomes:
1. Examine the theoretical and pedagogical alignment of ungrading as both a political theory teaching strategy and a civic practice.
2. Identify specific classroom practices (e.g., structured reflection, assessment methods) that promote student agency and self-awareness using the ungrading model.

3. Assess the potential of ungrading to help students cultivate the sort of deliberative judgment required for democratic citizenship.

P 15) **Fostering Student–Faculty Engagement in the Age of Artificial Intelligence**
    Guopeng Cheng, Virginia Tech

Key Statement: This study examines structured AI activities in a lecture-based course, showing how purposeful design can support faculty–student interaction and enrich classroom learning experiences.
Keywords: Artificial Intelligence, Student Engagement, Personal Finance Education
Subthemes: AI in Higher Education; Instructional Skills + Methods

Artificial intelligence (AI) tools such as ChatGPT are changing how students approach course content, particularly in college-level courses. This study investigated how instructional strategies that integrate AI can support rather than hinder student–faculty engagement. In a lecture-based personal finance course, structured AI activities were implemented to promote critical thinking, encourage questioning, and reinforce real-world applications of financial concepts. Student feedback and participation outcomes suggest that, when used intentionally, AI can serve as a productive tool for enhancing classroom interaction and developing students' ability to assess financial information.

Outcomes:
1. Evaluate how integrating AI tools can influence student–faculty engagement in lecture-based courses.
2. Analyze instructional strategies that leverage AI to promote questioning, critical thinking, and application of financial concepts.
3. Design an approach to intentionally incorporate AI activities into personal finance courses to enhance interaction and real-world learning.

P 16) **GOLGI: Graphic Online Library of GIFs for Instruction in Biology**
    Jorge R. Paredes-Montero, Saginaw Valley State University

Sylvia Fromherz, Saginaw Valley State University

Key Statement: We are building GOLGI, a curated, annotated library of GIFs and short videos, to improve undergraduates' comprehension of concepts in cell and molecular biology.
Keywords: Spatiotemporal Reasoning, Active Learning, Instructional Methods
Subthemes: Instructional Skills + Methods; Active and Engaged Learning

Students often struggle with cell and molecular mechanisms that require reasoning about sequence and location. GOLGI (Graphic Online Library of GIFs for Instruction) is a curated repository of short animations aligned to introductory topics and deployed in Canvas. We outline workflows, including topic selection, sourcing or producing animations, and annotation standards. We provide instructor prompts for implementation, including predict–observe–explain and sketch-to-model. Assessment uses brief pre-/post-concept items and delayed recall to gauge comprehension and retention. IRB review is pending, so no student data will be reported. GOLGI provides a reusable model for visual teaching resources on campus.

Outcomes:
1. Correctly order the steps and identify the cellular compartments of complex processes after studying targeted GOLGI animations.
2. Create an annotated sketch, flow diagram, or brief narration that explains how key interactions unfold over time, using evidence from a GOLGI animation.
3. Independently apply the GOLGI visual-creation strategy to a new topic by generating an original visual with correct step order and compartment labels plus a brief caption.

P 17) **Implementing Best Practices to Enhance Student Engagement in the Classroom**
Erik Eddy, Siena University

Key Statement: This work summarizes efforts to enhance student engagement by translating engagement theory, research, and best practices from the organization literature to the undergraduate classroom.
Keywords: Engagement, Motivation, Drive
Subthemes: Active and Engaged Learning; Compassionate Classroom/Community

This work summarizes efforts to enhance student engagement by translating engagement theory, research, and best practices from the organization literature to the undergraduate classroom. After reviewing the most widely utilized theories of employee motivation and engagement, I distilled three overarching principles of employee engagement that were most common across these theories. I then developed 12 engagement tactics based on these three engagement principles and applied them to the development and execution of my undergraduate classroom. I report great success in translating employee engagement techniques to the classroom, leading to enhanced student engagement.

Outcomes:
1. Explore the diverse set of elements that motivate and engage students.
2. Explain how implementing learnings from the organization engagement literature can enhance undergraduate student engagement in the classroom.
3. Apply the research findings to enhance student engagement by implementing 12 engagement tactics described in this work.

P 18) **Incorporating Evidence-Based Stress Reduction Practices in the Classroom**
Sara Langford, California State Polytechnic University, Pomona

Key Statement: This poster provides examples of evidence-based problem-focused and emotion-focused coping activities and resilience-building activities that can be incorporated in a variety of classes.
Keywords: Stress Management, Strain Reduction, Building Resilience
Subthemes: Compassionate Classroom/Community; Mindfulness/Resilience

This poster will share evidence-based activities used in the classroom to teach students how to deal with stress. The first activity helps students critically analyze their

stress in an organized way that allows for a more detached analysis of the situation. The second activity provides an opportunity to practice biofeedback with a breathing exercise shown to help reduce the strain one experiences after exposure to a stressor. The third activity offers an opportunity to practice a positive mindset using principles from positive psychology and research on grit, which can be incorporated into a daily practice to build resilience.

Outcomes:
1. Critically analyze a personal stressor-strain sequence to gain personal insight.
2. Begin a positive psychology-based daily practice to build their resilience.
3. Try a technique for simple biofeedback to handle stressful situations.

P 19) **Measuring Instructor Readiness for Pedagogical Innovation**
   Greg Mullen, Exploring the Core LLC

Key Statement: This session introduces a validated instrument using the Transtheoretical Model (TTM) to measure instructors' readiness for adopting collaborative, student-centered frameworks such as eduScrum.
Keywords: Transtheoretical Model, Collaborative Teaching, eduScrum
Subthemes: Assessment/Feedback/(Un)Grading; Active and Engaged Learning

This session presents findings from a survey-validation study applying the TTM to measure instructors' readiness to adopt eduScrum, an Agile-based framework for collaborative teaching. Results from 71 international instructors demonstrated high reliability (α = .88) and significant predictive links between readiness stage, confidence, and frequency of practice. Distinctions between framework-specific and general collaboration readiness offer new insights into professional development design. Participants will explore how this stage-aligned diagnostic (i.e., Teacher eduScrum Practices Survey) can be adapted for use across higher education to guide evidence-based faculty development and instructional innovation.

Outcomes:

1. Describe how the Transtheoretical Model TTM can be applied to assess instructor readiness for adopting innovative teaching frameworks.
2. Interpret how readiness-stage diagnostics predict instructor confidence and practice frequency in collaborative pedagogies.
3. Design or adapt a stage-aligned professional development approach to support instructional change in their own institution.

P 20) **Meet Your New TA and Teammate: AI in the Online Class**
Amber Dailey-Hebert, Park University
Linda Passamaneck, University of Oklahoma

Key Statement: We built AVA, a custom AI course assistant, to give students instant support, strengthen digital literacy, and model collaborative AI use for group projects.
Keywords: Online Learning, Artificial Intelligence, Virtual Teaching Assistant
Subthemes: AI in Higher Education; Classroom Technology

We developed AVA, a customized AI teaching assistant embedded within a fully online course to enhance student learning and digital confidence. AVA provides immediate answers to course questions, guidance on assignments, and personalized support, reducing confusion and fostering timely engagement. Beyond on-demand help, AVA functions as a model for ethical and effective AI collaboration, supporting students in developing digital literacy, problem-solving skills, and teamwork strategies. Students also learn to use AVA as a brainstorming partner for group projects, gaining hands-on experience in leveraging AI as a productive teammate in academic and professional settings.

Outcomes:
1. Explore how a customized AI teaching assistant (AVA) can enhance online learning by providing immediate course support and promoting timely student engagement.
2. Explain strategies for integrating AI tools to build student digital literacy, ethical awareness, and confidence in collaborative AI use.

3. Evaluate the role of AI as a brainstorming partner and teammate in group projects, identifying implications for student problem-solving, communication, and future-ready workforce skills.

P 21) **Multilingual Gifted Migrant and EDPs in Supportive Learning Environments**
Cynthia Geary, California State Polytechnic University, Pomona

Key Statement: When migrant and externally displaced persons (EDPs) students in the United States are identified as gifted and talented, public school district Gifted and Talented Education (GATE) programs offer support.
Keywords: Gifted, Multilingual, Migrant
Subthemes: Compassionate Classroom/Community; Mindfulness/Resiliency

This study researched the experiences of gifted migrant and EDP students in the United States. Nine GATE coordinators in urban, culturally, and linguistically diverse communities completed the GATE coordinator survey. The methods were qualitative and quantitative. Key results revealed that the demographics of the GATE program largely parallel the district demographics, that GATE programmatic offerings attend to some of their academic, socio-emotional, cultural, and linguistic needs, and that the most highly attended GATE programming is Family Night and English language instruction. The survey results indicated that district GATE Programming offered multiple methods of support for gifted migrant and EDP students.

Outcomes:
1. Understand the complex needs of migrant and EDP gifted students.
2. Review the research design and methodology.
3. Learn about the support that public education Gifted and Talented programs offer to migrant and EDP gifted students.

P 22) **Teacher Leadership in Practice: Insights From Practicum Reflections**
Michael Coquyt, Minnesota State Moorhead

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Key Statement: This study analyzes practicum essay reflections to identify teacher leadership activities and perceived growth, interpreted through the Teacher Leader Model Standards as a guiding framework.
Keywords: Teacher Leadership, Experiential Learning, Thematic Coding
Subthemes: Active and Engaged Learning; Other

This study examines practicum essay reflections to explore how master's degree candidates engaged in leadership activities and perceived their growth. Thematic analysis identified common experiences including collaboration, professional learning, and advocacy. Findings are interpreted through the Teacher Leader Model Standards, highlighting practicum as a valuable context for developing teacher leadership in K–12 schools. These observations can also inform professional development initiatives within higher education and other professional settings.

Outcomes:

1. Analyze common leadership activities and perceived growth experiences of master's degree candidates during a practicum, as identified through thematic analysis of reflective essays.
2. Apply the Teacher Leader Model Standards as a framework for understanding how practicum experiences foster leadership development in emerging teacher leaders.
3. Evaluate implications for strengthening teacher leadership in schools by intentionally embedding opportunities that nurture collaboration, professional learning, and advocacy within K–12 settings.

P 23) **Testing the Efficacy and Student Acceptance of a Peer-Review Writing Program in an Online Course**
Andrew Bouwma, Oregon State University

Key Statement: Peer review can engage online students in active learning activities that enhance metacognition. Peer grading can ease the burden on instructors in large online classes.
Keywords: Peer Review, Peer Grading, Online Classes

Subthemes: Instructional Skills + Methods; Assessment/Feedback/(Un)Grading

Writing within Discipline is a pedagogical model that aims to engage students in active learning and to develop critical thinking and writing skills within the norms of a particular discipline.

However, lack of faculty time for grading writing products impedes its broader implementation. Web-based peer review programs have been developed that allow for writing assignments in large classes without overburdening instructors. Yet unknowns and barriers remain regarding successful implementation of these programs, notably efficacy in online courses and students' comfort with and acceptance of the programs.

The current study investigated learning gains and student acceptance of the peer review program, Peerceptiv, when used as a tool for providing feedback on term papers in an online biology course. Students showed high acceptance of the Peerceptiv assignments and demonstrated significant learning gains.

Outcomes:

1. Evaluate whether a peer review program could be implemented in their own courses.
2. Analyze strategies provided in the session to effectively implement peer grading in their own courses.
3. Create a plan to manage student perceptions of the value of metacognitive assignments like peer review to their own learning.

P 24) **The Impact of AI on Groupwork in an Online Course**
Hope Klug, University of Tennessee at Chattanooga

Key Statement: The use of AI can impact groupwork in an online biology course. Come check out the poster for more details!
Keywords: Active Learning, Artificial Intelligence, Online Groupwork
Subthemes: AI in Higher Education; Active and Engaged Learning

Groupwork can make online courses more engaging and improve student success. However, students regularly utilize AI to assist with group assignments. The

impact of AI on groupwork in online courses isn't well-studied, and it's unclear whether the use of AI in groupwork impacts the student experience. Here, I describe a study that evaluated the prevalence of AI assistance in completing groupwork in an online biology course. I discuss students' perception of groupwork in relation to their use of AI. I also explore the relationship between the use of AI in group assignments and their anticipated grade in the course.

Outcomes:
1. Describe how group assignments can make online biology courses more engaging.
2. Provide an example of how students can use AI to help complete groupwork in an online course.
3. Explain how the use of AI can impact students' perception of groupwork and their performance in an online biology course.

P 25) **This Is Not a Math Course**
George Recck, Babson College

Key Statement: We present the study design and outcomes in foundational statistics and analytics courses aimed at identifying and helping students who have high anxiety.
Keywords: Mental Health, Identifying Anxious Students, Stress Reduction Strategies
Subtheme: Instructional Skills + Methods; Mindfulness/Resilience

Mental health is a critical concern in higher education. Young adults with pandemic losses attend college and enroll in a course that elicits high anxiety: Introductory Statistics, often taught in the first semester.

In this poster, we share the design and outcomes of studies in Introductory Statistics courses, including anxiety- and stress-reduction interventions that participants can try in almost any discipline.

While our main purpose is to help students ameliorate salient anxiety and stress in the educational setting, we also want to help students achieve academic success; therefore, we will also discuss measures of learning.

Outcomes:

1. Discuss new findings on methodology and techniques implemented to reduce course-related anxiety and/or stress for vulnerable students.
2. Learn how to measure academic success after implementing the strategies presented.
3. Solicit new ideas from the group to enhance both stress reduction and academic success that could be incorporated in future courses.

P 26) **Using Zombies in Modern Media to Engage Students**
Kelly Wallace, Trocaire College

Key Statement: In the age of social networking, classrooms have become an area of limited socialization amongst students. In an attempt to combat the void, zombies will take center stage. Using clips from a famous television show, students must work together to determine "what's wrong with my zombie?".
Keywords: Critical Thinking, Increasing Engagement, Socialization
Subtheme: Active and Engaged Learning ; STEAM

This poster presentation explores the pedagogical utility of AMC's "The Walking Dead" to catalyze student engagement, social interaction, and critical thinking. By leveraging high-stakes narrative clips, instructors can bridge abstract theories from the classroom with lifelike scenarios. Participants will observe how "extreme fiction" serves as a laboratory for analyzing human anatomy and physiology. In these clips, zombies are often seen doing things that are physically impossible based on our knowledge of the human body. Students were asked to work in groups to determine "what's wrong with my zombie?". This session details a framework for using these clips to facilitate collaborative problem-solving and debate. Attendees will leave with actionable strategies for integrating popular media into diverse curricula to transform passive viewing into rigorous academic inquiry.

Outcomes:

1. Recognize an alternative method of testing student knowledge.
2. Create a plan to increase social interactions within all courses (online and in person).
3. Conceptualize uses for modern media in their own classroom.

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Saturday
January 10th, 2026
Daily Schedule

CONFERENCE PROGRAM

Daily Overview

Saturday, January 10, 2026

8:00 AM - 10:30 AM   Foyer

Conference Help Desk Open

7:45 AM - 8:30 AM   Great Room

Buffet Breakfast
Name Tag Required

8:30 AM - 9:00 AM   Great Room

Roundtable Discussions

9:10 AM - 10:40 AM   Great Rooms 4 & 5

Keynote Address III
Go Somewhere:
A Game of Metaphors, AI, and What Comes Next

Bonni Stachowiak, Vanguard University; Teaching in Higher Ed

Detailed Schedule
Saturday, January 10, 2026

7:45 AM - 8:30 AM   Great Rooms 4 & 5
Private Buffet Breakfast
Name Tag Required for Entrance

8:30 AM - 9:00 AM
Roundtable Discussions
Great Rooms 4 & 5

RT A) **AI in Course Design: Balancing Efficiency and Engagement**

James Olive, University of Idaho

Key Statement: Explore how AI can streamline course design while preserving creativity and engagement. Join colleagues to share practices, challenges, and principles for responsible, student-centered integration.
Keywords: AI Integration, Course Design, Faculty Engagement
Subthemes: AI in Higher Education; UDL & Course/Curriculum (Re)Design

This roundtable explores how artificial intelligence (AI) can support course design while maintaining creativity, ethics, and student engagement. Participants will discuss practical applications, share concerns, and identify strategies for responsibly integrating AI into teaching. Together, we will co-create guiding principles for leveraging AI tools to streamline design tasks—such as drafting objectives, assessments, and feedback—without losing the human voice at the heart of learning.

Outcomes:

1. Examine practical ways AI tools can streamline aspects of course design while supporting meaningful student learning.
2. Analyze ethical and pedagogical considerations for integrating AI into teaching practices.
3. Collaboratively develop guiding principles to ensure AI use enhances, rather than diminishes, active and engaged learning.

RT B) **Analyzing the Feasibility of Implementing Suggested Deadlines in Higher Education**

Elizabeth Sherman-Thomas, University of Puget Sound

Key Statement: Come discuss the evidence and feasibility of an equitable, universal design for learning–informed approach to managing requests for assignment extensions in your university classroom.
Keywords: Accessibility, Universal Design, Anti-Ableist Teaching Practices
Subthemes: Compassionate Classroom/Community; UDL & Course/Curriculum (Re)Design

Faculty are increasingly expected to address the accessibility of higher education for learners who may be navigating a variety of personal and professional barriers to success. Come discuss the evidence and feasibility of suggested deadlines, an equitable, universal design for learning-informed approach to managing requests for assignment extensions in your university classroom. The evidence supporting this approach indicates the potential for reducing faculty bias towards non-traditional learners who may not consistently meet assignment submission expectations due to personal circumstances. However, feasibility of implementation remains challenging in some disciplines given traditional "real" world demands for timely work submission.

Outcomes:
1. Reflect on individual biases and systemic challenges that may influence the success of some learners in your classroom.

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2. Identify evidence-based aspects of a suggested deadlines approach to assignment extensions that can enhance the accessibility of your field of study for some learners.
3. Create an equitable and feasible plan for implementing suggested deadlines in your higher education classroom using a universal design for learning approach.

RT C) **Bridging the Engagement Gap: Enhancing Student Engagement Through VR Immersion in a Distance Education Course on** *El Cantar de mio Cid*
   Samuel F. Sotillo, North Carolina State University

Key Statement: Virtual reality (VR) immersion of a medieval castle enhances asynchronous engagement with *El Cantar de mio Cid*, linking its epic narrative to tangible medieval Iberian historical context.
Keywords: VR Immersion, Online Asynchronous Learning, Active Student Engagement
Subthemes: Active and Engaged Learning; Classroom Technology

This talk details an innovative assignment utilizing VR to enhance student engagement in a 300-level distance education (DE) course on *El Cantar de mio Cid* in English translation. While the asynchronous format allows students flexibility to engage with biweekly modules at their own pace, it presents challenges in bringing the physical and sociopolitical landscape of 11th-century Spain vividly to life. The solution presented is a "Special Assignment" consisting of a virtual tour of Castalla Castle in Castalla, Spain, developed using WondaVR. This interactive experience supports the course's learning outcomes and promotes active engagement with the English version of the poem.

Outcomes:
1. Navigate and utilize VR technology to demonstrate competence in employing specific digital tools and resources to access and interpret supplementary multimedia historical content.

2. Critically synthesize visual and spatial information gathered from the VR assignment to gain a deeper, experiential understanding of the physical and geographical context of 11th-century daily life.
3. Contextualize specific narrative events and themes in the poem *El Cantar de mio Cid* in English translation by referencing concrete visual and spatial evidence provided by the VR experience, enhancing their analysis and interpretation of a major literary work.

RT D) **Conversations With Tutors on the Effects of AI**
   Alison Bonner, Pennsylvania State University

Key Statement: The AI boom is fundamentally changing the way students approach studying. We surveyed peer and professional tutors on our campus. Come see the results!
Keywords: AI, Tutoring, Learning
Subthemes: AI in Higher Education; Instructional Skills + Methods

The rise of AI use has significantly reshaped how students approach studying, prompting new challenges and opportunities in academic support. This presentation shares findings from a survey conducted with peer and professional tutors, highlighting the impacts of AI on tutoring practices and student learning behaviors. It explores how the Learning Center is adapting to these changes and fostering responsible AI use. A collaborative audience discussion will follow, encouraging shared insights and strategies. Future directions include continued tutor surveys to monitor evolving attitudes and identify functional solutions for integrating AI into academic support.

   Outcomes:
1. Identify key ways AI is influencing student study habits and tutoring dynamics from tutor experiences.
2. Explore suggested strategies to address the challenges and opportunities presented by AI in tutoring environments.

3. Collaborate to propose actionable solutions and future directions, informed by ongoing tutor feedback and audience discussion, to enhance the integration of AI in academic support.

RT E) **Digital Scavenger Hunts as Engagement for Graduate Students and Faculty**
Aimee Sidhu, University of Puget Sound
Amy Kashiwa, University of Puget Sound

Key Statement: Interactive digital scavenger hunts create opportunities for learning, connection, and a sense of belonging within graduate classrooms, faculty teams, and orientation groups. Come explore!
Keywords: Scavenger Hunt, Graduate Programs, Belonging
Subthemes: Active and Engaged Learning; Classroom Technology

Graduate faculty from one university share their perspectives on using Goosechase, a digital scavenger hunt interactive tool, as an instructional strategy across three different areas of the educational process: (1) interactive classroom activities targeting lab content; (2) orientation of new occupational therapy (OT) students onto campus to promote a sense of belonging; and (3) departmental team-building. Innovative learning approaches for classroom content help support student motivation and creative application. Evidence suggests the importance of orientation to cohort-based education and the need to build a sense of place and institutional belonging. Additionally, program-level departments benefit from team-building activities to support the program vision.

Outcomes:
1. Describe how utilizing digital scavenger hunts can support curricular outcomes and engagement.
2. Identify at least three specific ways to use interactive instruction to gain rapport, build teams, and create a shared experience.
3. Explore digital scavenger hunt options within your institution.

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RT F) **Fostering Student Connection: Mindfulness and Active Learning in Higher Education**

Ursula N. Sorensen, Brigham Young University

Key Statement: Student isolation has risen dramatically. Faculty can incorporate mindfulness and active learning to build a classroom community that fosters connection and success. Join the conversation.

Keywords: Mindfulness, Active Learning, Classroom Community

Subthemes: Mindfulness/Resilience; Active and Engaged Learning

Student isolation and loneliness have become an increasing challenge in higher education, undermining both learning and well-being. Faculty play a vital role in countering this trend by fostering authentic classroom communities where students feel connected and supported. This roundtable explores how mindfulness practices and active learning strategies can be intentionally integrated to reduce isolation, strengthen belonging, and enhance student success. After a brief introduction, participants will share experiences, ideas, and challenges, leaving with practical approaches to build more connected learning environments. Join the conversation to reimagine classrooms as communities of care and engagement.

Outcomes:
1. Identify practical mindfulness and active learning strategies that foster classroom community and reduce student isolation.
2. Reflect on experiences, challenges, and successes in cultivating student connection.
3. Develop at least one concrete strategy for strengthening belonging and engagement in their classrooms.

RT G) **Getting Faculty Comfortable With Student AI Learning Partnerships Today**

Amanda J. Holton, University of California, Irvine

Key Statement: Many educators focus on AI's temporary flaws rather than its incredible utility. This roundtable addresses moving faculty from skepticism to strategic AI integration.
Keywords: AI, Digital Pedagogy, Academic Integrity
Subthemes: AI in Higher Education; Classroom Technology

Many educators focus on AI's temporary flaws rather than its incredible utility. This roundtable addresses moving faculty from skepticism to strategic AI integration. Current limitations like hallucinations and mathematical errors are treated as permanent barriers rather than rapidly evolving challenges. Meanwhile, AI's transformative potential for personalized feedback, brainstorming, and collaborative learning remains underutilized. Participants will discuss their experiences with AI integration challenges, share perspectives on balancing AI benefits with legitimate concerns, and explore approaches that have worked in their own contexts. The goal is shifting from prohibition to purposeful integration.

Outcomes:
1. Analyze the difference between AI prohibition policies and AI partnership frameworks through collaborative discussion.
2. Explore how their personal AI use could inform more supportive student AI policies.
3. Share institutional challenges and brainstorm solutions for moving from AI concern to AI integration.

RT H) **Meeting With Purpose: Backward Meeting Design**
Aaron M. Johnson, University of Nebraska Kearney

Key Statement: Time is money, and gathering people in a room is expensive. Make (class/work) meetings worth it.
Keywords: Backward Course Design, Applications Beyond Academia, Student Engagement
Subthemes: Course/Curriculum (Re)Design/UDL; Active and Engaged Learning

Going from academics to industry, the author noticed how course design principles could apply to work meetings as well. For meetings involving many/all department heads and company ownership, it is literally expensive to have all those people in the same room for an hour or more. The meetings should be worth it. This session will explore lessons learned from applying backward course design to a variety of work meetings and bringing those lessons back into academics.

Outcomes:
1. Prepare efficient meetings.
2. Design participant-focused learning activities.
3. Apply curriculum design to nonacademic settings.

RT I) **Promoting Civic Engagement Through Human Trafficking Education and Community-Based Service-Learning**
Helen Lim, California Lutheran University

Key Statement: Promoting civic engagement among college students can be rewarding. This presentation highlights a human trafficking course and how service-learning can deepen appreciation for civic engagement and advocacy.
Keywords: Service-Learning, Experiential Learning, Civic Engagement
Subthemes: Active and Engaged Learning; Compassionate Classroom/Community

Promoting civic engagement among college students can be rewarding. Service-learning courses that integrate social awareness and community problem-solving may promote this goal. This presentation highlights service-learning in a human trafficking course for a criminology and criminal justice program. The course demonstrates how service-learning may also deepen appreciation for advocacy work. The presentation also emphasizes the reciprocal benefits of service-learning—more specifically, how service-learning can deepen student learning outcomes and help expand the mission of community-based organizations

Outcomes:
1. Understand the key components of service-learning.

2. Deepen course learning outcomes with service-learning.
3. Harness service-learning to promote civic engagement and community-based partnerships.

RT J) **Promoting Student Engagement in Teacher Education Using Problem-Based Learning**

Vandna Bindra, North Carolina State University

Key Statement: Integrating problem-based learning (PBL) activities addressing challenges related to the use of artificial intelligence (AI) in education promoted student engagement, creativity, and critical thinking.
Keywords: Problem-Based Learning, Engagement, Teacher Education
Subthemes: Active and Engaged Learning; AI in Higher Education

In this study, students in an educational psychology course were presented with PBL activities addressing challenges related to the use of AI in education. Results indicated that students were able to effectively apply course concepts to the PBL activities in a way that was engaging and relevant, promoting critical thinking, while acknowledging difficulties of collaborative learning and grappling with a "hard to grasp" real-world problem. Findings will be discussed in the context of assisting preservice teachers in developing problem-solving skills they can utilize in their future classrooms and in using AI to inform learner-directed instructional strategies.

Outcomes:
1. Describe ways PBL could be used in various educational contexts
2. Analyze strategies from the session that may assist in integrating PBL in classrooms to promote student engagement and critical thinking.
3. Evaluate the impact of using AI to inform learner-directed instructional strategies.

RT K) **Scaffolding Interdisciplinary and Collaborative SoTL Studies in STEM**

Colleen Kuusinen, University of Massachusetts, Amherst

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Key Statement: What support do faculty from different STEM disciplines need to develop a collaborative SoTL study? Let's share successes and failures.
Keywords: Scholarship of Teaching and Learning, STEM Faculty Development, Interdisciplinary Collaboration
Subthemes: STEM; Other

      At ISSOTL 2024, Randy Bass spoke about the resurgence of and need for interdisciplinary and collaborative SoTL studies to tackle the wicked teaching and learning problems of the future. Fostering a truly equitable collaboration among STEM faculty who may be new to SoTL—and equitable collaboration—is itself a wicked problem! This roundtable is for those who have engaged in or supported STEM faculty in developing collaborative SoTL projects—or those interested in either one. I will start us off by sharing my successes and failures from leading the inaugural STEM cohort of faculty in UMass Amherst CTL's Collaborative SoTL Scholars program.

      Outcomes:
1. Articulate a shared understanding of what challenges faculty, particularly in STEM, face in developing interdisciplinary, collaborative SoTL studies.
2. Describe one successful activity to help STEM faculty develop SoTL design skills in a collaborative atmosphere.
3. Refine their ideas for STEM faculty SoTL collaboration with attention to equity, autonomy, and scope.

RT L) **Sustaining and Initiating Faculty Learning Communities**
      Milt Cox, Miami University

Key Statement: Many colleges and universities have faculty learning communities (FLCs) as part of their educational development programs. We will discuss questions about building and sustaining FLCs.
Keywords: Faculty Learning Communities, Faculty Development, Sustaining Faculty Learning Communities
Subtheme: Other; Other

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

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

9:10 AM - 10:40 AM   **Great Rooms 4 & 5**

Keynote Address III
Go Somewhere:
A Game of Metaphors, AI, and What Comes Next

Bonni Stachowiak, Vanguard University; Teaching in Higher Ed

Thank you for a great event!

Institutions Represented

Alabama Connections Academy

Albion College

American University

Angelina College

Anne Arundel County Public Schools

Anoka Ramsey Community College

Arizona State University

Augustana College

Austin Community College

Babson College

Belmont University

Bemidji State University

Brazosport College

Breakout Learning

Brigham Young University

Brigham Young University Idaho

Cal Poly Pomona

California Lutheran University

California State Polytechnic University, Pomona

California State University Long Beach

California State University San Bernardino

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Camosun College

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Central Michigan University

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Pacific University

Palomar College

Park University

Pennsylvania State University

Principia College

Pueblo Community College

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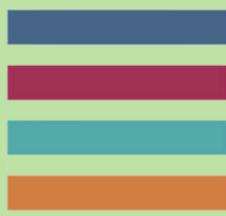Western University of Health Sciences

Wheaton College

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TEACHING
IN HIGHER ED

It started when I was around 6 years old...

I used to "teach" in my room at home. The stuffed animals and dolls were my students. My bedroom door had a sign on it that read #208. My "name" was "Miss Monroe," a tribute to the 1970s Charlie's Angels...

I have always wanted to teach.

Fast forward to today. I teach as a university professor at Vanguard University: a small, private, liberal arts university in Orange County, California. I'm also dean of teaching and learning, allowing me to collaborate with other faculty in improving all of our teaching and support efforts that allow students to thrive in their learning. My passion is in continually becoming more effective facilitating learning for my students. I'm also fortunate to get to coach faculty in my dean role and connect with faculty from all over the world through the Teaching in Higher Ed community.

Bonni Stachowiak

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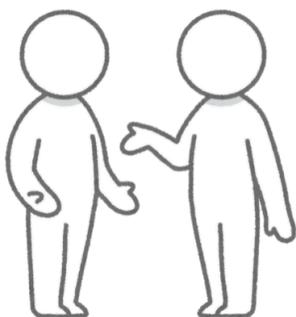
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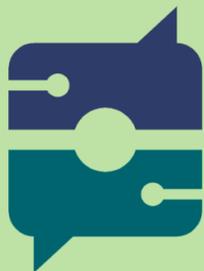
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2026 - 2027

AI and the Future of Evidence-Based Teaching in Higher Education

Austin, Texas

May

Innovative Strategies to Advance Student Learning

Asheville, North Carolina

August

Conference on Advancing Teaching & Learning

Traverse City, Michigan

October

Conference on Teaching for Active & Engaged Learning in the Age of AI

San Diego, California

January