

# Lilly Conference

## COLLEGE AND UNIVERSITY TEACHING AND LEARNING

**Anaheim, CA**  
February 23-26, 2017

## EVIDENCE-BASED TEACHING AND LEARNING

Conference Program/Abstracts

HOSTED BY:

**ITLC** | INTERNATIONAL TEACHING  
LEARNING COOPERATIVE, LLC

## Welcome - we're glad you're here!

For over 36 years, the Lilly Conferences on College and University Teaching and Learning have provided opportunities for the presentation of the scholarship of teaching and learning. Individuals from a variety of disciplines have gathered at Lilly Conferences to discuss issues related to teaching and student learning. Over the years, thousands of conversations among a diverse population of teachers have focused on sharing ideas, debating issues, and forming lasting friendships. We sincerely hope this conference extends that fine tradition.

Our conference theme, "Evidence-Based Teaching and Learning" reflects the importance of scholarly teaching. The conference also has subthemes, identified to reflect the newest challenges and accomplishments with respect to student learning. The subthemes focusing our discussions consist of: Academic Success; Assessment/Student Learning; Creating Communities of Learners; Course/ Curriculum Design/Redesign; Engaging and Motivating Students; Innovative Pedagogical Approaches; Multiculturalism/Diversity/Inclusion; Online Learning and Teaching; Service/Experiential Learning; STEM; and Teaching Well with Classroom Technologies.

We are pleased to be in Anaheim this year. The program showcases 3 plenary speakers, 73 concurrent sessions, 7 round-table discussions, and 16 poster presentations.

In the hundreds of hours of work completed to make this conference possible, right at the forefront was the concept of a close-knit "community of learners" coming together to learn from one another. We hope you notice over the next few days the small touches provided to help that feeling of community develop and grow. The conference pace is brisk, there are many choices among concurrent sessions, and the risk of information overload is always present. If you need a break, Anaheim is a premier destination, located in the city of Orange in the heart of Orange County, just minutes from Disneyland® Resort. Spend an evening out with a few of your new colleagues to check out what this great city has to offer.

Please note that you are part of a truly remarkable gathering of individuals. Those around you have a deep commitment to student learning and we trust the conversations over the next few days, and the new friendships formed, will influence you for years to come. Casual conversations in the lobby, during the reception, or during a walk to restaurants can be as informative and uplifting as scheduled sessions. As you attend sessions, pay attention to not only the content of the session but also the delivery of the message. Seek out those with interests similar to your own and build new professional contacts. It is our hope that as the conference unfolds, participants will develop a sense of community that will become future friendships and collaborations. This sense of connection and community is referred to as the Lilly Conference Spirit!

Best,



Todd Zakrajsek, Ph.D.  
Conference Director



## 2017 Plenary Presenters



### Stephen Brookfield

Stephen Brookfield is the John Ireland Endowed Chair at the University of St. Thomas. Since beginning his teaching career in 1970, he has worked in England, Canada, Australia, and the United States, teaching in a variety of college settings. He has written, co-written, and edited sixteen books on adult learning, teaching, critical thinking, discussion methods, and critical theory, six of which have won the Cyril O. Houle World Award for Literature in Adult Education. Stephen currently serves on the editorial boards of educational journals in Britain, Canada and Australia, as well as in the United States.

#### Becoming a Skillful Teacher

Saturday, Feb. 25 at 1:15pm



### Kathleen F. Gabriel

Kathleen Gabriel is the Coordinator of the Concurrent/Education Specialist Credential program. She also teaches and supervises candidates in this program. A former high school social science teacher, she became a resource specialist for high students before moving into higher education. At the University of Kansas and at the University of Arizona, she developed an academic support program for at-risk and unprepared college students. She was also a faculty development specialist at the University of Arizona and served as the Director of Disabled Student Services at College of Siskiyous, a community college in Northern California, before coming CSU, Chico. Dr. Gabriel's first book, *Teaching Unprepared Students: Strategies for Promoting Success and Retention in Higher Education* was published in 2008.

#### Graduation GAPS: What's Teaching Got To Do With It?

Friday, Feb. 24 at 1:00pm



### Todd Zakrajsek

Todd Zakrajsek is an Associate Professor in the Department of Family Medicine and former Executive Director of the Academy of Educators at the University of North Carolina, Chapel Hill. Todd served as a tenured associate professor of psychology at Southern Oregon University before directing three teaching centers (Southern Oregon University, Central Michigan University, and University of North Carolina) over the past 15 years. Todd currently serves in leadership roles for several educational efforts, and sits on editorial boards for journals in the area of teaching and learning. He also directs five Lilly Conferences on College and University Teaching and Learning. Todd is an international speaker who is requested regularly for keynotes and campus workshops, having published and presented widely on the topic of effective teaching and student learning. Todd recently co-authored two books, *The New Science of Learning* (2013) and *Teaching for Learning* (2015).

#### Rethinking Current Educational Trends: Balancing Faculty Expertise, Innovative Pedagogy, and Student Learning

Thursday, Feb. 23 at 1:30pm



# Conference Information

## Name Badges

Please wear your name badge at all times during the conference, as it will help others to learn your name and facilitate a feeling of community. Networking is one of the most valued aspects of this conference. Please note that it is the tradition of Lilly Conferences to *not* include titles or contributions on name badges, such as "Dr." or "Presenter." We certainly understand you have all worked very hard to achieve your titles and also worked diligently to prepare the materials for your presentation. That said, it is our belief that the absence of such titles for this conference helps to facilitate building community. Your name badge is necessary for entrance to sessions and access to conference meals and refreshments.

## Attending Sessions

Scheduling rooms for sessions is one of the most difficult of all conference tasks. We do our best to schedule topics, rooms, and presenters in ways to maximize conference space. There may be occasions when sessions draw many more participants than expected. In those instances, please be patient about the seating and/or consider another concurrent session. For sessions in which you are particularly interested, we strongly suggest you arrive as early as possible.

## Evaluation of Sessions and Conference

In keeping with our theme of Evidence-Based Teaching and Learning, assessment is important to us. We encourage you to complete session evaluations following each concurrent session; and to complete an overall conference evaluation following the conference. Session evals will be scanned and emailed to presenters. We do care about your conference experience. If you have any concerns during the conference, please come to the conference registration desk and speak to an ITLC staff member.

## Meals/Guest Meals

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

## Book Raffle

Through kind donations from Stylus Publishing, we have approximately \$500 in value of books to give away to conference participants this year. You received book raffle tickets with your conference registration materials. *Tear each ticket along the perforated edge, place half the ticket in the envelopes next to the books you most desire to win, and keep the other half with you as it will be necessary to claim the book.* The drawing will be held during lunch on Saturday. Although you do not need to be present to win, you must pick up the book by Saturday at 4:00 pm at the registration desk. Book winners will be posted at the registration desk by ticket number.

## Social Media

Stay connected with us all year long through social media. Make sure to like us on Facebook, find us on LinkedIn as Lilly conference group, and tweet about your experience with #lillycon.



# Acknowledgments

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

We also appreciate our Cosponsoring Institutions. Early in the planning stages, cosponsors pledge to bring a minimum of five participants to the conference as well as to assist with program development and selection of speakers.

**2017 Cosponsors:** California Lutheran University, California State University, Chapman University Institute for Excellence in Teaching and Learning, IDEA Center, Loma Linda University, Loyola Marymount University, NISOD, The Scholarly Teacher, and Stylus Publishing.

## Reviewers

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

### 2017 Lilly-Anaheim Reviewers:

Asem Aboelzahab, *Purdue University*

Erik Benson, *Cornerstone University*

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

Stephen Carroll, *Santa Clara University*

Rebecca Chakraborty, *Northwood University*

Marcia Dixson, *Indiana University-Purdue University Fort Wayne*

Terry Doyle, *Ferris State University*

Peter Eberle, *Penn State*

Rebecca Foco, *UMass Lowell*

Johanna Inman, *Temple University*

Janet Josephson, *Millersville University*

Lunden MacDonald, *Metropolitan State University of Denver*

Chris Penna, *University of Delaware*

Sue Wick, *University of Minnesota*

Virginia Wray Totaro, *Virginia Commonwealth University*

## Special Thanks

Our gratitude goes out to Milt Cox and Laurie Richlin. Laurie founded the regional Lilly Conferences on College and University Teaching, which have each grown into national conferences, and we thank her for planting those seeds from which so many have benefited. Milt Cox founded the original Lilly Conference on College Teaching over 35 years ago. He recognized the importance of bringing together individuals from a variety of disciplines to discuss issues that face us all, and did this before the concept of a conference centered on teaching and learning was common. He has done so much for so many, and been an exceptional friend to all who care about student learning and faculty development. Thank you.



# Session Abstracts and Objectives

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

## **Enhancing Success for All Learners Through Universal Design for Learning**

Judy Ableser and Amanda Nichols- Hess - *Oakland University*

Universal Design for Learning enhances successful learning for all diverse learners by increasing access and removing learning barriers. Guidelines and implementation strategies will be shared.

**Abstract:** Universal Design for Learning (UDL) is a framework to enhance successful learning for all students by increasing access and removing barriers to learning. Rather than solely providing accommodations for students with identified disabilities, UDL provides proactive support by creating learning environments that support students with diverse learning and life needs. This presentation will provide an overview of the theory and guidelines, compare and contrast UDL with accommodations for students with disabilities, and share practical examples of how to implement UDL guidelines in campus classrooms and how to create a campus-wide culture that supports learning for all.

**Session Objectives:** (1) Define and describe UDL including the theory and guidelines developed by CAST and Center for UDL. (2) Compare and contrast UDL for all with accommodations for students with special needs. (3) Share concrete examples of how to implement UDL in campus classrooms and as a campus-wide initiative.

**Presentation Type:** 50-Minute Concurrent

## **Lutheran Public Health Programs: A 21<sup>st</sup> Century Need**

Christian Albano - *Concordia University Wisconsin*

**Abstract:** Out of the 42 Lutheran institutions of higher education researched, four were found to have existing public health programs, with two of these programs being Master of Public Health (MPH) programs at the graduate level. These findings seem to demonstrate that there is an opportunity for creation of public health programs, particularly MPH programs, in Lutheran colleges and universities. Furthermore, none of these programs are accredited by the Council on Education for Public Health (CEPH), a prominent public health program accreditation body. While approximately only 10% of Lutheran colleges and universities currently offer a public health major or degree, two out of three offer public health-related courses.

**Session Objectives:** (1) Determine the need for public health education in Lutheran higher education colleges and universities. (2) Understand the benefits of public health education in Lutheran higher education colleges and universities. (3) How is public health the Lutheran mission and values congruent?

**Presentation Type:** Poster Presentation

## **Training 21<sup>st</sup> Century Public Health Scientist: A Proposal for a Public Health Scholars Program**

Christian Albano - *Concordia University Wisconsin*

**Abstract:** Deficiencies exist in Lutheran public health higher education, and this proposal seeks to lead in creating a model for such education. Development of a bachelor's and MPH dual degree program strongly aligns with preparing students for a meaningful, service-oriented profession and incorporating multiple fields into a cohesive and impactful vocation. The dual bachelor's and MPH degree will not only prepare students to effectively address public health issues but also catapult Lutheran higher education with its innovative approach.



**Session Objectives:** (1) Understand the deficiencies in public health education and research in Lutheran higher education. (2) Learn about the benefits of the proposed Public Health Scholars Program. (3) Understand the relationship of Lutheran higher education mission and vision with that of public health.

**Presentation Type:** Poster Presentation

### **The Use of Music and Movies to Make Learning Memorable for Millennials**

Marie Allsopp - *Mississippi State University*

If you've always wanted to have the perfect excuse to play some of your favorite songs and movies in class, this session is for you!

**Abstract:** Now more than ever, we as educators have to compete with smartphones and other forms of technology that vie for our students' attention. How can we make learning fun and memorable for our students? Good news! We no longer need to strive for ways to keep our students engaged throughout our lectures. Instead, participants will be equipped with creative ways to appropriately use music and movie clips in class that will generate interest and excitement about learning. Everyone in attendance will walk away from this session knowing how to create

and insert MP3 and MP4 files into PowerPoint slides.

**Session Objectives:** (1) Understand how music and movies are used in teaching to engage students. (2) Identify two ways music and movie clips improve memory in students. (3) Learn how to insert MP3 and MP4 clips into PowerPoint lectures.

**Presentation Type:** 20-Minute Concurrent

### **Reason that Encourage Saudi Graduate Students to Study Education-Related Majors in the United States**

Nouf Almutairi - *Western Michigan University*

This survey study was designed to explore and described the different reasons that motivate Saudi Arabian international graduate students to attend American universities to study education-related majors.

**Abstract:** Different academic and personal issues that international students might face while studying in the United States have been deeply discussed by a number of investigators (e.g., Leong & Sedlacek, 1989; Olivas & Lee, 2006; Pedersen, 1995; Ward, Bochner, & Furnham, 2008). More specifically, most of the studies on international students has focused, explored, and discussed different issues of international students from Asia (Shaw, 2010). However, not that much is known about the educational experiences of students from the Middle East (Altbach & Wang, 1989) and even limited issues is discussed regarding the educational experiences of Saudi Arabia students who are studying in the United States. Even though the number of Saudi Arabia students who are studying in American higher education institutes increases, the literature regarding the reasons that encourage them to choose to come to the United States to study education related-majors is limited. This survey study was designed to explore and described the different reasons that motivate Saudi Arabian international graduate students to attend American Universities to study education-related majors. This process produced a deep understanding of the reasons that encourage Saudi Arabian international grade students to gain their higher education from the United States. These reasons were clearly reported by the participants themselves.

**Session Objectives:** (1) Know the different reason that encourage Saudi students to study education-related majors in US. (2) Learn some differences between the teaching methods in Saudi and US. (3) Learn about the Saudi educational system and its bases.

**Presentation Type:** Poster Presentation



## Teaching Math Through Debate

Rajee Amarasinghe and Daniel Jones - *California State University, Fresno*

The presentation will showcase the effectiveness of debate in the classroom to teach any subject, especially mathematics.

**Abstract:** Our goal in this presentation is to reflect on our experiences as educators on using debate in the classroom in various settings. Most teachers would agree that the most important element in effective teaching is student engagement. Debates in the classroom provide the students with the collaborative learning environment that motivates and encourages them to dive deeply into the concepts they are expected to learn. If done right, students who learn in a debate-style class will not only become proactive problem solvers, but also enthusiastic participants in the learning process.

**Session Objectives:** (1) Be introduced to a new pedagogical approach that keeps students motivated and engaged in the learning process. (2) Identify tools to facilitate actual student-centered learning by changing the classroom dynamic. (3) Share in the same real-time classroom experience that our students have themselves successfully participated in.

**Presentation Type:** 50-Minute Concurrent

## Benefits of Project-Based Learning in an Introductory Engineering Programming Course

Mehran Andalibi - *Embry-Riddle Aeronautical University*

Project-based learning yielded significant increases in critical thinking, communication and teamwork skills in an introductory programming course. Students valued working with others and authentic learning.

**Abstract:** Using project-based learning, groups of students designed an automated mechanism for sorting Lego parts in an introductory engineering course using MATLAB. Students completed a survey adapted from the AACU rubrics for Value Assessment of Learning in Undergraduate Education to measure creative thinking, oral and written communication, and teamwork skills. In addition, students completed a supplemental questionnaire during the last week of classes. All four measured skills showed a significant improvement from before to after the project's completion. Additional findings showed that participating in project-based learning reinforced students' previous knowledge, prepared them for advanced robotic courses, and that they enjoyed programming.

**Session Objectives:** (1) Evidence for the effectiveness of project-based learning in an engineering course. (2) Methods for developing meta-cognition and student self-regulation using self-report measures. (3) Challenging undergraduate students with a modified graduate design task.

**Presentation Type:** Poster Presentation

## Multi-Faceted Learning: Integrated Cases, Problems, Simulation, and Text

David Anderson - *Taylor University*

Technology empowers the integration of case, experiment, problem, simulation, and textual technologies into the classroom. Session examines student opportunities to uniquely combine these learning styles.

**Abstract:** Technology empowers the integration of case, experiment, problem, simulation, and textual technologies. Textbook publishers enhance their adoption services by including student opportunities to implement individual learning styles. While professors have adopted specific applications, little research has focused upon the synergistic value of integrating a combination of different learning tools to match and benefit the unique learning approaches of individual students. While the learning approaches are different, the final evaluation (paper and problem solutions) reinforces the benefits from taking unique student learning paths to understand the materials.



**Session Objectives:** (1) Measure Importance of the Integration of Teaching/Learning Tools. (2) Reinforce Classroom Objectives through Specific Classroom Interactions. (3) Identify Synergies Achieved through a Combination of Approaches.

**Presentation Type:** 20-Minute Concurrent

### **What Are Your Favorite Tech Tools in Teaching?**

Lynne Anderson - *National University*

Participants will share best practices in teaching with technology with their colleagues in the workshop.

**Abstract:** The goal for the session is: to share favorite tech tools used in teaching and to expand faculty use of technology in teaching and learning. Essentially, this session will be used to share best practices in teaching with technology and learn from each other in real time.

**Session Objectives:** (1) Sharing favorite tech tools used in teaching. (2) Discussion of tech tools in teaching. (3) Large group analysis of commonalities and distinctions.

**Presentation Type:** 50-Minute Concurrent

### **Enhancing Metacognition, Grit, and Growth Mindset for Student Success**

Peter Arthur - *University of British Columbia*

Research studies indicate a positive relationship between a students metacognition, grit, growth mindset, and academic success.

**Abstract:** Research studies indicate a positive relationship between a student's metacognition, grit, growth mindset, and academic success. These traits can all be taught and through experience enhanced. Further, these traits all assist students with being successful lifelong learners. This session focuses on evidence-based strategies teachers may embed in their learning environments. Participants will then be able to evaluate multiple ways these strategies can be integrated into one's teaching. Note: The session will draw on all participant's experience and strategies in this area and will build on what participants are already doing.

**Session Objectives:** (1) Evaluate multiple ways metacognitive and growth mindset strategies may be integrated into one's teaching. (2) Reflect on their own teaching and recognize where they are supporting metacognition and growth mindset skills.

**Presentation Type:** 50-Minute Concurrent

### **Online Students' Perspective on Online Instructional Strategies: Their Advice for Faculty and Instructional Designers**

Ryan Baltrip - *College of William & Mary*

Explore and analyze data from online students related to effectiveness of online instructional strategies and leave with a list of recommendations for improving online instruction.

**Abstract:** Are your online students "really" satisfied with the instructional strategies utilized in their online courses or are they merely satisfied with the convenience of the online learning format? This session explores recent, original data from online students at a national university. We will collaboratively analyze this data – along with other related research – to formulate a list of recommendations on how to improve various online instructional strategies. By the end of the session, we will have synthesized our analysis so that each participant will leave with a robust list of thoughts and ideas on how to improve their online instruction.



**Session Objectives:** (1) Survey recent and original data from online students at a national university and other related research from the broader field. (2) Analyze the data collaboratively and compare the group's analysis with a draft list of "recommendations on how to improve online instructional strategies." (3) Adapt the draft list of "recommendations" to incorporate the group's analysis to produce a revised list of "recommendations" that participants can take and utilize in their online instruction.

**Presentation Type:** 50-Minute Concurrent

### **How a Class Becomes a Community: Writing Together a Constitution for the Course**

Amelia Barili - *University of California, Berkeley*

How to move a group of strangers enrolled into a course to become a community that is committed to mutually beneficial learning in that course.

**Abstract:** Writing together a Constitution for the course is an effective method of engaging students, from the first day. I will explain how to do it and will give practical examples from the constitutions students wrote for two of my courses. I will discuss how I came up with the four essential questions specific for each course; and will show what the students reflections were, and the Constitution they wrote for each class. I will have participants work, individually and in groups, to gather at least three new ideas, on how they can successfully adapt this method for their course/s.

**Session Objectives:** (1) Create your own understanding of how to write a constitution for your course. (2) Identify three essential aspects from your own classes that you want your students to reflect upon and commit to at the very beginning of that course. (3) Formulate three essential questions (one for each aspect) that will be departing points for your students when writing the constitution for your course.

**Presentation Type:** 50-Minute Concurrent

### **Course Design via Bloom's Taxonomy....It's a Pentagon! A New Model**

Tim Becker - *Southern Oregon University*

We all know Bloom's Taxonomy. Learn, use the "pentagon" model building on prior knowledge & experience, involves only technology for Levels 1 & 2, increases Level 3 - 6 activities, assignments.

**Abstract:** Bloom's Taxonomy...everyone knows it, but how many use it in course design and delivery? What role does technology play in your courses? After many years of teaching and course and program development, it's clear that the hierarchical pyramid of the original and revised theory doesn't fit today's and the future's courses. In this presentation, you will see how the theory can be better operationalized by the pentagon shape which indicates the types and amounts of assignments at the Levels. In addition, the importance and role of prior knowledge and experience will be addressed.

**Session Objectives:** (1) Update role of Bloom's Taxonomy today and future. (2) Identify the steps and components of the "new" Bloom. (3) Adapt the "pentagon" Bloom to your courses for better results.

**Presentation Type:** 20-Minute Concurrent

### **Creating and Implementing an Academically Safe Active Learning Environment for Student Excellence**

Tim Becker - *Southern Oregon University*

It's up to universities, faculty to create a safe active learning environment (SALE)! Do you? Learn, practice key elements of "SALE" and change. Get positive results.



**Abstract:** So what do universities and faculty have to do to create and ensure academic safety (SALE) exists in the class? Why? Changes in student demographics, delivery modalities, creating a safe learning environment becomes increasingly challenging, but more necessary. The benefits of a safe learning environment maximizes engagement, learning, and more positive results. Now is the time to make learning and education safe. Each of us should have a “toolkit” to draw from to ensure SALE. Come and learn our experiences and techniques.

**Session Objectives:** (1) Identify and practice elements of a safe active learning environment (SALE) for maximum student success. (2) Discuss and determine the role and behavior of faculty and students to ensure a SALE. (3) Determine what we are in the classroom for (increases and decreases).

**Presentation Type:** 50-Minute Concurrent

## **Preparing Students for Success in Life Outside Your Classroom**

David Betancourt - *Cerritos College*

This session will focus on empowering faculty to teach beyond their disciplines towards student success in life.

**Abstract:** Teacher training is often times discipline specific. Future teachers are not taught how to support or facilitate success beyond the classroom. This session will focus on empowering faculty to teach beyond their disciplines towards student success in life. Expansive teaching practices that include the concepts associated with habits of mind, growth mind set, learning dispositions, and grit will be explored.

**Session Objectives:** (1) Share philosophies on the purpose of teaching and the impact the purpose has on learning. (2) Learn and share teaching practices that expand beyond a subject area. (3) Explore the possibility of teaching about life success through their discipline.

**Presentation Type:** 50-Minute Concurrent

## **Creating New Horizons for Developmental Mathematics Through Math Literacy and Algebra**

Kavita Bhatia and Kirthi Premadasa - *University of Wisconsin Colleges*

A new pathway for developmental mathematics students which combines quantitative literacy and algebra created for a large two-year system is described.

**Abstract:** The presentation will describe a new pathway for developmental mathematics that is a combination of quantities literacy and intermediate algebra, developed by faculty at a two year liberal arts transfer institution. While especially suitable for non-STEM majors, the pathway is also an option for students in STEM fields as the course provides enough algebra skills to pursue further mathematics courses. The course, which introduces topics in a cyclic manner, was received well by the students at the two campuses where it was piloted and provided a reasonably good success rate as well as a very good progression rate.

**Session Objectives:** (1) New pathway for developmental mathematics that combines quantitative literacy and algebra. (2) Student perception of learning survey. (3) Data from course and survey.

**Presentation Type:** 50-Minute Concurrent

## **Assessing the Dynamics of Learning in Novice Researchers**

Prajukti Bhattacharyya - *University of Wisconsin, Whitewater*

Our study examines the rate at which novice researchers gained expertise in different research-related skills over a sustained period of out-of-classroom mentored research experience.

**Abstract:** Learning to conduct authentic research with disciplinary experts outside of classroom is highly impactful. Our Research Apprenticeship Program (RAP) engages beginning students in research irrespective



of discipline or academic preparation. Here we present our assessment study on progressive development of students' understanding of their project ideas, gains in research-related skills, and increase in confidence and self-efficacy as researchers over one academic year. Our study reveals important insights regarding the dynamics of student learning gains in different research-related skills over a sustained period of research experience. We will discuss our results and their implications in terms of student success.

**Session Objectives:** (1) Academic benefits of early engagement in research. (2) Mentored research and inclusive excellence. (3) Self-assessment of student learning gains from research.

**Presentation Type:** Poster Presentation

### **Increasing Student Engagement Through Questions, Reading, Collaboration, and Response**

Shawn Bielicki - *Liberty University*

This practice session will share, model, and discuss various teaching strategies that can be used in day-to-day classroom teaching to increase student engagement.

**Abstract:** This practice session will share, model, and discuss various teaching strategies that can be used in day-to-day classroom teaching to increase student engagement. The presentation will overview study questions and emphasize the need for higher-end questions in student assessments. Since reading is critical to student success, the session will outline a strategy to train students to actively read and engage with their text. The presentation will also highlight ways to utilize high-tech and low-tech collaborative learning techniques. To keep students engaged during lectures and discussions, several participative response techniques will be demonstrated.

**Session Objectives:** (1) Utilize study questions to guide student learning. (2) Implement a strategy for students to read and engage with their text. (3) Increase student engagement through participative response techniques.

**Presentation Type:** 50-Minute Concurrent

### **Meta-Reflective Journaling and Self-Determination in High School Sophomores**

Eric Boyer - *Saint Martin's University*

This study was designed to investigate the effects of a meta-reflective journaling intervention on secondary student academic achievement as well as student self-determination.

**Abstract:** This study was designed to investigate the effects of a meta-reflective journaling intervention on student academic achievement as well as student self-determination in high school world history instruction. Three intact student groups were randomly assigned to the treatment, receiving the meta-reflective journaling intervention, and three intact student groups received identical world history instruction but did not engage in the intervention, acting as the control. Data gathered revealed a significant improvement in both academic achievement and perceived self-determination for all groups involved, with a substantially more significant improvement in perceived self-determination by the experimental group engaging in the intervention.

**Session Objectives:** (1) Learn how utilizing reflection and metacognition can improve student engagement. (2) Learn how utilizing reflection and metacognition can improve student self-determination and motivation. (3) Participate in a rich literature discussion of Self-Determination Theory as applied to the Secondary Classroom.

**Presentation Type:** 50-Minute Concurrent



## Keeping Them in the “Game”: Building and Maintaining Student Resilience

Mitzi Brammer - *Saint Louis University*

Social and emotional supports as well as a number of classroom strategies are needed to address student resilience in light of standards-based education.

*Abstract:* In light of standards-based education, academic achievement means pushing students forward in their thinking. This can be difficult in diverse classrooms that include more at-risk students. Social/emotional supports as well as a number of classroom strategies are needed to build and maintain levels of resilience. Students who are engaged and connected achieve at higher levels regardless of their risk factors, socioeconomic status, sub-group, or home life (Simon, 2013). Participants will learn how to bridge research to practice and will leave with concrete tools and strategies that can be used with students to help them build/maintain resilience leading to academic achievement.

*Session Objectives:* (1) Identify and explain the bridge from research to practice as it relates to student resilience. (2) Identify and prioritize beliefs and values in order to effectively begin implementing resilience strategies for students. (3) Develop action plans that include research-based methods for building and maintaining student resilience.

**Presentation Type:** 50-Minute Concurrent

## Interprofessional Education: Can this Experience Add Value to Your Classroom?

Ranelle Brew - *Grand Valley State University*

Define the use of interprofessional education in the classroom setting, highlighting the best practices and evaluation tools.

*Abstract:* This presentation will define the use of interprofessional education in the classroom setting, highlighting the best practices and evaluation tools needed for successful implementation, while offering an opportunity for discussion and reflection on the interprofessional education and experiences.

*Session Objectives:* (1) Define the use of interprofessional education in the classroom and offer examples. (2) Understand the use of interdisciplinary work, highlighting best practices and lessons learned from a health expo experience. (3) Learn how to assess this work and conclude using appropriate evaluation tools.

**Presentation Type:** 20-Minute Concurrent

## Educator’s Barriers to Technology

April Brown - *University of Phoenix*

Technology instruction and exposure to technology is important tools for today’s students. This workshop will discuss ways to evaluate your technology use.

*Abstract:* Today, technology skills is one of the most valuable assets for students. Exposure to these vital attributes sets the groundwork for future success in technology and sufficient experience with hardware, software, applications, and other tools. For this reason, it is important to study and review the ways in which educator’s are using technology in the classroom as well as the resources available to K-12 educators. Are these educator’s making the most out of their technology? Are they able to connect with a more global learning environment through online resources? If not, what is keeping educators today from accessing the many advances that may reap educational rewards across the globe.

*Session Objectives:* (1) Understand common barriers to accessing technology. (2) Use a survey approach. (3) Identify implications for instruction.

**Presentation Type:** Poster Presentation

## **Engaging and Motivating Students: Innovative Pedagogical Approaches, Service/Experiential Learning**

Frances Burnett - *Johnson & Wales University*

A mixed-study of the helpfulness and effectiveness using simulations before experiential education and decision making skills with discussion on its effect on overall wellbeing post-graduation

*Abstract:* This session will review the use of simulations as a basis for improving learning and engagement practices in education, experiential learning, and to add empirical evidence to this model of learning. The concept for this session surrounded whether culinary, food service management, and hospitality students, who use the software in class and homework assignments during the 11-week course feel competent that the information they are using will raise their knowledge of the food service industry. Likewise, by engaging in the software in class, will a positive relationship exist between a learner's level of perceived effectiveness and well-being post-graduation?

*Session Objectives:* (1) Examine the reasons why using simulations are useful for experiential education. (2) Summarize the role of multimedia simulations in engaging learners. (3) Differentiate the role of simulations compared to essays for learning competencies.

**Presentation Type:** 20-Minute Concurrent

## **The Power of Positivity in the Online Classroom Environment**

Lauren Castrogiovanni - *University of Phoenix*

Students have many different motivating factors for returning to school, however instructors are their first experience. An instructor can encourage or diminish the success of a student.

*Abstract:* Facilitating an online classroom can be difficult and as faculty, we may struggle to remain positive on particularly difficult days. Faculty have a distinct job, to teach a course and provide as much knowledge to our students as we can. In doing so, we must remember it is not just about knowledge, but also encouragement, empowerment and belief in the greater future for our students. It would be unfortunate to miss an opportunity to impact a student's life by ignoring their insecurities, rather than embracing them and assisting them to reach their goals. Faculty will be provided a set of strategies to assist students by providing an encouraging and positive virtual classroom. Common scenarios experienced by faculty in an online classroom will be explored and provided several different examples of how to turn a potentially negative situation into a positive experience for our students.

*Session Objectives:* (1) Positive feedback. (2) Welcoming interaction in the classroom. (3) The undeniable positive effect encouragement has on students in an online environment

**Presentation Type:** Poster Presentation

## **Decoding Disney: Translating Imagineering Tricks into Teaching Strategies**

Mick Charney - *Kansas State University*

Walt Disney Imagineering practices provide a template for comprehensive reflective teaching strategies that can reinvigorate instructional vitality while engaging students in entertaining ways.

*Abstract:* Walt Disney philosophized that there is great enchantment in the discovery of knowledge and, conversely, some grain of wisdom in any entertainment. The magic of Disney entertainment, conjured up through unobtrusive deployments of imaginatively engineered contrivances, cloaks an indomitable enterprise so masterfully structured that its operational practices are readily adaptable to many other work-a-day situations, including the classroom. This session enumerates an array of clever Imagineering tricks—from “immersion” to “plussing” to “hidden Mickeys” and more—and then translates them into parallel pedagogies. This



comprehensive reflective teaching template is rendered even more potent through Disney-based “storyboard” techniques and “cross-utilization” practices.

**Session Objectives:** (1) Articulate one example of a comprehensive approach to reflective teaching that is applicable to any course format. (2) Ground instructional vitality and fresh pedagogical practices in the entertaining and familiar realm of popular culture. (3) Model the transference of successful business enterprise practices to the educational setting.

**Presentation Type:** 50-Minute Concurrent

### We've Been Doing it for Centuries: Awesome Teaching Without PowerPoint or Technology

Summer Cherland - *South Mountain Community College*

It's time to break up with PowerPoint (or whatever's weighing you down). If you attend one session this conference, make it one that inspires you.

*Abstract:* It's time to break up with PowerPoint (or any other tired mode of instruction that's weighing you down). Be ready to point out and challenge the approaches you naturally take in the classroom, experiment with new strategies that rely only on your already advanced expertise, and break out of your rut! Improving shouldn't mean adding work to your already heavy load. Shake it off, instead! If you attend one session this conference – make it one that can invigorate, enthuse, and inspire you to meet your own greatest potential.

**Session Objectives:** (1) Identify your own teaching strategies (e.g. lecture, game-based learning, classroom discussions, and active learning, etc.). (2) Unplug and revamp: define and experiment with “unplugged” teaching. (3) Assess and snap out of your own biases/ruts regarding lecture, lesson pacing, and active learning beyond the frequently reviled group work.

**Presentation Type:** 50-Minute Concurrent

### Increasing Graduate Teaching Assistant Effectiveness Through Peer and Self-Supervision

David Cluphf - *Southern Illinois University, Edwardsville*

Discussion of self-supervision and reflection strategies for graduate teaching assistants teaching university physical activity courses to recognize teaching behaviors and how they impact student learning.

*Abstract:* Key student and teacher behaviors have been identified via the West Virginia Teacher Evaluation System that lead to increased student learning in physical activity settings. This presentation describes teaching self-supervision and reflection strategies to graduate teaching assistants who teach university physical activity courses to help them recognize and document teaching behaviors and how they impact student learning.

**Session Objectives:** (1) Identify strategies to increase graduate teaching assistant effectiveness through self-supervision. (2) Synthesize information regarding the application of specific observation instruments to self-supervision of teaching. (3) Compare and contrast ‘generic’ course observation techniques and observation of specific teacher and student behaviors.

**Presentation Type:** Poster Presentation

### The Power of Yet: Creating a Learning Environment that Cultivates a Growth Mindset

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

Are geniuses born smart? Based on the research of Carol Dweck, learn how mindsets impact learning and explore ways to promote growth mindsets to improve student performance.

*Abstract:* This session will explore the educational theory of Carol Dweck regarding growth and fixed mindsets, which say that an individual's mindset can directly impact their ability to learn, grow, and develop talents. Learn



how to categorize individual mindsets as educators and the impact of mindset on learners, and explore ways in which educators might promote growth mindsets to learners through role modeling and educational activities.

**Session Objectives:** (1) Compare and contrast growth with fixed mindsets. (2) Apply fixed and growth mindset principles to personal and professional lives. (3) Apply fixed and growth mindset principles to teaching and mentoring.

**Presentation Type:** 20-Minute Concurrent

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

Milt Cox - *Miami University*

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

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

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

**Presentation Type:** 50-Minute Concurrent

## **Shaping the Engineering Freshman Experience Through Active Learning in a Flipped Classroom**

Tareq Daher - *University of Nebraska, Lincoln*

This session presents instructional strategies, challenges, and recommendations for implementing a flipped classroom for large enrollment courses. It details a three year redesign process.

**Abstract:** This session describes the three year course redesign of a freshman engineering orientation course. A team of engineering faculty, instructional designers, and student services staff worked collaboratively to flip the classroom to address logistical and instructional challenges that the traditional (pre-flipped) classroom presented. The presentation provides examples of pre-class asynchronous online activities, in-class active learning strategies, and recommendations when flipping a large enrollment course. Participants will have an opportunity to engage and discuss with others the flipped approach and be presented with a set of examples they can use in their own courses.

**Session Objectives:** (1) Gain a holistic, realistic, and detailed idea on flipping first year large enrollment courses. (2) Identify specific ideas of online and in class active learning activities suitable for large enrollment flipped classrooms. (3) Be presented with both instructor and student perceptions of a flipped course.

**Presentation Type:** 50-Minute Concurrent

## **Challenges and Successes of Experiential Learning in Undergraduate Courses**

Ujjaini Das and Arnab Banerji - *Cottey College and Loyola Marymount University*

We use comparative approach to study the challenges and successes of designing, conducting and measuring experiential learning process in undergraduate Theater and Environmental Studies courses.



**Abstract:** Experiential learning strategies have been heavily used in various disciplines including Theater and Environmental Studies. However, there has not been enough research that investigates the challenges of experiential leaning in these two disciplines. This comparative case study examines two distinct semester long undergraduate courses offered in the field of Environmental Studies and Theater Arts that used four kinds of experiential learning elements – site visits, lab-based activities, guest speakers and small play presentations. The purpose of the study is to analyze the successes as well as the challenges of designing, conducting and measuring experiential learning process.

**Session Objectives:** (1) Demonstrate some of the experiential learning strategies that were used in an Environmental Studies course and a Theater history course. (2) Compare and contrast challenges and successes of designing, conducting and measuring experiential learning activities for the two disciplines. (3) Discuss ways to improve the experiential learning process.

**Presentation Type:** 20-Minute Concurrent

### **An Institutional Approach to Assessing Student Learning Outcomes**

Serge Desmarais and Maureen Mancuso - *University of Guelph*

Our presentation will summarize our institutional strategy designed to measure student learning outcomes. We will describe our approach and present data to demonstrate its capacity.

**Abstract:** Learning outcomes provide students with a clear sense of expectations while helping faculty identify and map where and when specific learning objectives are addressed in the curriculum. While the use and acceptance of learning outcomes has improved, finding means of reliable and valid assessment remains somewhat elusive. Since 2005 our University has been re-imagining its undergraduate curriculum with a focus on the attainment and measurement of five university learning outcomes. Our presentation will outline our institutional strategy, present data to illustrate the learning outcomes assessment of Bachelor of Engineering students, and highlight the challenges and opportunities offered by our approach.

**Session Objectives:** (1) Learn about the institutional strategy that resulted in the development and assessment of University approved learning outcomes. (2) Gain data from our Engineering program to demonstrate the success of our assessment strategy. (3) Discuss the need for a more comprehensive approach to learning outcomes assessment as well as the challenges and opportunities associated with this approach.

**Presentation Type:** 50-Minute Concurrent

### **Quality Enhancement Plan: The Road to Business Communication Excellence**

Heather Donofrio, Ashley Clayson, and Deva Rawls - *University of West Florida*

University Quality Enhancement Plan, focused on high impact practices, is leading to across-the-curriculum communication learning and assessment, communication lab services, and business communication certificate.

**Abstract:** After a University decision to provide high impact practices focusing on communication for professional success, the College of Business designed a plan to provide communication training across the curriculum. The University provided rubrics for oral and written communication. The College of Business constructed a business-specific description for the rubrics and a complementary companion sheet for grading. The College then designated courses across the curriculum that would practice and assess these skills. The College next expanded the Enhancement Plan to include a writing and communication lab, and etiquette dinner (for further professional training), and a Business Communication certificate.

**Session Objectives:** (1) Discuss how a Quality Enhancement Plan, focused on high impact practices, can be used to re-design a curriculum to include communication training across the entire curriculum. (2) Gain a curricular plan for communication training with high impact practices. (3) Identify tools for use in communication training.

**Presentation Type:** 50-Minute Concurrent

## **Student-Centered Pedagogy and Affect-Laden Coursework: Engaging the Teaching Alliance Framework**

Fernando Estrada - *Loyola Marymount University*

This presentation focuses on the theoretical and empirical basis of the teaching alliance, a student-centered tool for enhancing learning byway of a quality student-teacher relationship.

*Abstract:* The teaching alliance is a student-centered framework designed to enhance the relationship between a student and an instructor via three factors: course objectives, learning tasks, and a supportive bond. This collaborative and dynamic framework can be particularly useful in affect-laden courses like multicultural education. A recent study answered: Are students interested in engaging the teaching alliance? And does engaging the alliance correlate to desired learning outcomes? Results showed high student interest and also positive effects. Attendees of this presentation will learn about anecdotal and empirical evidence showing the utility of the teaching alliance across a range of courses.

*Session Objectives:* (1) Understand the teaching alliance framework and its theoretical and empirical underpinning. (2) Know how to implement the alliance concept in class. (3) Explore additional benefits and challenges of the framework within student-centered pedagogy.

**Presentation Type:** 20-Minute Concurrent

## **YSearch: Using Technology to Teach Research Methodology to First-Year Writing Students**

Leanna Fry Balci - *Brigham Young University*

A library website reaches freshmen students with short videos that do not drone on and interactive tools that test concepts in engaging ways.

*Abstract:* Librarians developed a website of out-of-class content for freshman writing students. Given changes in higher education instruction, the flipped nature of this website reaches freshmen students in a way that works for them—short videos that do not drone on and interactive tools that test concepts in engaging ways. Librarians wished to complete more in class than just “point and click” instruction, and having students practice research skills outside of class has allowed for more productive pedagogy during the students’ visit to the library. The website is designed to change and adapt as students’ needs morph over time.

*Session Objectives:* (1) Understand reasons for using online content in a face-to-face classroom. (2) Learn how to develop online content. (3) Learn ways of assessing online content.

**Presentation Type:** 20-Minute Concurrent

## **13 Techniques for Responding to Student Contributions in Discussion-Based Learning Environments**

Chris Garrett - *Nevada State College*

This session will provide 13 techniques that college teachers can utilize in responding to student contributions in discussion-based learning environments.

*Abstract:* In order to effectively facilitate classroom discussions, college teachers must develop skills in questioning, listening, and responding. Designing questions that stimulate and encourage critical thinking is essential. Likewise, effective teachers actively listen and are present during interactions with their students. Equally important is how a teacher chooses to respond to student contributions. This presentation identifies 13 techniques that college teachers can utilize in responding to student contributions in discussion-based learning environments. We will also explore how the teacher’s responses to student contributions influence the learning environment.



**Session Objectives:** (1) Gain 13 techniques for responding to student contributions in discussion-based learning environments. (2) Explore how responses to student contributions influence the learning environment.

**Presentation Type:** 20-Minute Concurrent

## **Socratic Methodologies; Revisiting Critical Thinking in a Synchronous Environment**

Brian Gilliam - *National University*

This presentation will analyze the success of Socratic techniques used to engage students in online synchronous environments and the next step, student application.

**Abstract:** Tired of superficial, contrived responses in online chats? So are your students. Unfortunately, online chats are often viewed by students as worthless busywork. Last year my presentation focused on introducing educators to the use of Socratic questioning to develop higher order critical thinking in synchronous environments. This year my research focuses on analyzing the success of this technique in synchronous environments. Additionally, we will take the next step and develop the student's ability to use this questioning technique in active dialogue. This presentation will provide participants with samples of approaches utilized to develop student effectiveness with this technique.

**Session Objectives:** (1) Identify the benefits of using the Socratic method to stimulate critical thinking. (2) Visit the success of Socratic methods used in online synchronous discussions. (3) Gain techniques that will enable students to use Socratic questioning in their dialogue.

**Presentation Type:** 50-Minute Concurrent

## **Higher Ed on the Edge of Wonder: Is Storied Learning the Next Frontier?**

Peter C. Gleason - *Loma Linda University*

A humble educator shares the adventures and challenges of enabling learning through connection, creation, and stories.

**Abstract:** Apple partnered with Loma Linda University School of Public Health over the summer of 2016. A significant and unanticipated lesson learned was the use of storytelling as a teaching mechanism. Through relatively easy to use software applications, students can be empowered to share their ideas through multimedia in the form of movies, podcasts or social media presentations. Essentially we can empower students to use their learning activities to not only for the grade, but their education becomes a concrete resource for the benefit of all.

**Session Objectives:** (1) Identify resources available to faculty regarding training and development in educational methods and technologies. (2) Be aware of the challenges and lessons learned from consulting with technology companies for faculty development. (3) Engage in a critical discussion of the opportunities, challenges and pitfalls facing faculty in this fast-paced era of higher education.

**Presentation Type:** 50-Minute Concurrent

## **The Importance of Mentoring with Grit and the Growth Mindset**

Sheri Grotian-Ryan and Kyle Ryan - *Peru State College*

This session will examine the relationship of grit, the growth mindset, and successful implementation of high-impact practices due to the role mentors fulfill.

**Abstract:** Grit and the growth mindset have experienced increased recognition recently in relation to determining student success and as a means of effective instruction through high-impact practices. The purpose of this study was to examine student perception of the role mentoring played in successfully implementing high-



impact practices in the higher education curriculum. Specific attention was given to various functions a mentor serves in an effort to determine which functions (or roles) provided the most benefit to students seeking these learning opportunities.

*Session Objectives:*(1) Understand the relationship between grit, the growth mindset, and high-impact practices. (2) Relate mentoring to the success of high-impact practices. (3) Gain insight into functions a mentor fulfills.

**Presentation Type:** 50-Minute Concurrent

### **Online Students, Faculty, and Teams: A Quick Start Guide for Faculty and Students Alike**

April Hankins - *University of Phoenix*

We will explore the possible outcomes of teamwork and share tools that can facilitate teams moving from forming to performing without the added difficulties.

*Abstract:* This work was done in collaboration with Allison Wadle, University of Phoenix. We will explore the possible and expected outcomes of teamwork and share tools that can facilitate teams moving from forming to performing without the added difficulties. With a proactive mindset and toolbox, faculty can implement teamwork and collaboration methods into their curriculum without the anticipation and anxiety of the additional time investment and the result of underperforming teams.

*Session Objectives:* (1) Saving time and stress by preparing appropriately for teams. (2) How to anticipate student concerns. (3) How to assist teams toward success without over involvement.

**Presentation Type:** Poster Presentation

### **Separating the Sizzle from the Steak: Evaluating Classroom Technologies for Effective Implementation**

Margot Hanson and Amber Janssen - *California State University, Maritime Academy*

More tech is not necessarily better. This session will highlight some teacher-tested classroom technologies, and focus on evaluation methods for selecting new technology.

*Abstract:* Classroom technology is sometimes touted as a cure-all for student learning, but increasing student engagement takes more than just slapping a tech tool onto an existing lesson. In this session, participants will learn about a Faculty Learning Community (FLC) model for selectively incorporating technology into courses from a variety of disciplines. An “Incorporating Educational Technology into Classroom Teaching” FLC invited members to discuss free or low-cost educational technologies. During each meeting, tools were demonstrated by faculty members who have used them in their classes, and benefits, drawbacks, and potential areas for implementation were covered in detail.

*Session Objectives:* (1) Identify technology needs in their own courses. (2) Evaluate demonstrated classroom technology tools. (3) Determine which educational technology would be an appropriate fit for classes.

**Presentation Type:** 50-Minute Concurrent

### **Gamification of Assessments: A Case Study of PaGamO**

Hang-Wei Hao - *Valparaiso University*

PaGamO, a new education platform, to engage students and enhance students motivation to learn.

*Abstract:* The project is centered on the idea of gamification to the classroom. Gamification, the utilization of game elements to non-game settings, continues to grow in popularity as a method to increase student engagement in the classroom. Through the use of a new education platform, PaGamO, I hope this can enhance student motivation to learn in an engaging way.



**Session Objectives:** (1) Assist in understanding and critically evaluating the role and effect of games in education. (2) Illustrate and share the new assessment tool in economics courses. (3) Discuss weaknesses and strengths of gamification.

**Presentation Type:** 20-Minute Concurrent

## **How Mindful Meditation Promotes Active Learning**

Oren Hertz - *Johnson & Wales University*

The purpose of this research is to examine the connection between mindful meditation and active learning, and how meditation opens the heart and mind.

**Abstract:** Mindful meditations are not often considered in academia. However, the benefits of a mindful meditation can promote active learning if introduced to students in an engaging manner. The purpose of this research is to examine the connection between mindful meditation and active learning, how different types of meditation open the heart and mind, and how students respond to it. Examples will be shared, as well as current research that suggests the connection and benefit of mindful meditation in the classroom. Facilitators do not have to be avid meditators. Simple applications and ideas will be shared.

**Session Objectives:** (1) Learn about the benefits of mindful meditation. (2) See the connection between mindful meditation and active learning. (3) Examples of different types of mindful meditations will be shared.

**Presentation Type:** 50-Minute Concurrent

## **Results Comparing Learning Outcomes in Traditional, Flipped, and Partially Flipped Classrooms**

Amanda Holton - *University of California, Irvine*

The current studies assess the impact of flipped instruction on exam performance in introductory chemistry courses.

**Abstract:** Current studies assess impacts of flipped instruction on exam performance. Flipped instruction didn't increase students' study time, it had a small impact on outcomes. Flipped instruction benefited students though did not increase motivation and perceived class quality. Giving frequent assignments ensured pre-class study compliance and overcame initial student complaints. To mediate over resilience of traditional lectures, a course was partially flipped. Students become familiar with material in lecture format. Utilizing pre-class work to decrease lecture time we had "Flipped Fridays". Preliminary evidence shows a stronger result using this method, and full results will be presented.

**Session Objectives:** (1) Learn how flipped classrooms can be implemented in large lectures. (2) Learn how motivation and maturity levels can affect performance in flipped classrooms. (3) Learn how flipped activities can be altered to cater to the specific student demographics of classrooms.

**Presentation Type:** Poster Presentation

## **Technology Implementation for Active Learning, Flipped, Partially Flipped, and Online Classes**

Amanda Holton - *University of California, Irvine*

Participants will create an action plan for implementing active learning, hybrid, flipped or online classroom methodologies appropriate to their classrooms.

**Abstract:** Active learning strategies, and the continuum between traditional, flipped, and online learning are introduced using an interactive game. It includes a limited review of evidenced based practices. The majority of the session is spent discussing common concerns and technological solutions. There's an emphasis on a variety of tools that are designed for a variety of classrooms. Participants will develop a plan for beginning, changing or

integrating active learning. Demonstrations of tools will be done during the introduction of the topics, resources handouts and a planning template will all be provided to assist in creating an actionable plan for their courses.

**Session Objectives:** (1) Create a plan to implement active learning of the appropriate level for their classrooms (a template will be provided). (2) Become familiar with various resources that can be implemented for their active learning classrooms- large or small. (3) Discuss common concerns and solutions with peers.

**Presentation Type:** 50-Minute Concurrent

## **Learning by Action Through the Use of Technology**

LaTonya Hughes - *DeVry University, Tinley Park Campus*

This session has been designed to help educators find ways to allow students to use their technology devices while learning at the same time.

**Abstract:** With the many advances in technology, it is crucial that educators stay abreast of what's new and find different ways to use them in the classrooms. Have you ever had a student who can't seem to put away their smart phone, laptop, tablet, etc., to listen to your traditional classroom lecture? I am sure this is something that we all have experienced. If you are looking for ways to help get your students engaged during class, this session has been designed to help educators find ways to allow students to use their technology devices while learning at the same time.

**Session Objectives:** (1) Better engage students in the classroom through the use of 21st Century technologies. (2) Increase classroom and group participation through the use of 21st Century technologies. (3) Disseminate traditional classroom lectures through using innovative technology methods.

**Presentation Type:** 50-Minute Concurrent

## **Student Outcomes and Perceptions Related to Green Screen Technology Utilized in a Drug Literature Evaluation Course**

Peter Hughes - *Samford University*

We will present the school of pharmacy's incorporation of green screen videos in the curriculum and assessment of student outcomes and opinions.

**Abstract:** Objectives: Determine if blended course design utilizing green screen technology and active learning versus face-to-face teaching in a required drug literature evaluation course would change student learning outcomes and would be favorable to students. Design: Green-screen videos were created using the TouchCast Studio iPad application to replace face-to-face didactic instruction. Assessment: Examination performance on the same exam items was overall not statistically different from the historical cohort while it was numerically improved overall. Conclusion: Blended course delivery utilizing green screen videos resulted numerical improvement in examination performance, was favorable to students, and will be further implemented in the curriculum.

**Session Objectives:** (1) See examples of software programs that allow for creation of green screen video content. (2) Identify best practices inclusion of green screen technology into various curricula. (3) Create a green screen implementation plan for your teaching assignments.

**Presentation Type:** 20-Minute Concurrent

## **The Three Energies of E-Learning (and Which is Needed Most)**

Jason Johnston - *University of Kentucky*

The participant will learn about applying the "Community of Inquiry" framework to e-learning in order to help create a true educational experience online.



**Abstract:** In this session, the participant will learn about a new way to understand the “Community of Inquiry” through fresh descriptions and word pictures. They will then survey the six primary online learning activities and discuss best practices for each and how they fit into creating an educational experience. Participants will add the learning by helping to brainstorm specific learning activities or tools that could be used in each category. We will then close with practical tips for teachers and administrators on how to move forward with Community of Inquiry centered e-learning goals to help increase learning.

**Session Objectives:** (1) Basic theoretical understanding and application of the “Community of Inquiry” pedagogical framework. (2) Surveying and brainstorming on the six primary online learning activities with adjoining best practices for each. (3) Practical tips on how to make e-learning community oriented.

**Presentation Type:** 50-Minute Concurrent

## **Do I Really Want to Know? Mid-Course Evaluations for Course Redesign**

Ida Jones - *California State University, Fresno*

Mid-course evaluations promote course re-design and encourage student responsibility for learning in online and face to face courses.

**Abstract:** Faculty can use mid-course evaluations in online courses to check to make sure the course is on track, respond to unclear and/or confusing points and remind students of the option to incorporate more study techniques and tools when taking a course. However, changing mid-stream in an online course can be challenging. The session will include sample mid-course evaluations, statistics on the students’ suggestions, a list of the mid-course changes made based on the survey results, a discussion of how those changes were communicated to students and statistics and information on students’ end of the course responses to the changes.

**Session Objectives:** (1) Examine key components of mid-course evaluations. (2) Develop a strategy to incorporate results into course design. (3) Identify how these evaluations can help students stay on track.

**Presentation Type:** 50-Minute Concurrent

## **Course Design Done Right**

Zakaria Jouaibi - *Indiana State University*

Using backward design and modular structure enables the development of a pedagogically robust, well-designed, intuitively navigated, and easily accessed course that promotes meaningful learning.

**Abstract:** Most of our discussions on how to better our students’ learning experience, be it online or onsite, is dominated by one major theme, how to teach. Unfortunately, we rarely talk about course design as a means to enlivening learning and teaching. A well-designed, intuitively navigated, and easily accessed course allows meaningful student-content, student-student, and student-instructor interactions, offers students with greater flexibility in pacing their learning, and promotes efficacious achievement of the learning outcomes.

**Session Objectives:** (1) Explain backward design model and modular structure. (2) Identify and discuss the pedagogical benefits of backward design model and modular structure. (3) Apply backward design and sketch a learning module.

**Presentation Type:** 50-Minute Concurrent

## **Instructional Strategies in a Diverse Classroom**

Rajrani Kalra and Amy Leh - *California State University, San Bernardino*

This presentation will inspire instructors and participants in using alternative modes of technology, spatial tools, and innovative instructional strategies to involve diverse students in class participation.

**Abstract:** The higher education system in the US has been a global enterprise, challenged by the online education system. The regional universities are local as well as global since they serve the local population as well as attract international talent. The classroom typically consists of a diverse group of students comprising of international, domestic, commuter, residential and full-time working students. This presentation will inspire instructors and participants in using alternative modes of technology, spatial tools, and innovative instructional strategies to involve diverse students in class participation. It will provide examples of the use of films, technology, instructional strategies, guest speakers and available campus lecture resources that can be of immense utility to the student's arsenal for learning. The participants will leave fully motivated with a variety of pedagogy in teaching a diverse student group.

**Session Objectives:** (1) Instructional strategies for diverse students. (2) New Innovative Technologies. (3) Tools for class involvement.

**Presentation Type:** Round Table

## You Get What You Ask For: Aligning Teaching, Learning, and Assessment Strategies

Anne Marie Karlberg and Tresha Dutton - *Whatcom Community College*

Participants will practice using a course outcome report to systematically examine the connections between the teaching, learning, and assessment strategies used in a class.

**Abstract:** Research indicates students internalize learning outcomes when faculty state them clearly and connect them to active teaching, learning and assessment strategies. Participants in this workshop will practice using a course outcome report to systematically examine connections between the teaching, learning, and assessment strategies used in a class. Faculty use this report at Whatcom Community College to formally assess student learning of one course outcome every year. WCC faculty report this is a simple, relevant and meaningful tool to determine the alignment of teaching, learning and assessment strategies with the course outcomes' indicators and to improve student learning.

**Session Objectives:** (1) Plan active teaching and learning activities connected to the learning outcome. (2) Create a plan for improving learning based on assessment findings. (3) Create a course outcome report.

**Presentation Type:** 50-Minute Concurrent

## Creating and Listening: Counterstories as Digital Narratives to Counter Oppression

Deborah Keller - *Indiana University-Purdue University, Indianapolis*

The presenter will share the effects of counterstories as digital narratives on pre-service teachers' cultural competence. Participants will examine this form for their own practice.

**Abstract:** The presenter will share the effects of counterstories in the form of digital narratives on pre-service students' cultural competence and invite participants to share their own experiences with using counterstories and/or digital narratives as pedagogical/learning tools. Participants will be asked to consider how their respective disciplines might make use of these mediums of expression as alternative ways for their students to delve more deeply into the content area. Specifically, the counterstory as digital narrative will be examined as a means of countering oppressive elements in society. Data from the qualitative study will be shared with the audience.

**Session Objectives:** (1) Understand of the effects of counterstories in the form of digital narratives on pre-service teachers' cultural competence. (2) Gain knowledge from others as the audience is invited to share their own experiences with using counterstories and/or digital narratives as pedagogical/learning tools. (3) Gain insight as to how they might incorporate counterstories/digital narratives in their own teaching practice and respective disciplines.

**Presentation Type:** 50-Minute Concurrent



## **Faculty Face: Social Presence Online Using Synchronous and Asynchronous Video**

Ann Kwinn - *Azusa Pacific University*

Social presence can improve the effectiveness of blended and online courses. Learn best practices for incorporating synchronous or asynchronous video for social presence.

*Abstract:* Social presence in the online classroom describes a sense of being together with real people and is correlated with higher results on learning measures Picciano (2002). Faculty can promote social presence with asynchronous or synchronous videos. This presentation include three segments: 1)Social Presence, 2) Asynchronous Video (posed on LMS or YouTube), and 3) Synchronous Video (Google Hangout, Adobe Connect). Each segment will include: definition, best practices, examples, handouts, activities. The activities for the session are: • Discussion: Activities that promote social presence; Critique sample videos against criteria; and Live polling quiz on synchronous video.

*Session Objectives:* (1) Identify at least one way to promote social presence with video. (2) Recognize the best practices of using virtual classroom tools. (3) Cite the pedagogical differences between synchronous and asynchronous video.

**Presentation Type:** Round Table

## **The Necessity of Academic Service-Learning for Criminology and Criminal Justice Majors**

Helen Lim - *California Lutheran University*

This presentation highlights the necessity of service-learning for criminology and criminal justice majors as future graduates who pursue service-oriented professions.

*Abstract:* This presentation highlights the benefits of service-learning for criminology and criminal justice majors. It also summarizes the perception of criminal justice majors who participated in a senior and alumni survey in 2015. The senior and alumni survey was conducted to assess the learning benefits of experiential learning opportunities, including service-learning offered in a criminal justice department. This presentation also emphasizes the necessity of service-learning for criminology and criminal justice majors, as future graduates who pursue occupations where service is central to their careers.

*Session Objectives:* (1) Understand the core components of service-learning. (2) Learn why service learning is beneficial for students who pursue service-oriented professions. (3) Understand why service learning is a necessity for criminology and criminal justice students.

**Presentation Type:** Poster Presentation

## **Teaching with Primary Sources to Motivate Students and Enhance Curriculum**

Brenda Machosky - *University of Hawai`i West O`ahu*

Learn about primary sources available online, and pedagogical tools offered through Teaching with Primary Sources. Discuss enhancing student interest by integrating primary sources in curriculum.

*Abstract:* Primary sources are an underused but valuable resource not only for supplementing textbook materials but also for engaging and exciting students with direct research and analysis across multiple disciplines. Participants will learn about primary sources available through the Library of Congress and other online resources, including the pedagogical tools offered through the Teaching with Primary Sources program through the LOC. Results of the Kumu Waiwai: Teaching From the Source project at University of Hawai`i West O`ahu will be shared. In concluding the session, participants will discuss ways in which primary sources can enhance their curriculum and elevate student engagement.



**Session Objectives:** (1) Discover primary source resources available through Library of Congress and other online databases, and the ways in which primary sources provide important instructional materials for hands-on learning. Laptops recommended but not required. (2) Learn about Kumu Waiwai: Teaching from the Source, a cooperative project with area secondary school teachers in an under-served district. (3) Discuss pedagogy resources and applications in participants' disciplines.

**Presentation Type:** 50-Minute Concurrent

## **Millennial Indifference: Motivating Young Students to Engage in the Political Process Through Blogs and Writing Assignments**

Vicki Martineau - National University

This presentation will show how the analysis of political campaign ads and other campaign rhetoric via blogs can encourage student engagement and civic responsibility.

**Abstract:** Today's millennial generation often expresses disinterest in the voting process. When asked about their views on political matters, they often appear uniformed or have tainted attitudes about our political process due to the constant propaganda they hear. As a result, many have no interest in voting, or they may vote based on inaccurate information. This presentation will show participants how to use political campaign ads and other assignments to stimulate civic responsibility and critical thinking. This presentation will include example assignments in which students were tasked with analyzing and fact checking political campaign ads and candidate platforms on multiple levels.

**Session Objectives:** (1) Learn how to use writing to engage students in the political process. (2) Learn to use group blogs to stimulate critical thinking and cooperative learning. (3) Learn to use real-world events to encourage student participation and social and civic responsibility.

**Presentation Type:** Poster Presentation

## **Using Multimodal Feedback to Promote Revision in Student Writing**

Vicki Martineau - National University

This presentation will show participants how combining multiple modes of feedback, such as video, audio, screencasting, and written comments, can help students improve their writing.

**Abstract:** This presentation will show participants how varying their approaches to feedback can promote effective revision of student writing and encourage productive interactions with students. Participants will observe multiple approaches to feedback on student writing including the use of video, audio, and a variety of text tools. Participants will learn how alternatives to written feedback can promote more positive responses from instructors on student writing, motivate struggling writers, encourage dialogue between the instructor and the writer, and improve student revision. Participants will also engage in brainstorming activities to generate ideas for using these tools in their own classrooms.

**Session Objectives:** (1) Learn to use inexpensive, innovative technology to provide students with personalized feedback on their writing. (2) Understand the benefits of providing nontraditional feedback such as screencasting and audio messages as an alternative to written feedback. (3) Apply what they determine to be the best feedback approach to their own teaching.

**Presentation Type:** 50-Minute Concurrent



## Universal Design in the Higher Education Classroom: Say it Ain't So

Katrina Maynard and Corrie Kelly - *Longwood University*

The presenters address issues within the higher education classroom by incorporating Universal Design of Learning (UDL) during the presentation and processing of new material.

**Abstract:** The presenters address issues within the higher education classroom by incorporating Universal Design of Learning (UDL) during the presentation and processing of new material. The incorporation of these principles and guidelines, make all learning accessible and equitable for the needs that exist in the higher education classroom. There are a wide variety of abilities and challenges that some students faced with. This presentation will show participants how to apply the research and body of knowledge that supports it uses to create courses that ensure lectures, discussions, visual aids, videos, printed materials, labs, and fieldwork are accessible to all students.

**Session Objectives:** (1) Learn about the research to support the use of Universal Design in a higher education classroom. (2) Examine the methods and instructional strategies that can be used in a higher education classroom to make learning accessible by all students. (3) Discuss implications of the research and instructional strategies for their own higher education classrooms.

**Presentation Type:** 50-Minute Concurrent

## Three Crucial Articles on the Testing Effect that You Need to Know About!

Bob McMullen - *A. T. Still University*

Examination of recent research that provides actionable evidence, and analyze your current teaching/assessment practices as they relate to maximizing the impact of the testing effect.

**Abstract:** The literature has a remarkable number of recent re-examinations of the testing effect, the principle that retrieval of knowledge can be enhanced by testing as a method of review. This presentation will describe recent findings regarding the effects of response mode (oral vs written, short answer vs MCQ), Item Type, and open-vs closed book on retrieval. Participants will utilize the findings to analyze their own courses, seeking ways to enhance retrieval knowledge in their students.

**Session Objectives:** (1) Review the pedagogy pertaining to the “The Testing Effect.” (2) Describe the effect of Response Mode, Item Type, and open- vs closed book on the testing effect. (3) Analyze who you are utilizing/ not utilizing and could better incorporate the principles of retrieval practice in your courses.

**Presentation Type:** Poster Presentation

## Quickly Write Hundreds of Multiple Choice Questions to Test the Testing Effect in Your Class

Bob McMullen - *A. T. Still University*

Want to utilize the testing effect by creating repetitive quizzes for students to practice/learn from? See how to do this using a simple spreadsheet template.

**Abstract:** The testing effect tells us that people learn from the act of testing. We can use repetitive testing (in the form of quizzes) to leverage the testing effect in our classes. However, for best effect, the questions should be unique, necessitating creation of hundreds of questions. In this presentation, we will see how to easily make hundreds (if not thousands) of unique multiple choice questions using simple spreadsheet actions. Participants will leave with a template to use for their own questions.

**Session Objectives:** (1) Review the pedagogy pertaining to learning from testing, i.e. “The Testing Effect.” (2) Learn how to create numerous distractors very quickly for MCQs. (3) Learn how to use concatenation in spreadsheets to create hundreds (or thousands) of unique MCQs for use in repetitive testing.

**Presentation Type:** 50-Minute Concurrent



## The Role of Emotion in Learning and Transfer of Knowledge

Denise Mills - Midwestern University, Arizona

The classroom environment may affect a student's ability to transfer knowledge. While in a positive mood the learner is likely to see the "big picture".

*Abstract:* Dental educators are presented with the task of helping students develop clinical knowledge as well as psychomotor skills. The classroom environment may greatly affect a student's ability to transfer this knowledge. While in a positive mood the learner is more likely to see the "big picture" focusing on global concepts. While in a negative mood they are likely to focus on specific details. Encouraging a positive emotional state promotes student well-being and the transfer of knowledge through more flexible problem solving which is a critical for the novice dental provider.

*Session Objectives:* (1) Understand the role emotion in the classroom plays for the dental learner. (2) Identify classroom activities that may provoke positive emotion. (3) Understand a benefit of test-enhanced learning.

**Presentation Type:** 50-Minute Concurrent

## Who Says Learning Isn't Fun: Incorporating Games into the Classroom

Felicia Monroe - Sinclair Community College

This section will demonstrate how playing games in the class will engage students with any curriculum and enhance student learning of course objectives and learning outcomes.

*Abstract:* Student engagement is an essential piece to course completion. The more students are engaged, the more likely they are to be successful in the course. This session will provide an interactive way for instructors to increase student engagement in the classroom through traditional game play.

*Session Objectives:* (1) Provide examples of gaming activities that can be used to enhance student learning and engagement. (2) Encourage fellow educators to adapt and implement similar activities in their courses.

**Presentation Type:** 50-Minute Concurrent

## Increasing Course Structure in a Non-Majors Neuropharmacology Course Using Online Case Studies and Peer Review

Andrea Nicholas - University of California, Irvine

A traditional large lecture course was transformed into a highly structured course when instructors developed active case study assignments graded online by peer review.

*Abstract:* Non-majors undergraduates seeking to fulfill their general education requirement for biology were enrolled in a highly structured course that provided online active learning opportunities in a large lecture hall setting. Students working in small assigned groups solved weekly case studies devised to teach basic neuropharmacology concepts. All case study assignments were then peer reviewed. Course content was further reinforced with weekly online quizzes. Students taking the highly structured course outperformed students that had taken the traditional lecture course. Survey data suggests that non-majors students may begrudge the extra efforts of active teaching even though they learn better.

*Session Objectives:* (1) Identify how a traditional lecture course can be redesigned to incorporate case study teaching without having to flip. (2) Better understand student opinions about increased course structure. (3) Learn how peer review can be effectively used in a large non-majors course.

**Presentation Type:** 20-Minute Concurrent



## Community Building with F2F and Online Faculty Teaching Exchange Program

Jung Oh - Kansas State University Polytechnic

Faculty members from across disciplines collaborated to foster a teaching community through a collaborative, voluntary, multifaceted faculty development program with F2F and virtual exchange.

*Abstract:* A faculty-driven teaching exchange program was developed to cultivate the culture of teaching and learning at satellite campus. First year endeavors focused on multidisciplinary classroom hosting and observing, reflective analyses sharing, and focus group participating. Second year efforts expanded with virtual components, mimicking an online course via learning management system, introducing gaming aspect, and allowing passive participation. This program led to a collaborative process in which invitation, collaboration, and peer support resulted in a culture of sharing innovative teaching practices, and a relaxing and stimulating learning environment allowed for continued engagement and resource sharing among faculty members.

*Session Objectives:* (1) Share potential benefits of multidisciplinary faculty-driven teaching exchange program. (2) Discuss the use of LMS to foster faculty community of learners for teaching excellence. (3) Address the challenges of sustaining and maximizing F2F and online teaching exchange collaboration.

**Presentation Type:** 20-Minute Concurrent

## Strategies Towards Enhancing Student's Motivation in Online Teaching and Learning

Paulchris Okpala - California State University, San Bernardino

Student motivation in online learning enhances performance. This presentation will discuss the key strategies to be used by teachers in enhancing online student's motivation.

*Abstract:* The presentation will be based on the outcome of a qualitative study that examined the factors affecting the motivational level and the practical strategies employed in enhancing motivation among online learners. The presentation will discuss the factors that affect motivation level among online learners and how such factors differ from those affecting level of motivation in classroom learning. Presentation on which motivational strategies work among online learners will also be discussed. The role of the teacher in the implementation of the motivational strategies through individual and class management, monitoring and communication and student follow-up will be discussed.

*Session Objectives:* (1) Examine the factors that determine the level of motivation in online teaching and learning. (2) Discuss the efficient strategies for enhancing student's motivation in online teaching and learning. (3) Examine appropriate ways of implementing the identified strategies.

**Presentation Type:** Poster Presentation

## Coaches Not Cops: Strategies to Help Students Make Better Learning Decisions

Lolita Paff - Penn State Berks

It's depressing to see students making poor decisions about learning. Are policies and penalties the best option? Join us as we shift focus from policies to practices to help students assume more responsibility for their learning.

*Abstract:* Syllabus policies are necessary, but they aren't the only or best way to discourage unproductive learning behaviors for three reasons. First, they generally don't teach students why those behaviors hurt learning. Second, policies generally do not support students' efforts to become self-directed learners. Third, policies tend to focus on grading, lost points and consequences instead of learning. In contrast there are teacher behaviors, instructional strategies and assignment characteristics that can help students see why some decisions hurt their attempts to learn. This session focuses on teacher strategies that can be used in large and small classes, across a range of disciplines and institutional settings to help students become more self-directed learners.



**Session Objectives:** (1) Develop assignments and activities designed to help students see why some behaviors hurt their efforts to learn. (2) Identify and use instructional strategies and teacher behaviors to help students become more self-directed learners. (3) Implement assignment characteristics designed to minimize negative learning behaviors like procrastination, coming to class unprepared, and submitting work that's less than their best.

**Presentation Type:** 50-Minute Concurrent

## **Creating a Lifelong Learning Culture: Motivating Learners and Engaging Educators**

Sarah Fay Philips and Tim Miller - *Humboldt State University*

Apply ARCS Model of motivation to design co-curricular workshops that engage students in designing their own learning and create a collaborative campus culture for educators.

**Abstract:** Find out about the development and structure of a highly successful campus-wide co-curricular drop-in workshop series: SkillShops. Learn how Keller's ARCS Model of motivation (attention, relevance, confidence, and satisfaction) is used to coordinate and facilitate the program. The SkillShop structure motivates students to design their own learning that is relevant to them and connects to their coursework, personal and professional growth, and independence as a learner. When students are motivated in their SkillShops, facilitators are engaged as lifelong learners, inspired to improve their lesson plans, and participate in the team to transform campus culture.

**Session Objectives:** (1) Identify the four components of Keller's ARCS Model of motivation (attention, relevance, confidence, and satisfaction) and how to apply them to lesson planning in order to improve student motivation. (2) Critically analyze a lesson plan in order to identify areas in which the ARCS model can be used to improve student motivation. (3) Identify motivational strategies to engage educators in order to transform or build cross-campus collaborations.

**Presentation Type:** 50-Minute Concurrent

## **Mindfulness and Meditation in the Academic Arena**

Whitney Pisani - *Collin College*

Incorporating mindfulness practices, both in the classroom, and on campus are beneficial to student and faculty member alike. This presentation shares existing research and ideas for incorporating mindfulness in the modern academic classroom.

**Abstract:** The concepts of mindfulness and meditation are not new philosophies, however, the research that backs the benefits of them are. Academics finding are mounting, suggesting students benefit from the use of mindfulness practices in the modern academic classroom. Creating 'space' for mindfulness practices, both in the classroom, and on campus are beneficial to students and faculty members alike. This presentation seeks to share existing research as well as ideas for incorporating mindfulness in the modern academic collegiate classroom and campus.

**Session Objectives:** (1) Understand the research founded benefits to integrating mindfulness based practices into higher education. (2) Gain examples of how mindfulness can be incorporated within various disciplines and have a larger presence on campus. (3) Share ideas and exchange thoughts for incorporating mindfulness in the academic sector.

**Presentation Type:** Poster Presentation



## A College Lesson Study Experience in Mathematics

Kirthi Premadasa, Kavita Bhatia, and Geetha Samaranayake - *University of Wisconsin*

Eight College Lesson Studies in mathematics with a diverse range of lesson and broad objectives are described with the observations and possible benefits.

**Abstract:** We showcase eight different College Lesson Study Projects in Mathematics carried out by the authors during the time period of 2007-2012. A Lesson Study done by pre-service education majors is also included. These lesson studies were conducted with different broad objectives. In all of the lesson studies, the broad objectives were achieved to quite a reasonable extent. Our objective through this paper is to disseminate a description of these projects together with the pedagogical insights they provided. We will also discuss the long term effect the projects may have had on the instructors.

**Session Objectives:** (1) Identify a variety of broad objectives which can be brought alive through college lesson studies in mathematics. (2) Learn about a diverse collection of lesson ideas which can be used for College Lesson Study, using lesson studies conducted by the authors as well as other teams. (3) Understand the effect that College Lesson Studies had on the participating instructors several years later.

**Presentation Type:** 50-Minute Concurrent

## A Comedy of Errors: Navigating Qualitative Research on Faculty Development

Kate Pound and Nancy Sundheim - *St. Cloud State University*

The challenges of learning qualitative research when analyzing written reflections from a Faculty Learning Community learning about and implementing Backward Design.

**Abstract:** Faculty Learning Community written reflections were used to learn how educators respond to learning and implementing a new pedagogy. With no a priori system for analyzing written reflections, our paths to identifying ‘themes’ were circuitous and multiple, requiring at least four iterations. Our experiences may appear to be a vast wasteland of errors. In reality we have found our comedy of errors have made us better understand the purpose and place of qualitative research. We consider our experience to be valuable for faculty that are in situations similar to ours.

**Session Objectives:** (1) Facilitating dialogue on qualitative research. (2) Share our experience attempting qualitative research. (3) Consider the role of written reflections as an analytical tool.

**Presentation Type:** Poster Presentation

## It's Not Black and White: Teaching Diversity in the Writing Classroom

Teresa Purcell, Cathy Smith, and April Brown - *University of Phoenix*

Participants will be engaged with opportunities to create narratives based on their own diverse backgrounds.

**Abstract:** Racism seems to dominate the daily news, but the issues are deeper than race. They deal with a multitude of differences more fully covered under the term diversity. Diversity issues include “gender and sexual orientation; color and ethnicity; social class and privilege; religion; nationality and language; and physical disability” (Canetto, Yang, Borraro, and Timpson, 2003, p. 25). Additionally, the Higher Learning Commission requires that institutions acknowledge and teach diversity (Higher Learning Commission, 2016, para. 1C). Students in an introductory level composition class can create personal, academic, and professional bridges of understanding through the analysis, application, and evaluation of narrative writing.

**Session Objectives:** (1) Recognize the broad definition of diversity. (2) Explore issues of diversity. (3) Understand how narrative reading and writing on issues of diversity can effectively teach foundational English writing skills.

**Presentation Type:** Poster Presentation



## Using Structured Reflection Journals in the Online Classroom

Cammy Purper and Greg Bowden - *California Baptist University*

Explore recent research conducted on the use of structured reflection journals in online learning formats, along with the possible benefits for students.

**Abstract:** In this session, participants will explore the use of structured reflection journals in online classrooms. The use of these journals allow students time for identifying learning goals, planning for success, and reflecting on the learning experience. Explore recent research conducted on the use of these structured reflection journals in online learning formats, along with the possible benefits for students.

**Session Objectives:** (1) Describe the use of the structured reflective journal as an online learning tool. (2) List questions used as part of structured reflection journals. (3) Describe benefits of using structured reflection journals in the online classroom.

**Presentation Type:** 20-Minute Concurrent

## Measuring Metacognition: Comparative Validity of the Learning Strategies and Self-Awareness Assessment (LSSA)

Ryan Radmall - *California State University, San Bernardino*

Metacognition has become a buzzword among academics. The current presentation will discuss behavioral indicators of metacognition and provide a scale that measures dimensions of metacognition.

**Abstract:** The construct of metacognition has undergone important changes as more precise measurement methods and research have emerged. Consequently, behavioral indicators of metacognition and its relationship to other known constructs have been lacking in the literature. The current presentation will describe a recent study that provided convergent validity of a metacognition measure that focuses on behavior, to cognitive processes and the need for cognition. Findings support that metacognition consists of both behavioral and cognitive processes and is negatively related to the need for cognition. Implications of these findings, directions for future research, and limitations of the present study will be discussed.

**Session Objectives:** (1) Learn about the most current research on metacognition and its relationship to other known measures. (2) Indicate statistical analyses useful for measuring latent constructs related to metacognition. (3) Gain a tool for academics to use to assess metacognition among their students in order to enhance student learning.

**Presentation Type:** 20-Minute Concurrent

## Hitting Pause to Ensure Teaching for Learning

Gail Rice - *Loma Linda University*

How do you save your lectures without having to completely redesign them? Learning how to “hit pause” at critical learning moments will keep students engaged and enhance learning.

**Abstract:** Brain science suggests that learning occurs best in chunks. How do you chunk a one hour lecture--by pausing occasionally for students to inject their thoughts into the conversation. Pauses occur when the teacher stops talking and gives students a chance to talk back. Critical moments for pauses to occur are at the start and end of the period, and midway, depending on the length of the session. Pauses should be designed differently to meet particular criteria, depending on when they are used in the class period. In this session, you will experience three kinds of pauses and take home a packet of pauses you can use in your teaching.

**Session Objectives:** (1) Describe importance of chunking and engagement for transformative teaching. (2) Identify ideal characteristics of learning pauses. (3) Analyze/Criticize/Design learning pauses.

**Presentation Type:** 50-Minute Concurrent



## Can Team-Based Learning Replace Simulation for Interprofessional Education

Gail Rice and Michael Moor - *Loma Linda University*

How do you save your lectures without having to completely redesign them? Learning how to “hit pause” at critical learning moments will keep students engaged and enhance learning.

*Abstract:* Brain science suggests that learning occurs best in chunks. How do you chunk a one hour lecture--by pausing occasionally for students to inject their thoughts into the conversation. Pauses occur when the teacher stops talking and gives students a chance to talk back. Critical moments for pauses to occur are at the start and end of the period, and midway, depending on the length of the session. Pauses should be designed differently to meet particular criteria, depending on when they are used in the class period. In this session, you will experience three kinds of pauses and take home a packet of pauses you can use in your teaching.

*Session Objectives:* (1) Describe importance of chunking and engagement for transformative teaching. (2) Identify ideal characteristics of learning pauses. (3) Analyze/Criticize/Design learning pauses.

**Presentation Type:** Poster Presentation

## Online Group Test with Scoring Dependent on Sequence of Answers Selected

Gail Rice, Peter Gleason, and Dan Lim - *Loma Linda University*

How do you save your lectures without having to completely redesign them? Learning how to “hit pause” at critical learning moments will keep students engaged and enhance learning.

*Abstract:* Brain science suggests that learning occurs best in chunks. How do you chunk a one hour lecture--by pausing occasionally for students to inject their thoughts into the conversation. Pauses occur when the teacher stops talking and gives students a chance to talk back. Critical moments for pauses to occur are at the start and end of the period, and midway, depending on the length of the session. Pauses should be designed differently to meet particular criteria, depending on when they are used in the class period. In this session, you will experience three kinds of pauses and take home a packet of pauses you can use in your teaching.

*Session Objectives:* (1) Describe importance of chunking and engagement for transformative teaching. (2) Identify ideal characteristics of learning pauses. (3) Analyze/Criticize/Design learning pauses.

**Presentation Type:** Poster Presentation

## Integrating a Service-Learning Project into a University Statistic Course

Candice Ridlon - *University of Maryland Eastern Shore*

Share/discuss SL guidelines, evaluation strategies, completed papers, student perspectives, and organizational feedback from projects illustrating students' application of course knowledge to help their community.

*Abstract:* Service-learning (SL) projects require students to show how knowledge is applied in real-world situations. They are designed to reach students at all achievement levels with diverse learning styles and interests. SL also has the potential to nurture students' moral growth. SL must be constructed so that students identify specific course tools and are guided to clearly implement those tools in problem solving for a community organization. The six basic principles of integrated curriculum are also helpful in designing SL. This session showcases a university statistics SL project. Guidelines, evaluation strategies, example papers, student perspectives, and organizational feedback will be shared.

*Session Objectives:* (1) Identify components/benefits of a service-learning (SL) project. (2) Gain examples of actual SL projects. (3) Engage in planning course SL components.

**Presentation Type:** Round Table



## **Creating a Culture of Assessment of Student Learning**

Joseph Ritter, Libby Scheiern, and Lisa Roberts - *Principia College*

Learn assessment strategies used to develop a system for outcome-based assessment of student learning. Review challenges overcome and lessons learned from developing assessment processes.

**Abstract:** Explore assessment practices used to develop a system for outcome-based assessment of student learning. Learn strategies for creating a culture of learning/assessment, such as learning communities, assessment activities, and faculty development. Review challenges overcome and lessons learned from developing processes to improve student learning and strengthen academic programs.

**Session Objectives:** (1) Learn successful approaches for implementing assessment of student learning outcomes for academic programs. (2) Develop effective strategies for creating a culture of assessment that they can take back to their institution and implement. (3) Make connections with participants from other institutions to share what assessment practices have and have not worked for them.

**Presentation Type:** 50-Minute Concurrent

## **Mediated Means to Pedagogical Ends: Using Mobile Devices in Class to Enhance Student Participation**

Jose Rodriguez - *California State University, Long Beach*

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

**Abstract:** This presentation discusses original research, demonstrating how college students can use mobile devices to participate actively in classroom conversations, cultivating the experience of inclusion in university settings. With this audience-participation framework as a foundation, the session demonstrates how professors can encourage conversations with students by using a cloud platform called Sli.do. This cloud-based response platform enables the use of mobile technology, and thereby, promotes dialogue, interactive polling, and proactive engagement in the university classroom.

**Session Objectives:** (1) Understand the significance of student in-class participation using mobile devices. (2) Clarify the role of mobile devices in classroom communication with students. (3) Facilitate student participation in class, using a cloud platform called Sli.do.

**Presentation Type:** Round Table

## **Strategies for Integrating Sustainability and Climate Change Content Across Disciplines**

Miryha Runnerstrom - *University of California, Irvine*

This interactive presentation models different approaches for integrating content on sustainability and climate change into courses across disciplines.

**Abstract:** Sustainability and climate change components can be integrated into many courses across disciplines, providing students with the opportunity to explore these important themes from a variety of perspectives. The primary goal of this presentation is to demonstrate effective strategies for integrating sustainability and climate change modules into existing courses. Multiple types of course modules will be discussed, including case studies, lab and field experiences, collaborative or service learning activities, and campus as a living laboratory. A secondary goal of this presentation is to discuss the challenges of sustainability and climate change education.

**Session Objectives:** (1) Discuss the importance of integrating sustainability and climate change content into courses. (2) Brainstorm ways to integrate sustainability and climate change content into courses across disciplines. (3) Participate in an active learning activity on defining sustainability.

**Presentation Type:** Round Table



## **“You Know, the Textbook is Much More Interesting When You Understand It”**

Michael Ryan - *The University of Texas, San Antonio*

Naïve beliefs about the nature of knowledge and learning may dictate the nature and effectiveness of the learning strategies that college freshmen invent or adopt.

*Abstract:* College students have beliefs about knowledge and learning that inform their learning practices. William Perry characterized the personal epistemologies of many freshmen as embodying a “spelling test” conception of knowledge and learning. Such naive epistemological beliefs may lead students to choose task strategies that result in poor academic performance and low academic motivation. Those strategies may prove highly resistant to change. In addition, faculty teaching practices may inadvertently confirm rather than refute naïve conceptions of knowledge and learning. However, conceptually-change oriented instruction in learning strategies may serve to improve learning and to accelerate the epistemological development of college freshmen.

*Session Objectives:* (1) Learn how a student’s choice of cognitive strategies for carrying out academic tasks can have a profound effect on his or her academic performance and motivation. (2) Learn how a student’s choice of learning strategies can be significantly influenced by his or her naïve beliefs about the nature of knowledge and learning. (3) Learn why persuading students to adopt more effective learning strategies may require a conceptual change in the nature of their naïve epistemologies.

**Presentation Type:** 50-Minute Concurrent

## **Teaching One Another: Connecting Teacher Education Students and International Learners**

Heidi Sackreiter - *Augustana University*

Teaching diverse learners is something new teachers must consider. This presentation will share findings of two collaborative efforts between International learners and teacher education students.

*Abstract:* With increasingly diverse classrooms throughout the country, future educators must recognize the necessity of effective instruction for all learners, regardless of language, race, or ability. In particular, when pre-service teachers have had no experience with individuals from other countries or who cannot speak English, it is difficult to imagine what teaching and supporting diverse learners might look like. Researchers have explored opportunities to help new educators prepare to teach in diverse settings. In this particular presentation, two experiences connecting adult ELL learners and pre-service teachers, and related benefits of these efforts, will be shared.

*Session Objectives:* (1) Learn the purpose behind collaborative events for adult ELL students and pre-service teachers. (2) Identify the outcomes of two collaborative experiences with respect to the perspectives of both ELL students and pre-service teachers. (3) Be encouraged to examine ways they might conduct similar experiences for pre-service teachers and ELL students.

**Presentation Type:** Round Table

## **Mid-Semester Reviews: Student Perceptions of Impact on the Learning Experience**

Kevin Sackreiter - *South Dakota State University*

Engage in a discussion of Mid-Semester Review best practices to develop or refine MSR processes on your campus or in your course.

*Abstract:* This Poster Presentation will disseminate the impact on students and faculty of a mid-semester review pilot program conducted during the Spring and Fall 2016 semester. Participants will be provided information on the impacts on student learning within the courses participating.. Additionally faculty observations on the impact mid-semester review can have on their instruction and class culture will be shared. Presenters hope to engage participants in a discussion of best practices to refine their own mid-semester review process and gain perspective from colleagues on the best approach for a full campus roll-out of this program with limited resources.

**Session Objectives:** (1) Be provided information on the student learning impacts of the mid-semester review. (2) Gain an understanding of faculty perspectives on the impact mid-semester review can have on instruction and class culture. (3) Engage in a discussion of best practices to refine their own mid-semester review process.

**Presentation Type:** Poster Presentation

## The Eighth Deadly Sin: Program Review

Kay Sagmiller - *Oregon State University*

The Center for Teaching and Learning Director and the Associate Vice Provost of Academic Affairs are collaborating to shift the reputation of program review to one of learning, inquiry and support.

**Abstract:** The Center for Teaching and Learning Director and the Associate Vice Provost of Academic Affairs are collaborating to shift the reputation of program reviews from compliance, to one of learning, continuous inquiry and support. The two colleagues are providing professors with a pre-assessment tool which outlines the critical characteristics of an effectively designed academic program. Faculty use the rubric to pre-assess and revise their program prior to formalized institutional review. The rubric-based pre-assessment model allows the Assessment Office to act as a support; the CTL provides guidance and on-going professional development.

**Session Objectives:** (1) Receive a program review rubric as a pre-assessment tool. (2) Review critical characteristics of an effectively designed program. (3) Gain insights into shifting institutional culture regarding program review and the continuous improvement process.

**Presentation Type:** 50-Minute Concurrent

## Effects of Lesson Study on College Faculty and Schoolteachers

Geetha Samaranayake, Rajee Amarasinghe, and Kirthi Premadasa - *University of Wisconsin*

The presentation showcases the effects of Lesson Study on the pedagogy, attitudes and beliefs of participating College and K-12 teachers.

**Abstract:** We present the results of two surveys given to schoolteachers and college faculty who participated in Lesson Study cycles. The first survey was given to a number of K-12 teachers of a school district in Central California while the second was given to a group of college professors in Wisconsin. The presentation will demonstrate the effects of Lesson Study on pedagogy, attitudes, and beliefs as well as showcase how the experience stemming from developing research lessons contribute to everyday teaching.

**Session Objectives:** (1) Learn the effects of Lesson Study participation on the pedagogy, beliefs and viewpoints of college faculty. (2) See the results of a survey that measures the change in understanding and expectations of a large number of school teachers who participated in Lesson Study. (3) Identify similarities and differences of existing research on the effects of Lesson Study on participants in various settings.

**Presentation Type:** 50-Minute Concurrent

## Improving Teaching and Learning while Changing Learning Management Systems: A Model

Michelle Samuel - *Mount Saint Mary's University*

Faculty members improved teaching and learning at their institution by teaching themselves and then the larger university community using innovative pedagogical techniques.

**Abstract:** This presentation will present a faculty member's experience within a faculty learning community that sought to improve teaching and learning at her institution. What evolved was an educational program initiated by a learning management system change that resulted in the opportunity to elevate teaching and learning at a small liberal arts university.



**Session Objectives:** (1) Learn about a ground-up model of improving teaching and learning on campus. (2) Learn about faculty learning communities. (3) Learn about using University-level technology changes to improve teaching and learning.

**Presentation Type:** Poster Presentation

## **Open Educational Resources: An Introduction to Sources and Adaption**

Michelle Samuel - *Mount Saint Mary's University*

Working in cooperative learning groups participants will explore Open Educational Resources (OER). An electronic list of OER will be created and shared.

**Abstract:** Open Educational Resources (OER) are educational materials that are available online for free and are generally freely adaptable (Bellison 2009). Many instructors know that such sources exist, but they don't know where or how to located them. There are countless sources for OER and this session will help participants learn what OER are, where they are located, and crowd-source a list of sources. Participants will also have time to interact with select OER and share their experiences back to the group.

**Session Objectives:** (1) Define what an Open Educational Resource is. (2) Connect with an instructor who has created Open Educational Resources. (3) Be given a list of existing Open Educational Resources and be able to contribute to any gaps on the list.

**Presentation Type:** 50-Minute Concurrent

## **Engaging and Motivating Diverse Students Across Multiple Learning Platforms**

Monica Shukla, Jalin B. Johnson, and Sheila Lakshmi Steinberg - *Brandman University*

This presentation will highlight adult learner engagement and motivation strategies using multi-modal educational formats that support diverse students.

**Abstract:** This presentation will examine Brandman University's iDEAL model through which all programs are created with the intent of Instructional Design for the Engaged Adult Learner. With three different learning modalities (blended, online, and self-paced) the university instructors and course designers have partnered to enhance engagement and motivation throughout all programs. Furthermore, as the university's 24 campuses serve a diverse student population, there is a need to incorporate the value of cultural capital in higher education. This presentation will provide strategies for student engagement and motivation; as well as, begin a dialogue about the future of engagement for diverse student populations.

**Session Objectives:** (1) Learn tactics to engage students across multiple learning platforms: blended, online, and competency-based (self-paced models). (2) Gain strategies to motivate adult learners overcoming the challenges of returning to the educational environment. (3) Discuss the role institutional demographics and diversity can enhance the learning environment.

**Presentation Type:** 50-Minute Concurrent

## **Asking the Right Question Changes Everything**

James Sibley - *University of British Columbia*

Building great questions can naturally lead to powerful activities that have students to wrestle with the deeper meaning and application of disciplinary ways of knowing.

**Abstract:** Asking the Right Question Changes Everything. What kind of questions lead to great classroom activities? What happens when students engage with the essential questions of our disciplines? How can we turn

a low-level learning outcome into a powerful classroom activity? Using essential question that are at the heart of our disciplines and combining them with the protocols and activity structures from Team-Based Learning, we will learn how to build team activities that naturally engage students to wrestle with the deeper meaning and application of disciplinary knowledge.

**Session Objectives:** (1) Describe the kind of questions that can lead to great classroom activities. (2) Describe the 4S activity framework. (3) Understand how the essential questions of our disciplines can be used to guide the transition of a low-level learning outcomes into powerful activities.

**Presentation Type:** 50-Minute Concurrent

## **Using Twitter as a Teaching Tool, While Advocating for a Policy Topic**

Ryan G. Sinclair - *Loma Linda University*

Students in a public health class used twitter to learn about a health policy topic while advocating for a cause and bringing publicity to the University.

**Abstract:** World Toilet Day was celebrated on Twitter by the Loma Linda University School of Public Health Core (PCOR) class. That class uses a Team Based Learning (TBL) strategy to combine core topics into relevant policy issues. This presentation discusses the global health sanitation issues while simultaneously identifying publicly available toilets that could be accessed by the large homeless population in San Bernardino. Students tweeted their pictures of toilets and descriptions using the #LLUtoilet and #worldtoiletday hashtags. The two hashtags allowed their tweets about San Bernardino to show up on a twitter timeline with other tweets from global agencies such as UNICEF and the WHO. Students communicated with others about a global health situation that occurs locally, but globally relevant. The effect was a virtual “Flashmob” where LLU SPH students dominated the twitter hashtag #worldtoiletday for Nov 17th. This kind of teaching method brings publicity to the University while allowing students to appreciate their local relevance to a global issue.

**Session Objectives:** (1) Have students use short twitter communications to demonstrate measurable understandings of policy related topics. (2) Know how to effectively post a twitter tweet and understand the use of the hashtag “#” and the “@”. (3) Bring relevance to their course topics by having students report on it out of the classroom.

**Presentation Type:** 50-Minute Concurrent

## **A Recipe for Student Success: Critical Thinking, Technology and Standards for Information Literacy**

Patricia Skalnik, J. Robert Skalnik, and Sue Aspley - *Azusa Pacific University*

This interactive presentation will explore the interrelationships between technology, critical thinking and information literacy in helping students achieve success in a digital world.

**Abstract:** University faculty are increasingly challenged to use technology to develop critical thinking skills in our students – to actively engage students and help them access and organize data in a thoughtful fashion. While critical thinking is essential to intellectual development, technology may be used as a shortcut for obtaining information that is not adequately evaluated or analyzed. Critical thinking is core to the concept of information literacy. New standards for information literacy adopted by the Association of College and Research Libraries pay special attention to the important role of critical thinking and technology in the lifelong learning process. Our experience has been that, far from stifling critical thinking, technology may be a powerful ally in nurturing information literacy and higher-level critical thinking skills.

**Session Objectives:** (1) Identify new standards for Information Literacy. (2) Discuss various perspectives on the relationship of technology to critical thinking. (3) Understand the interdependency of critical thinking, technology, and information literacy to achieving student success in the real world.

**Presentation Type:** 50-Minute Concurrent



## **Student Collaborators Facilitate Meaningful Partnerships Between Teachers and Learners to Enhance Student Learning**

Ursula Sorensen, Trevor Morris, Angela Trego, and Jessica Hill - *Utah Valley University*

Student Collaborator on Teaching (SCOT) programs offer another way to assess student learning. Explore how one university utilizes SCOT, and how it may benefit you.

*Abstract:* Consider recruiting a former student as a “Student Collaborator on Teaching” (SCOT). Invite this SCOT to observe current classes and share feedback with you. SCOT perspectives complement Student Evaluations of Teaching (SETs) and peer observation feedback. Explore how one university has developed this type of program into SCOT services provided through their teaching/learning center. Learn from faculty who have used a SCOT as to the benefits of working with a SCOT.

*Session Objectives:* (1) Discover possibilities of how the student faculty relationship can facilitate a new means of formative assessment. (2) Plan strategies to address issues in the classroom that may be identified from this collaborative relationship. (3) Formulate a plan to begin utilizing a student collaborator in a faculty member’s professional practice or faculty development program.

**Presentation Type:** 50-Minute Concurrent

## **Rethinking Assessment for Agency and Relevance**

Bonni Stachowiak and Naomi Kasa - *Vanguard University*

Presenters will share their own assessment methods that stress agency and relevance, as well as sharing those from other institutions via podcast interview audio clips.

*Abstract:* Determining the most effective means of assessment can be challenging. We want to create specific measures of learning, while also leaving room for what may emerge, unexpectedly, during a given class. In this session, two experienced faculty members will share about assessment methods that stress agency and relevance. We’ll also listen to podcast interview clips of other expert educators on their creative means of assessment. Finally, we will each create a plan for making these ideas tangible and improving our assessment methods in a specific course.

*Session Objectives:* (1) Consider assessment methods that provide for greater learner agency. (2) Leverage more relevant assessment methods through partnerships and collaboration. (3) Develop three tangible ways to improve assessment in a course.

**Presentation Type:** 50-Minute Concurrent

## **Designing Online Classes with High Levels of Community and Collaboration**

Sheri Stover - *Wright State University*

This presentation will show how the design of distance education classes using web conferencing can build higher levels of community and collaboration.

*Abstract:* Research has shown that early distance education classes had issues with higher attrition rates, higher rates of student dissatisfaction, and students reporting increased feelings of isolation and alienation. The nature of asynchronous online communication has the potential to make participants feel disconnected from each other, which can create challenges to effective collaboration. This presentation will show how the design of distance education classes using web conferencing can build higher levels of community and collaboration.

*Session Objectives:* (1) Know how to incorporate web conferencing in their distance education classes to build higher levels of community of inquiry, teaching presence, social presence, and cognitive presence. (2) Have



specific examples and tools they can use in web conference sessions to increase interaction to enhance levels of community of inquiry. (3) Become familiar with the Community of Inquiry framework to design quality distance education classes.

**Presentation Type:** 50-Minute Concurrent

### **Incorporating Stress Reduction Activities into the Higher Education Classroom**

Michelle Tollefson and Bobbie Kite - *Metropolitan State University of Denver*

This session teaches faculty to utilize brief interactive student-led stress management techniques to make class periods enjoyable and provide students with life-long stress management skills.

*Abstract:* Higher education faculty are stressed out and so are our students! How can we help them, and ourselves, learn to manage stress in a healthy manner, while juggling the demands of a busy classroom? This session will teach faculty how to utilize brief interactive student-led stress management techniques in their classroom that will make class periods more enjoyable, provide students with life-long stress management skills, and leave the students and you less stressed.

*Session Objectives:* (1) Identify how stress impacts their students and the classroom environment. (2) Implement a stress reduction assignment in their classroom through using tools they were given. (3) Assess how adjusting their classroom slightly can positively impact the stress level of the classroom.

**Presentation Type:** 50-Minute Concurrent

### **Eating Vegetables: Boosting Learning by Reducing Resistance and Improving Motivation**

Anton Tolman - *Utah Valley University*

Student resistance to active learning is common and harmful. This poster presents a new integrated model for understanding, evaluating, and ameliorating resistance and enhancing motivation.

*Abstract:* Professors frequently encounter resistance when students struggle with attempts by instructors to involve them in active learning, even when these methods may benefit them. Unfortunately, the literature on resistance is largely anecdotal or limited in scope and does not provide a comprehensive approach to help instructors evaluate, understand, and intervene. This poster presents a practical definition of resistance, an integrated model of student resistance that is applicable across all disciplines, and provides useful starting points for assessment and intervention in the classroom. Use of this model can also help faculty avoid common obstacles and problems to enhancing motivation.

*Session Objectives:* (1) Explain common obstacles that make it difficult for professors to accurately assess the causes of student resistance to learning and that can lead to counter-productive behaviors. (2) Define resistance and to apply an integrated and systemic model to understand potential causes of student resistance in their classes. (3) Design three or more interventions to reduce resistance, improve motivation and responsibility, and enhance student learning.

**Presentation Type:** 50-Minute Concurrent

### **Problem-Based and Team-Based Learning Strategies in a Biopharmaceutics Course**

Zoe Wagner - *University of Southern California*

To encourage classroom interactions, a combination of problem-based and team-based learning (PBL/TBL) is used to reinforce key concepts in a large biopharmaceutics course.



**Abstract:** Classroom interactions are important in contemporary healthcare education. We use a combination of problem-based and team-based learning (PBL/TBL) for reinforcement of key concepts in biopharmaceutics for 190 professional pharmacy students. PBL is based on group-based case studies. TBL sessions are composed of individual (IRAT) and group (GRAT) responses, and combine key elements including balancing simple and more difficult questions, and revealing polling data after the IRAT to stimulate student interest. This approach enhances student interactions, and has been shown to correlate with exam outcomes. Additionally, we demonstrate specific peer-to-peer knowledge transfer using data from TBL sessions.

**Session Objectives:** (1) Learn about the implementation of problem-based and team-based learning in a large classroom setting to engage professional healthcare students in a rigorous basic science course. (2) Understand three effective, broadly applicable question categories that we have found to be necessary for successful team-based learning sessions. (3) Gain evidence of achievement of learning outcomes from the team-based learning approach, based on an analysis of student performance over the year.

**Presentation Type:** 50-Minute Concurrent

## **College STAR: Improving Student and Instructional Support for Students with Learning Differences**

Ruben Watson - *East Carolina University*

This presentation will describe College STAR, a multi-campus project through which participating universities collaborate to learn about creating welcoming environments for students with learning differences.

**Abstract:** College STAR is a multi-campus grant-funded initiative enabling participating universities to partner in the process of becoming more welcoming of students with learning differences. At the core of this work is an effort to infuse the principles of Universal Design for Learning throughout our campus environments. This presentation will include an overview of models used by participating campuses, professional development resources that can be accessed on the College STAR website, transition support resources that can be shared with students in K12 settings, lessons learned thus far from our experiences, and opportunities to get connected to the College STAR network.

**Session Objectives:** (1) Receive access to and information about online professional development resources that have been created through the College STAR initiative and that are grounded in the principles of Universal Design for Learning. (2) Hear faculty and staff members in various disciplines describe how they infuse the principles of Universal Design for Learning into their respective courses and programs. (3) Explore opportunities for connecting with the College STAR initiative and possible partnership scenarios.

**Presentation Type:** Poster Presentation

## **Student Choice Motivating Student Engagement**

Robert Wollfe, Heljä Antola Crowe - *Bradley University*

**Abstract:** An on-going concern expressed by educators relates to the apparent reduced motivation of today's learners. One variable that influences the degree to which students decide to get involved in the learning experience is choice. Related areas of research supporting this conclusion include motivation, student-centered learning, empowerment and brain-based learning. A simple, but at times forgotten truth, is that the classroom is for the students: it is their learning experience. Rather simple strategies related to areas such as forming student groups, question posing in the classroom, ways for students to share ideas, and assessment techniques, provided students choices and promotes engagement.

**Session Objectives:** (1) Discuss the research base supporting student choice. (2) Identify practical strategies to provide students choice. (3) Identify specific approaches they can employ in their own classes to empower students through choice.

**Presentation Type:** 50-Minute Concurrent

## **“When History and Hope Rhyme”: Emotional Presence in Online and Face-to-Face Learning**

Kristin Ziska - *Northern Arizona University*

This session will explore how emotional presence impacts learning. We will see how streaming media, audio fiction, and virtual conferencing tools can facilitate emotional presence.

*Abstract:* Can emotional presence impact learning? How can streaming media, audio fiction, and virtual conferencing tools facilitate emotional presence? In this session, we will listen to Seamus Heaney's gravelly Irish brogue narrate important lines from *The Cure At Troy*. We will compare listening to the hard, clipped West Belfast accent of Stuart Neville's *The Ghosts of Belfast* anti-hero Gerry Fegan to the printed version. By doing so, we will explore how intentional application of technology in otherwise traditional literature courses captures the lived experience of the Northern Ireland Troubles and develops students' emotional presence within a community of inquiry framework.

*Session Objectives:* (1) Define emotional presence and place it within the context of the community of inquiry framework. (2) Describe the opportunities of printed and audio storytelling in developing emotional presence. (3) Critically examine the place of technology in facilitating emotional presence through immersion in the lived experiences of others.

**Presentation Type:** 50-Minute Concurrent

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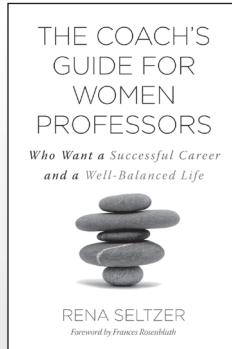
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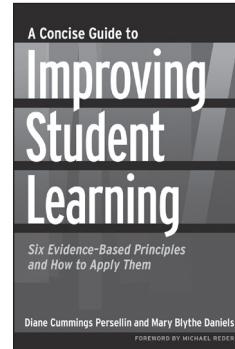
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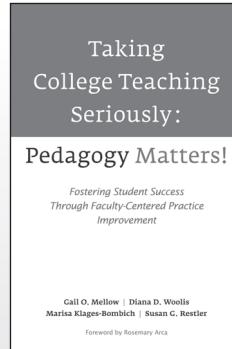
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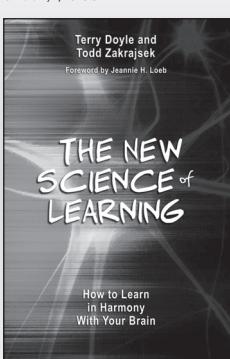
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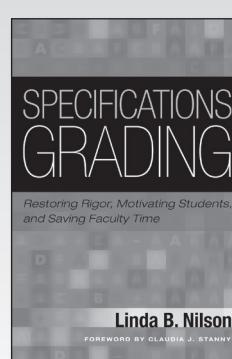
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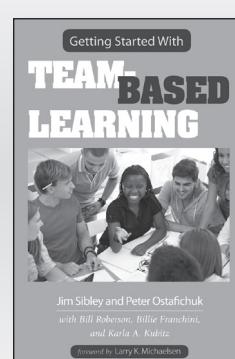
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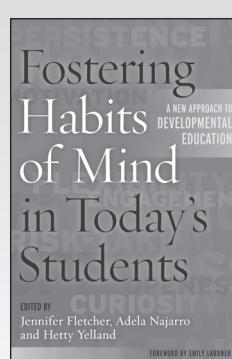
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