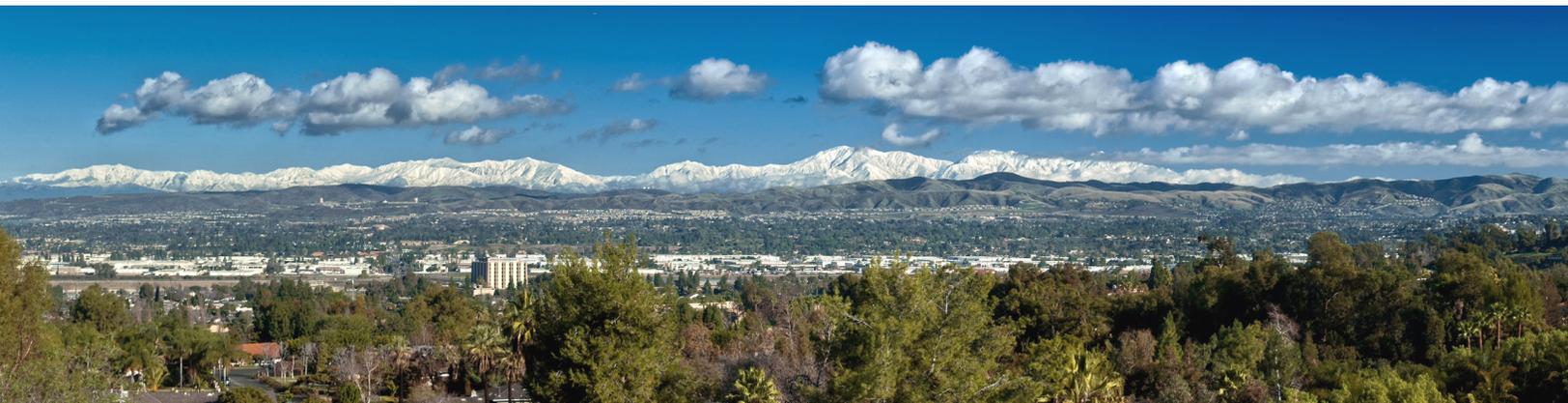


Lilly Conference

COLLEGE AND UNIVERSITY
TEACHING AND LEARNING



CONFERENCE PROGRAM

TEACHING FOR ACTIVE AND ENGAGED LEARNING

Anaheim, CA | February 22-25, 2018



Welcome to Lilly-Anaheim!

We are please you have joined us for the next four days of conferencing. Our overarching conference theme is “Teaching for Active and Engaged Learning.” This theme emphasizes the importance of scholarly teaching to improve student learning, and is particularly important at this time as the question of what constitutes effective active and engaged learning is being vigorously debated once again.

As scholarly teachers, we used evidence-based teaching and learning practices with the intention to create classroom cultures and implement specific teaching strategies for improved student learning. Potential improved student-learning outcomes related to knowledge gained by attending this interdisciplinary teaching conference is staggering. Aside from the direct focus on student gains, over the years this conference continues to deliver many other positive outcomes: grants ideas, increased satisfaction with teaching, forming new colleague friendships, impacting promotion and tenure decisions, and establishing many meaningful professional connections with faculty members throughout the country. We continue our commitment to this continue, and expand, on all of these outcomes.

At Lilly Conferences, we embrace the value of community. We purposefully create a conference experience aimed to create a “community of learners,” coming together to learn from one another. We hope you notice over the next few days the small touches provided to help that feeling of community develop and grow. As a Lilly participant, you are part of a truly remarkable gathering of individuals. Those around you have a deep commitment to student learning and we trust the conversations over the next few days, and the new friendships formed, will influence you for years to come. Casual conversations in the lobby, during the reception, or during a walk to restaurants can be as informative and uplifting as scheduled sessions. It is our hope that as the conference unfolds, participants will develop a sense of community that will enable future friendships and collaborations. This sense of connection and community is referred to as the Lilly Conference Spirit!

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 and check out what the great cities of Orange and Anaheim have to offer.

Thank you very much for attending the conference this year. It is because of you that the community spirit of this event is possible. I point all of this out as I truly believe that this conference is a special event and I am so glad you are here. I do hope you have a rewarding experience!

Best,

A handwritten signature in black ink, appearing to read "Todd", written in a cursive style.

Todd Zakrajsek, Ph.D.
Conference Director



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. 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.

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

Assessment is important to us. We encourage you to complete the paper/pencil session evaluations following each concurrent session. Place your completed evaluation in the envelope provided at the front of the room. Conference staff will collect the completed session evaluations. PLEASE do not evaluate sessions electronically in Guidebook. 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, lunch, afternoon refreshments, and a reception on Friday; and breakfast and lunch on Saturday. Name badges are required for entrance to meals. Unfortunately, due to space limitations, it is not possible to have 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.

Book Raffle

Through kind donations from Stylus Publishing, we have approximately \$500 in value of books to give away to conference participants this year. You will receive book raffle tickets with your conference registration materials. The drawing will be held during lunch on Saturday. Although you do not need to be present to win, you must pick up the book by Saturday at 2:30 pm at the registration desk.

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 #lillyca. Within the Guidebook App, you can message participants, make a personalized schedule, and share photos of the conference.

Networking

Networking is one of the most valued aspects of the conference. Opportunities to network can be arranged through emails or messaging within the Guidebook app. You may connect with colleagues during table topic discussions at lunch, round-table discussions after breakfast, the poster reception, or during breaks between sessions.

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.

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.

2018 Lilly-Anaheim Reviewers:

Stephen Bergstrom, *SAIT*

Antonio Estudillo, *Monmouth University*

Oren Hertz, *Johnson & Wales University*

Ju Won Park, *Indiana University Northwest*

Jeff Thomas, *University of Southern Indiana*

Spencer Benson, *University of Macau*

Billie Franchini, *University at Albany - SUNY*

Nathalie Jones, *Tarleton University*

Vicki Martineau, *National University*

Lilly Mathew, *York College/CUNY*

Chris Penna, *University of Delaware*

Pete Watkins, *Temple 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 nearly 40 years ago. He recognized the importance of bringing together individuals from a variety of disciplines to discuss issues that face us all, and did this before the concept of a conference centered on teaching and learning was common. He has done so much for so many, and been an exceptional friend to all who care about student learning and faculty development. Thank you.



Plenary Presenters



Bridget Arend

Bridget Arend is the Executive Director of the Office of Teaching and Learning at the University of Denver where she has been consulting with faculty members about teaching and learning, facilitating and overseeing professional development events, and organizing teaching-related initiatives for 15 years. She teaches courses related to teaching, educational evaluation and curriculum development in the Morgridge College of Education. She is co-author of a comprehensive book about instructional practices in higher education, *Facilitating Seven Ways of Learning: A Resource for More Purposeful, Effective and Enjoyable College Teaching*.

Seven Ways of Learning: Matching Your Learning Goals with the Most Effective Teaching Methods



Jim Sibley

Jim Sibley is Director of the Centre for Instructional Support at the Faculty of Applied Science at University of British Columbia (UBC) in Vancouver, Canada. As a faculty developer, he has led a 14-year implementation of Team-Based Learning in Engineering and Nursing at UBC with a focus on large classroom facilitation. Jim has written the book *Getting Started with Team-Based Learning* published by Stylus. He is an international TBL consultant, having worked at schools in Australia, Canada, Korea, Lebanon, Pakistan, Uruguay, and the United States. He also curates one of the world's leading Team-Based Learning websites at learntbl.ca

What Makes Teamwork Work?



Todd Zakrajsek

Todd Zakrajsek is an Associate Professor and Associate Director of the Faculty Development Fellowship in the UNC School of Medicine. Dr. Zakrajsek founded or reconfigured, and then directed, centers for teaching and learning at UNC-Chapel Hill, Central Michigan University, and Southern Oregon University (where he also taught as a tenured Associate Professor of Psychology). His current publications and board positions are in the area of faculty development, effective instructional strategies, and student learning. He has been a visiting professor and delivered keynote addresses at approximately 300 campuses and teaching conferences.

Strategies for Effective Teaching and Enhanced Student Learning: Principles of Brain-Based Learning Applied to Every Classroom



Venue Information

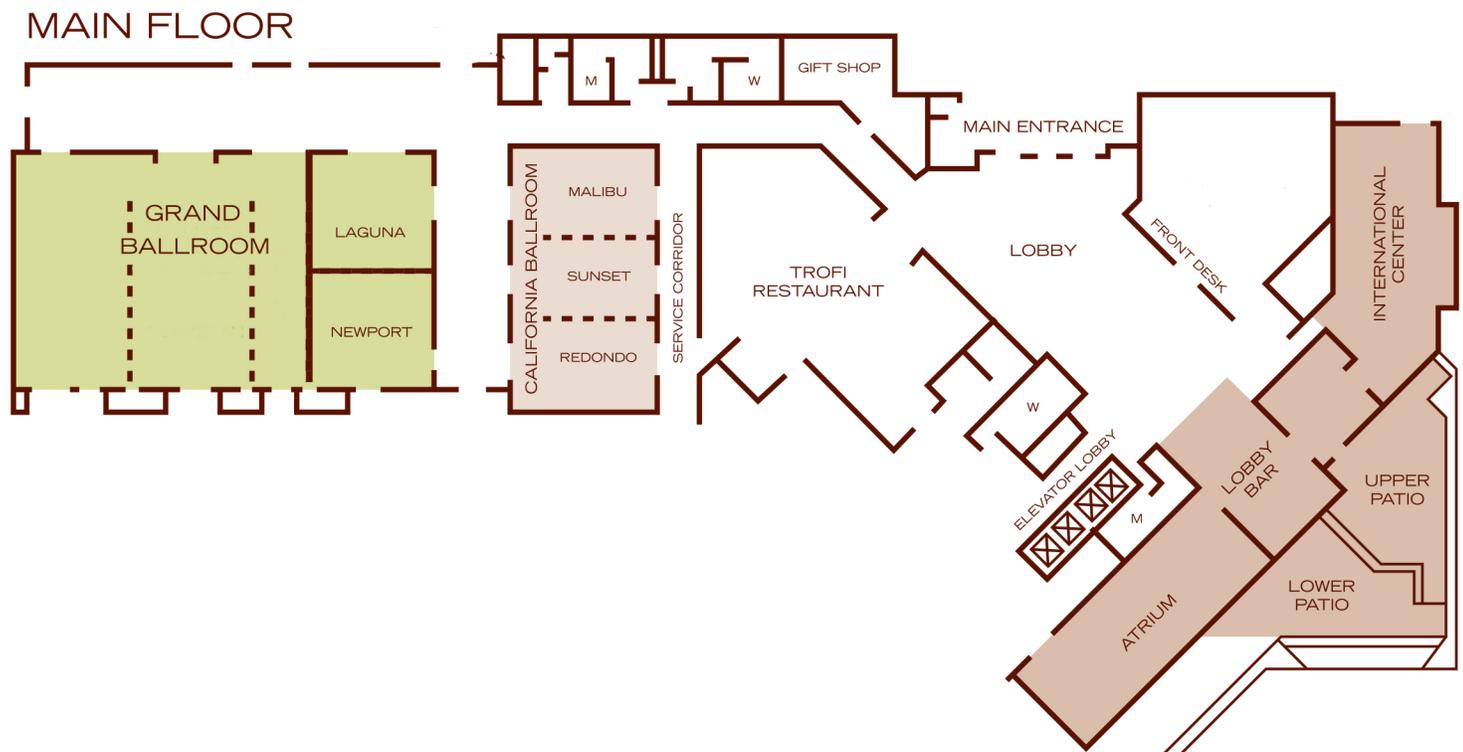
DoubleTree Anaheim - Orange County

100 The City Drive
Orange, CA 92868-3204
(714) 634-4500

Lilly Conference participants receive discounted rates on hotel rooms, reduced parking fee, free wifi in meeting rooms, and reduced wifi fee for sleeping rooms at the DoubleTree Anaheim - Orange County.

The DoubleTree is conveniently accessible from all major Interstate freeways, and is also in close proximity to Southern California's major tourist attractions.

Located just 1 mile from Angel Stadium and adjacent to the Outlets at Orange, this hotel near Anaheim is on the doorstep of Disneyland® Park. Enjoy a complimentary shuttle to Disneyland® Park, DoubleTree cookies on arrival, and a warm welcome. Savor specialties fresh from the Trofi kitchens at any mealtime; Starbucks® coffee and deli-style sandwiches are offered at Coffi; and the atrium-styled Lobby Bar is a relaxed space for catching TV sports at early evening happy hour.



Session Abstracts and Outcomes

In alphabetical order by the lead presenter's last name

Student-Led Discussions for Best Practices in Teaching and Learning

Sophie Adamson - *Elon University*

This session will introduce a model that transforms a traditional “student presentation” into a seminar-style discussion led by students in which classmates’ engagement is integral.

Abstract: Student presentations make the presenter’s learning visible, but how engaging and constructive are they for their peers? Each is a missed opportunity when it falls short. A simple redesign, however, helps align learning goals with best practices. This session will introduce an adaptable model that transforms a presentation into a seminar-style discussion led by students. With this shift, the whole class interacts through active engagement with the material. The revamped “presentations” are communally beneficial and make all students’ learning visible. Sample guidelines and rubrics will be provided, and discussion will be encouraged.

Learning Outcomes: (1) Gain tangible examples of ways one can integrate student-led discussions into their courses. (2) Have seen first-hand (through the communication style of the session itself) how a “presentation” can be more engaging in the form of a guided discussion. (3) Acquire sample rubrics and guidelines they may adapt to their courses.

Tracks: *Engaging and Motivating Students*

Session Type: 50-Minute Concurrent

Integrate Experienced Learning Through Introductory, Case Study, and Consulting Courses

David Anderson and Danara Moore - *Greenville University*

This presentation describes a series of courses with specific experiential outcomes. While professors have developed and evaluated individual courses, little research has focused upon the synergistic value of purposefully integrating a combination of different teaching experiences to consolidate the learning of individual students. While the learning approaches in each course are different, the final evaluation (consulting paper and problem solutions) reinforces the benefits achieved from taking unique student learning paths to understand the materials.

Abstract: Experience-based education drives actual experience into the classroom setting. This session will provide examples of student opportunities to progress through experiential learning styles. This presentation describes a progressive series of courses with specific experiential outcomes. The presenters approach their classrooms by distributing a questionnaire of the student learning styles related to experiential learning. They will distribute the chart and assessment questions to determine the experiences to integrate into the courses. Individual course experiences, cases, and simulations are used and evaluated. The criteria for the final course evaluation (paper and problem solutions) are the same for everyone, reinforcing the benefits received from unique paths to a common learning outcome.

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

Tracks: *Engaging and Motivating Students, Innovative Pedagogical Approaches, Teaching Well with Classroom Technologies*

Session Type: 50-Minute Concurrent

Social Media Got You Down?

Lynne E. Anderson and John Cartafalsa - *National University*

Abstract: As online teachers our courses are viewed repeatedly. Ideas reviewed repeatedly become permanent in our cognitive behavioral system, wherein what was taught are verified. Ideas echo beliefs, and behavior expresses ideas accordingly. The system of beliefs and behavior form a reality. Reality, as perceived by the teachers, is presented to students who become advocates. That reality is biased and is broadcast using social media with which students and instructors engage. Social media becomes a canvas for the display of people's agreeable perceptions and perspectives. Disagreement is absent from the room. But, it is in another room. Vanishing from many learning settings is the formulation of real truth through Socratic inquiry as sources are investigated, developed collaboratively, shared and verified. Positive and negative aspects develop a "truer truth" that, when discussed and refined, form a platform for a study of societal implications and construct a sound basis for decision making.

Learning Outcomes: (1) Assess the effect of social media on their mindset. (2) Hear varying mindsets on the effect of social media. (3) Have a developing set of implications for teaching and learning with regard to the effect of social media in the classroom

Tracks: *Engaging and Motivating Students, Teaching "Unplugged" without Classroom Technologies*

Session Type: 50-Minute Concurrent

Are Online Science Labs Effective?

Wendy Athens - *Utah Valley University*

There are some who say laboratory courses must be campus-based, but this session will provide evidence that online introductory-level laboratory experiences can be effective.

Abstract: There are some who say laboratory courses must be campus-based, but this session will provide evidence that online introductory-level laboratory experiences can be effective. The greatest criticism centers on the loss of the tactical experience. Some of this can be achieved through kitchen labs (two will be described). Another criticism is the loss of collaboration at the lab bench, but this can be alleviated through peer review and discussion boards. One advantage online labs provide is extended collaboration or repeated experimentation. The optimal balance for online science labs is a combination of simulations and kitchen labs.

Learning Outcomes: (1) Know effective strategies for conducting online science labs. (2) Understand how to effectively support peer reviews. (3) Understand ways to support performance-based activities in online course design.

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

Session Type: 50-Minute Concurrent

Online Team-Based Learning

Wendy Athens - *Utah Valley University*

Online Team Based Learning (TBL) methodology provides a formal structure that supports individual responsibility (i-RAT phase), academic discussion (t-RAT phase), and critical thinking (Application phase).

Abstract: It is challenging to build effective peer collaboration into online courses. This session will show how Team Based Learning (TBL) has proven effective in supporting meaningful teamwork. TBL methodology provides a formal structure that supports individual responsibility (i-RAT phase), academic discussion (t-RAT phase), and critical thinking (Application phase). Through effective use of the learning management system, it is possible to conduct online TBL. This session will guide in effective team formation, i-RAT, t-RAT, and Application structures. In addition, a summary of two years of data and student feedback within an online general chemistry college course will be shared.



Learning Outcomes: (1) At the end of this session, participants will know a strategy to more effectively set up online teams. (2) At the end of this session, participants will be able to use the learning management system to support i-RAT, t-RAT, and Application phases of TBL. (3) At the end of this session, participants will understand how TBL supports peer engagement in online classrooms

Tracks: *Engaging and Motivating Students, Online Teaching and Learning, Teaching Well with Classroom Technologies*

Session Type: 20-Minute Concurrent

Tips for Creating More Effective Online Learning Videos

Ryan Baltrip - *College of William & Mary*

What do students want from an online learning video? How can you create more effective online video instruction? This session explores these two questions.

Abstract: First, we examine original data from online students at a national university. We analyze two years of findings and explore changes that led to enhanced learning effectiveness. Second, we summarize the “trends” for creating better online learning videos. We survey what research literature and practical wisdom says on the topic. Lastly, we analyze and discuss a checklist – which participants will be able to take with them - of effective practices for creating effective online learning videos.

Learning Outcomes: (1) Summarize findings from original survey data from online student at a national university. (2) Describe trends on effective practices from broader research on the topic. (3) Use a checklist of tips for creating better online learning videos.

Tracks: *Course/Curriculum Design/Redesign, Online Teaching and Learning, Teaching Well with Classroom Technologies*

Session Type: 50-Minute Concurrent

Public Speaking for an Engaged Classroom

Arnab Banerji and Jason Jarvis - *Loyola Marymount University*

This session will provide an Introduction to Basic Public Speaking practices and techniques. The presenters have over 25 years of teaching Public Speaking, Debate and Persuasion at the university level in multiple countries.

Abstract: While teaching is inherently a Communication based profession, most graduate programs never provide future professors with a basic course in Public Speaking. This oversight is significant for both professors and students. Good public speaking technique will enhance student learning, improve evaluations of professors and make classes more interesting. Public speaking is a skill, not an inherent ability. Everyone can become a better public speaker and communicator. This session will review basic public speaking techniques including Non-verbal Communication, Technology/Powerpoint and Organization. Participants will have an opportunity to practice through Impromptu Speaking exercises.

Learning Outcomes: (1) Learn skills to improve non-verbal communication in the classroom. (2) Be able to enhance use of presentation software (such as Powerpoint) in the classroom. (3) Improve the organization and delivery of lectures during class time.

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

Session Type: 50-Minute Concurrent

Teaching 21st Century Competencies: Authentic Assessment Tools and Guidelines

Amelia Barili - *University of California, Berkeley*

This session will assist you with designing effective syllabi and scaffolding authentic tasks to teach students the knowledge and skills they need to succeed today.



Abstract: “Authentic Assessment Pedagogy” is a methodology that fosters the development of such 21st century competencies as communication, collaboration, problem solving, innovation and self-assessment skills. It asks students to perform real world tasks that demonstrate deep understanding and meaningful application of critical knowledge and skills. The tasks serve not only as direct measure of assessment but also as vehicles of such learning. This session will assist you with designing effective syllabi for this pedagogy and scaffolding authentic tasks to assist your students in discovering new knowledge and developing the skills they need to succeed today.

Learning Outcomes: (1) Design effective syllabus that will make clear to students what are the skills and knowledge they will gain from that course, and the process to achieve them. (2) Select and scaffold authentic tasks. (3) Create transparent assignments.

Tracks: *Academic Success, Assessment, Student Learning, Engaging and Motivating Students*

Session Type: 50-Minute Concurrent

Fostering Community, Creativity, and Cognition with Contemplative Pedagogy

Leslie Bayers - *University of the Pacific*

How can contemplative practice foster more meaningful teaching and learning? Come experience and discuss mindful classroom approaches to spark engagement, cognition, empathy, creativity, and community.

Abstract: A growing body of research demonstrates the potential for contemplative pedagogies to enhance student engagement, cognition, empathy, creativity, and community, as well as spark powerful responses to the “wicked problems” of contemporary society. This interactive session will offer participants the opportunity to experience a sampling of contemplative teaching approaches and discuss how and why they might consider incorporating mindfulness into their own classes or other campus learning contexts. Participants will also discuss intersections between contemplative practices and evidence-based teaching strategies, and ways that they can nurture their own well-being through reflective classroom approaches.

Learning Outcomes: (1) Identify contemplative pedagogical practices they might adapt to their own classes or other campus learning contexts. (2) Identify ways in which contemplative and evidence-based teaching practices support one another and student learning. (3) Discuss how contemplative practice can contribute to more connected and meaningful work on campus.

Tracks: *Academic Success, Creating Communities of Learners, Self Care*

Session Type: 50-Minute Concurrent

Graduate Students’ Perceptions of Engaged Learning Behavior

Don Beach - *Tarleton State University*

This study generated a set of characteristics of engaged graduate students using the words of the participants to describe behaviors representative of engaged in learning.

Abstract: This presentation focuses on the results of a study that asked graduate students to identify and describe their own behaviors indicative of engagement as they participated in learning tasks or activities. Students responded to 5 open ended questions on the Student Engagement Reflection questionnaire. The qualitative study used a phenomenological research method to ascertain engagement as perceived by graduate students in a classroom situation. Based on the themes and concepts that emerged from the written responses, engaged learning involves: 1) communication and conversation; 2) expectations and accountability; 3) authentic and deeper learning; and 4) feelings of competence and understanding.



Learning Outcomes: (1) Identify and describe key behaviors that illustrate engaged learning. (2) Identify instructional activities that can be used to engage learners in acquiring knowledge and skills. (3) Link behaviors with emotions that foster learning.

Tracks: *Engaging and Motivating Students*

Session Type: 20-Minute Concurrent

Active Learning in Biostatistics: Lesson Learned

Monideepa Becerra and Nicole Henley - *California State University, San Bernardino*

We aim to discuss the relevance and application of active learning in an undergraduate biostatistics course

Abstract: We aim to demonstrate the significance of active learning in a biostatistics course. We implemented this pedagogy by using the California Health Interview Survey, the largest state health dataset. Students are provided instructional material, while learning how to apply statistical theories. A peer-educator was incorporated to evaluate the efficacy of peer-led sessions. Summative evaluation includes students creating a data brief, while key SPSS sessions allow for formative evaluation. We assessed historical data, grades and qualitative feedback, which demonstrates an increase in students' learning based on course outcomes. Scopes of improvement include inclusion of basic concept review and summative quantitative analysis.

Learning Outcomes: (1) Define active learning in biostatistics. (2) Identify formative and summative evaluation methods. (3) Discuss the efficacy of peer educators.

Tracks: *Assessment, Student Learning*

Session Type: Poster Presentation

To “Silo” or Not?: “Linked” is the Future!

Tim Becker - *Alliant International University*

“Link it!” It’s time to move course structure(s) to the future and match technology, content and maximize outcomes. Come, see, and do it!

Abstract: There have been huge changes in the last decade in the way courses are delivered .online, onground, hybrid, via MOOCs, customized, individualized. Not much has been changed in course structure. Now and in the future, Instead of “siloed” courses, it’s time to “link” courses where course content is merged and practiced in real-world/real-time settings. There is a heavy focus on the “doing” of course content all built on a firm foundation of basics, terminology along better utilization of teacher expertise.

Learning Outcomes: (1) Identify the courses and content to “link.” (2) Make a case for and decide to implement “linked” learning and to communicate its benefits and value. (3) Determine the steps necessary to “link” courses.

Tracks: *Assessment, Student Learning, Course/Curriculum Design/Redesign*

Session Type: 20-Minute Concurrent

Learning Outcomes in Service-Learning Caring for the Terminally Ill

Suzanne Benack - *Union College*

We analyzed students’ reflections on their learning in a 10-week service-learning curriculum that combined working with terminally ill patients with readings, meetings and written exercises.

Abstract: The C.A.R.E. curriculum is a summer program in which students from multiple colleges spend 24 hours/week working with terminally ill patients. They also meet weekly with program instructors and complete on-line modules, including self-assessments, case studies, skill-development prompts, and links to online videos and resources. Students and faculty both report that the program is “transformative.” Our goal was to articulate the specific kinds of learning that occurred. We analyzed journal entries students completed across the course and assessed growth in empathy by asking students to respond to a hypothetical counseling situation before and after completing the curriculum.

Learning Outcomes: (1) Understand the structure of the C.A.R.E. service-learning curriculum. (2) Understand the various kinds of learning that can be promoted by this kind of curriculum. (3) Consider applications of principles of service learning used in the C.A.R.E. program to service learning programs in their home institutions

Tracks: *Service/Experiential Learning*

Session Type: Poster Presentation

Effectiveness of Online Modules in Higher Education

Sarah Bolander and Amber Herrick - *Midwestern University*

Online modules may be used to enhance existing curriculum. Attendees can access modules and determine which might be beneficial for the needs of their course.

Abstract: This presentation discusses opportunities for online modules in higher education. Faculty must deliver required content while balancing time constraints in the classroom. Online modules may enhance existing curriculum by providing further learning opportunities and additional methods of assessment. Modules can allow for a flipped classroom and in return, may improve the quality of class time. Online formats vary and may consist of patient scenarios, video tutorials, quizzes, and reading assignments. During this session, modules with a healthcare emphasis will be discussed. The effectiveness of online modules to improve course curriculum can be applicable across disciplines.

Learning Outcomes: (1) List potential ways to integrate online modules into existing curriculum. (2) Navigate various online modules in healthcare. (3) Discuss the benefits and challenges with incorporating online modules into higher education courses

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

Session Type: 50-Minute Concurrent

Mirrors, Motors, and Maps: Metacognition and Motivation in the College Classroom

Eric Boyer - *Saint Martin's University*

Mirrors, Motors and Maps are three everyday objects that will be utilized to illustrate the value of reflective practice, motivation and self-regulation among peers in the college classroom.

Abstract: A large body of literature indicates the value of utilizing metacognitive techniques, reflective inquiry and concepts from Self-Determination Theory to improve upon student self-efficacy, motivation to learn, engagement with peers, and self-regulation. This presentation will guide participants through activities that illustrate how exactly these techniques and practices can be immediately interwoven into the College Classroom.

Learning Outcomes: (1) Apply metacognitive activities directly to the teaching practices already employed in the College Classroom. (2) Design reflective tools for students to assist in their own self-regulatory practices. (3) Implement tools drawn from Self-Determination Theory students can immediately use to increase engagement and motivation to learn.

Tracks: *Creating Communities of Learners, Engaging and Motivating Students, Innovative Pedagogical Approaches*

Session Type: 50-Minute Concurrent



Community Engagement: Adding Value to Your Curriculum

Ranelle Brew - *Grand Valley State University*

To engage in the community or not? This presentation is intended to facilitate conversation on the best practices using community partner engagement in the classroom.

Abstract: This presentation is intended to highlight the purpose and value of adding a community partnership experience into the curriculum. Attendees will engage in discussion about collaborations in the classroom and be able to describe the best practices using community partners in the classroom.

Learning Outcomes: (1) Define community engagement as a collective strategy. (2) Describe best practices, challenges and limitations using community engagement in the classroom. (3) Apply and assess curriculum mapping techniques using a Three-Phased Development Model.

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

Session Type: 20-Minute Concurrent

Teaching Tips: Improving Your Classroom Presentation for Students

Jennifer Brinkley - *Western Kentucky University*

Discover how to translate your discipline expertise into successful teaching. Learn new tips to help engage students as well as help students retain the content.

Abstract: Faculty are content experts in their respective disciplines. But how does that knowledge and expertise translate into successful teaching abilities? This session teaches new tips to help engage students as well as help students retain content. Faculty are encouraged to assess their teaching strengths and weaknesses and incorporate smaller teaching exercises in an effort to step away from shallow to deep teaching practices. Faculty may be overwhelmed by the thought of restructuring courses with new teaching styles. This session will break down some simple and small teaching methods that anyone can easily incorporate into their course content, with large results.

Learning Outcomes: (1) Examine and identify their teaching strengths and weaknesses. (2) Incorporate simple and small teaching methods into course content with large results. (3) Analyze the rationale behind incorporating new methods based on self-explanation, retrieval, and retention concepts.

Tracks: *Course/Curriculum Design/Redesign, Engaging and Motivating Students*

Session Type: 50-Minute Concurrent

Overcoming the Problems of Problem-Based Learning

Tannah Broman and Kristin Hoffner - *Arizona State University*

Identify the most common challenges to the incorporation of multi-session problem-based learning into your curriculum and develop strategies for overcoming these challenges.

Abstract: The effectiveness of problem-based learning has been well-documented. However, enacting problem-based learning on a larger scale (e.g. working on a single problem over several class periods or converting an entire course to problem-based learning) can be daunting and presents a number of challenges to the instructor. Some of these challenges are logistical (e.g. managing groups long-term) and some are content-driven (e.g. developing a problem adequate to sustain longer-term investigation and problem-solving). This session will help to identify some of the more common challenges and participants will brainstorm and exchange strategies to overcome these challenges.

Learning Outcomes: (1) Develop an understanding of the PBL process and how that process can be applied across the curriculum and over an extended number of class periods. (2) Develop problems/questions capable of

sustaining students over multiple class periods. (3) Develop strategies for overcoming the most common challenges to multi-session problem-based learning.

Tracks: *Active Learning Strategies*

Session Type: 50-Minute Concurrent

Pre-Service Co-Teaching and Classroom Achievement: A Three Year Study

Douglas Busman and Sheryl Vlietstra - *Grand Valley State University*

A facilitated discussion of pre-service co-teaching and findings from data collected over a three year period related to classroom student achievement and stakeholder perceptions.

Abstract: Beginning in 2014 our Teacher Preparation program has been collecting data on the effects of pre-service co-teaching on classroom academic achievement and stakeholder perceptions at the elementary level. The data suggest that student academic achievement increases, benefits in classroom management accrue, and stakeholders benefit from reciprocal professional development. This presentation will showcase the data and conclusion drawn from the data. The majority of the session will use a facilitated discussion format to engage participants in surfacing their thinking related to the format of the study and conclusion drawn from the study.

Learning Outcomes: (1) Analyze the impact of pre-service co-teaching on student academic achievement. (2) Evaluate the feasibility of reciprocal professional development occurring between pre-service teacher and mentor teacher. (3) Speak to the benefits and drawbacks of a pre-service co-teaching program

Tracks: *Innovative Pedagogical Approaches*

Session Type: Round Table Discussion

Dual Language Programs: Lessons Learned in the Trenches in the Past Three Years

Lucia Buttarò - *TOURO College*

This presentation will deal with how to help English Language Learners (culturally and linguistically diverse students) achieve success in the classroom.

Abstract: There is a need for the creation of programs that don't sacrifice students' success in school or beyond. The goal is to provide high quality instruction for language-minority students and to provide instruction in a second language. Schools teach children through content, with teachers adapting their instruction to ensure children's comprehension and using content lessons to convey vocabulary and language structure. We should also aim to teach cross-cultural awareness. Research shows that strong native language skills provide a solid foundation for the acquisition of a second language.

Learning Outcomes: (1) Understand the benefits of a successful dual language program. (2) Understand the challenges faced by urban districts. (3) Provide a better authentic assessment of their students in L1 and L2.

Tracks: *Academic Success, Creating Communities of Learners, Multiculturalism/Diversity/Inclusion*

Session Type: 20-Minute Concurrent

What Social Psychology Offers Student Communicators: The Presents of Presence

Stacia Dunn Campbell and Carol Johnson-Gerendas - *Texas Wesleyan University*

This panel offers applications of concepts from social psychology with the purpose of increasing engagement, authenticity, and presence for student presenters and writers.



Abstract: While phrases like “mindfully present” infiltrate culture through yoga and faith practices, we may not realize the potential of “presence” as pedagogy. Although we hope that students will be not only physically present but engaged as communicators, community members, researchers, and writers, if we work to create meta-cognitive spaces for social psychology, students can reflect on their own presence as active learners. Participants attending this panel will learn and apply concepts of presence, mutual purpose, imposter experience, and synchrony; see results from classroom research in writing and speech courses; and design activities and assignments for their own courses across disciplines.

Learning Outcomes: (1) Learn how to apply to their own courses the social psychology concepts of presence, imposter experience, and mutual purpose to increase student engagement and authenticity in communication. (2) Incorporate embodiment theory, body language, and power poses into activities and assignments involving written and oral expression. (3) Leave with assignment-design strategies for creating hybrid assignments that defy plagiarism and engage students in expanding their understanding of self.

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

Session Type: 50-Minute Concurrent

Using Active Learning and Learning Assessment Techniques in Faculty Development

Javier Cavazos Vela - *University of Texas, Rio Grande Valley*

This poster session will help faculty identify how to use active learning and learning assessment techniques in faculty development.

Abstract: Learning assessment techniques (LATs) involve a three-part structure to help professors identify learning goals, design learning activities, and produce assessable learning artifacts (Barkley, 2016). Although LATs are used to assess students' learning experiences, some LATs can assess faculty development. This area is relevant for faculty developers who want to use meaningful LATs to assess faculty learning experiences that extend beyond satisfaction surveys. Top three takeaways for participants include (1) creating significant learning goals for faculty development, (2) identifying three LATs to measure faculty development, and (3) identifying active learning strategies in the initial and closing minutes of faculty development workshops.

Learning Outcomes: (1) Create significant learning goals for faculty development. (2) Identify three LATs to measure faculty development. (3) Identify active learning strategies in the initial and closing minutes of faculty development workshops.

Tracks: *Faculty Development*

Session Type: Poster Presentation

A Beautiful Mind: Critical Thinking in the Arts and Humanities

Mick Charney - *Kansas State University*

The habits of mind associated with critical thinking are as applicable to the arts and humanities as to any of the STEM disciplines.

Abstract: While STEM courses are solidly grounded in mindful acts of critical thinking, an appreciation of the visual arts and many of the humanities is often cloaked in intuitive speculation, personal taste, or emotion—an “art is in the eye of the beholder” mentality. However, this imagery-infused and interactive workshop posits that the application of a broad, transdisciplinary definition of critical thinking—rigorous investigations, logical habits of mind, and sound judgments (about any artifact or opus no matter how enigmatic or opaque)—is as integral to penetrating understandings of the creative fields as to any of the more easily quantifiable disciplines.

Learning Outcomes: (1) Define critical thinking in transdisciplinary terms. (2) Design intentional content delivery strategies and classroom activities that foster critical thinking. (3) Reinforce disciplinary rigor, encourage curiosity, and nurture a disposition to use critical thinking consistently

Tracks: *Academic Success, Engaging and Motivating Students, Critical Thinking*

Session Type: 50-Minute Concurrent

Simple Ways to Teach Students Critical Thinking

Gladys Childs - *Texas Wesleyan University*

An interactive workshop that will engage participants in simple and eye-opening critical thinking exercises that they can take home and use in their own classrooms.

Abstract: To experience dramatic improvement in students' ability to critically think, it does not take complicated pedagogical techniques. Using simple exercises in the right timeframe, students can be taught to vastly improve their critical thinking skills and quality of their work. In this interactive workshop, participants will engage in easy and eye-opening critical thinking exercises that they can take home and use in their own classrooms. Since meta-cognition and critical thinking are vital in any discipline, it is important from the moment you begin the semester to start creating a classroom milieu that demands critical thinking.

Learning Outcomes: (1) Use several activities to promote critical thinking in their classrooms. (2) Present effective learning and critical thinking strategies to their students. (3) More effectively create a milieu that promotes student engagement.

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

Session Type: 50-Minute Concurrent

Antecedents of Student Trust in a Department of Applied Health

David Cluphf - *Southern Illinois University, Edwardsville*

Purpose of the study was to determine departmental trust by students relevant to recruitment, retention and giving.

Abstract: Study is a replication of Ghosh, Whipple and Bryan's 2001 study of student trust. Data collected from 168 undergraduate majors in a Department of Applied Health note that student trust is dependent on several variables including not only expertise, but sincerity and congeniality among eight antecedents of trust. This information can be used to help departments increase student trust in order to recruit and retain students as well as cultivate alumni relationships.

Learning Outcomes: (1) Identify antecedents of student trust. (2) Identify strategies for cultivating student trust. (3) Identify strategies for cultivating alumni relationships.

Tracks: *Academic Success, Creating Communities of Learners, Engaging and Motivating Students*

Session Type: Poster Presentation

Goal Setting for Teacher Candidates

Natalie Cobb - *Avila University*

The instructional goal setting process helps teacher candidates know their strengths and weaknesses. Goal setting should be emphasized through assessment and field and clinical coursework.

Abstract: In this interactive session, the participants will examine the Professional Competency Profile and how it relates to teacher candidates and their final clinical experience (student teaching). Participants will share how the Profile could be used at their institution. Participants will learn how critical instructional goal setting is for students. This session will also examine how goal setting tied to state standards and quality indicators could be included and assessed in early and mid-point field and clinical experiences. The presenter and the participants will discuss why this is a significant element and why goal setting is useful for our profession.

Learning Outcomes: (1) Understand how prior knowledge, coursework, and field experiences help teacher candidates set instructional goals. (2) Analyze how teacher candidates use self-reflection during instructional goal setting. (3) Examine how early and mid-point field and clinical courses fit into the teacher candidates' goal setting process.

Tracks: *Assessment, Student Learning*

Session Type: 20-Minute Concurrent

Being Compassionate Without Being an “Idiot”: Compassionate Pedagogy Without Codependency

Corine Coniglio - *King's College*

The workshop focuses on how understanding “wise compassion” as opposed to “idiot compassion” can help faculty face challenges of compassionate pedagogy.

Abstract: This workshop and discussion will focus on some of the challenges faculty face when teaching with heart and compassion. With an emphasis on the role of emotional intelligence in pedagogy, the workshop will help faculty understand and strategize “wise compassion” as opposed to “idiot compassion.” By understanding Pema Chodron's explication of idiot compassion, faculty can better employ compassionate pedagogy without the fear (and resentment) that result from the well-intentioned use of idiot compassion. Participants will analyze their own theories of compassionate pedagogy and hone their emotional intelligence for better helping students.

Learning Outcomes: (1) Understand their own positions and comfort level with sharing compassion with students. (2) Understand how wise compassion differs from idiot compassion. (3) Employ strategies to teach with compassion without fostering codependency and undesirable behaviors in students.

Tracks: *Engaging and Motivating Students*

Session Type: 50-Minute Concurrent

Applying Faculty Learning Community Structures Directly in Courses and Classrooms: Why? How? Outcomes? A SoTL Project!

Milt Cox - *Miami University*

FLCs produce faculty learning and development. How can we apply FLC structure and operations directly in courses to create course learning communities for student learning?

Abstract: Faculty Learning Communities (FLCs) have produced important faculty learning and development outcomes. How can we move the structure and operations of FLCs directly into a course and classrooms to create course learning communities (CLCs)? What FLC faculty outcomes will repeat in CLC student learning and development? We will examine the 16 recommendations for building effective FLCs to determine which may work or can be modified for use with courses, classrooms, and students. Participants will be invited to investigate such a transformation and make it a SoTL research project. We will also discuss what implementation science advises us about this project.



Learning Outcomes: (1) Describe FLC items that may be applied to a course learning community (CLC) approach. (2) Compare possible CLC student outcomes with known FLC faculty outcomes. (3) Describe potential SoTL projects that could be generated from investigating CLCs.

Tracks: *Creating Communities of Learners, Faculty Development*

Session Type: 50-Minute Concurrent

Sustaining or Initiating Your Faculty Learning Community Program

Milt Cox - *Miami University*

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

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

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

Tracks: *Creating Communities of Learners, Faculty Development*

Session Type: Round Table Discussion

Metacognition: Introduction and Application, a New Pedagogical Approach

Shane Cox - *Simpson College*

Participants will hear experiences of implementing metacognition study strategies, learn principles that can be applied across disciplines, and design their own metacognition techniques to employ.

Abstract: Metacognition instruction can be a powerful tool within the classroom. Combining Metacognition Study Strategies with academic provides students with additional tools for success. Results of introducing Metacognition Study Strategies in two different courses will be shared. Best practices will be covered relating to both the introduction as well as implementation throughout the semester. The presenter will discuss the key aspect of gaining student buy-in, which is the proper selection of reflection techniques by the student given the academic discipline. Subsequent to working through a scenario and hearing first-hand results of implementation, participants will develop a personal approach for implementation. (99 words)

Learning Outcomes: (1) Apply metacognition study strategies in various scenarios. (2) Understand the basic principles behind metacognition study strategies instructors and students can employ. (3) Discuss the implementation of teaching effective study self-analysis by students in various academic disciplines giving participants the ability to formulate a strategy of implementation based upon their content.

Tracks: *Academic Success, Engaging and Motivating Students*

Session Type: 50-Minute Concurrent

Applying Uncertainty Reduction Theory Techniques in Online Introductory College Courses

Tracy Crawford and Jennifer Romano - *University of Phoenix*

Applying uncertainty reduction techniques such as increased communication and community building activities can help reduce the uncertainty felt by new and returning online college students.

Abstract: Online Students, especially those who are attending college for the first time or returning after a lengthy absence, often feel uncertain about a variety of aspects of being a college student. This can include uncertainty about the instructor, classmates, time commitments, ability level, and many other aspects that revolve around being a successful college student. Using elements of the Uncertainty Reduction Theory (URT), such as building a sense of community within the classroom, creating open lines of communication, and consistently upholding classroom standards in introductory classes can greatly reduce the amount of uncertainty students feel. This work was done in collaboration with Lauren Critchley, University of Phoenix and Kristin Basinger, University of Phoenix.

Learning Outcomes: (1) Define what Uncertainty Reduction Theory is. (2) Describe how Uncertainty Reduction Theory can be applied in introductory online college classes. (3) Generate one or more uncertainty reduction strategies for use in a college classroom

Tracks: *Academic Success, Engaging and Motivating Students, Online Teaching and Learning*

Session Type: 20-Minute Concurrent

Classroom Accommodations: Not Just for Disabilities

Cathlin Davis - *California State University, Stanislaus*

A discussion on ways we can accommodate disabled and non-disabled students whose lives create barriers to their learning.

Abstract: Sometimes student life circumstances create barriers to their success. What do we say to the student who suddenly doesn't have childcare and asks if their infant can come to class? How do we help students with temporary health issues that don't qualify for disability services? In this round table, I share my experiences with providing small accommodations that have allowed students to finish the semester successfully. Participants in the discussion will share their experiences, both the student issues and the solutions. I hope that everyone will leave with at least one idea for how they can help future students be successful.

Learning Outcomes: (1) Think about accommodation in a different way. (2) Recognize the barriers their students might face. (3) Plan one accommodation to state in their syllabus.

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

Session Type: Round Table Discussion

The Continued Relevance of the Library Session

Cathlin Davis - *California State University, Stanislaus*

Instead of allowing students to depend on the internet for research, we should be emphasizing the importance of library resources, both print and electronic.

Abstract: When given a research project, students tend to look to the internet to find articles, rather than the library. Faculty might arrange for a library session or require certain types of sources, but there is no guarantee the students will apply the information they are taught. One general library session might not be enough. Multiple sessions, with hands-on components built in, will help ensure student success in the entire research writing process. Students need to see that the library provides access to more focused research tools, sources that are otherwise behind paywalls, and assistance from librarians and librarian-created research guides.

Learning Outcomes: (1) Identify course material that can benefit from student use of library resources. (2) Design a class activity that requires use of a specific resource. (3) Articulate to students why the library is better than google.

Tracks: *Academic Success*

Session Type: 20-Minute Concurrent

Quality Online Teaching: Creating and Assessing an LMS-Based Training Course

Cynthia DeMartino and Mirwais Azizi - *California Lutheran University*

We present a 6-module course training faculty to create and implement online courses. We assessed course effectiveness via Quality Matters and Community of Inquiry framework.

Abstract: Many of our blended and online courses are created and taught by adjunct faculty who have had little formal pedagogy training. These courses are particularly difficult to create and implement, since they require a great deal of preplanning (Ocak, 2010). The purpose of this presentation is to illustrate the creation of a “home grown” online and blended teaching training course. We will also demonstrate how we assessed it using Quality Matters for the design, and then Community of Inquiry the effectiveness of the course connecting faculty to the content and to each other.

Learning Outcomes: (1) List several of the Quality Matters standards and discuss how they were used to evaluate course design. (2) Distinguish the three Community of Inquiry factors and see how summarize how they mediated the effectiveness of the course. (3) Apply lessons learned from this study to their own university context.

Tracks: *Preparing Future Faculty*

Session Type: Poster Presentation

Assigning Group Work (That Works)

Mary Dixson - *University of Texas at San Antonio*

Group projects teach important skills, but create frustration for students and faculty. This session provides techniques to avoid common pitfalls and create effective group work.

Abstract: Faculty create group projects to engage Students, and teach important teamwork skills. Group communication skills are highly sought after by employers and are required in many courses. At the same time, they create frustration for both students and faculty. Students complain about workload and lack of effort, scheduling challenges, and ongoing group conflicts. Faculty struggle with assigning and assessing group work and often spend large amounts of time mediating disagreements. Founded in research about social loafing and personal motivation, this session offers evidence based techniques for forming groups, teaching group processes, and practices for creating assignments appropriate to group work.

Learning Outcomes: (1) Know specific techniques for setting up groups for success. (2) Understand essential processes and procedures groups use to move forward successfully, and will be able to use their assignments. (3) Create assignments appropriate to group work.

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

Session Type: 50-Minute Concurrent

Laugh and Learn: Humor As A Teaching Strategy

Ronald Dolon - *Ball State University*

Teaching should engage the students. Four humor strategies used to enhance course content are: visual images, humor bingo, humor treasure hunt and DVD's.

Abstract: Humor is an often overlooked teaching strategy. Humor strengthens the student-professor relationship and makes a course more interesting. This session will discuss the benefits and uses of humor as a teaching tool. Teaching strategies will be provided to enhance learning. Instructional humor can bring play and creativity into education.

Learning Outcomes: (1) Complete a humor analysis which identifies past and present humor tastes to determine their sense of humor. (2) Demonstrate a new set of attitudinal, intellectual, social and emotional skills which will



aid in finding humor in everyday life. (3) Describe five reasons for the use of humor, as well as ways to show and communicate humor.

Tracks: *Engaging and Motivating Students*

Session Type: 50-Minute Concurrent

University Development of Online Graduate Level Continuing Professional Education Programs

Shawn Drefs - *University of Alberta*

Describe barriers/facilitators of the University of Alberta's continuing professional education programs designed to meet lifelong learning needs of clinicians through online graduate and non-credit programs.

Abstract: In 2009 the faculty recognized that there was little graduate level professional education around high priority content areas being offered within post-secondary institutions. In consultation with the faculty's advisory board, a survey of professional college members, and a stakeholders meeting, the faculty developed and offers graduate education in pain management, stroke rehabilitation, and sexual health as well as several other online non-credit courses. Guiding principles for development were; graduate level when applicable, easily accessible, focus on adult and interprofessional education learning strategies, use of online learning technologies, use of asynchronous and synchronous learning strategies, interdisciplinary focus, evidence-based and high clinical relevance.

Learning Outcomes: (1) Describe necessary steps required to develop and offer a professional education program from initiation to operation. (2) Recognize barriers to developing professional development programs for healthcare professionals. (3) Recognize facilitators to developing professional development programs for healthcare professionals

Tracks: *Online Teaching and Learning*

Session Type: Poster Presentation

Application and Evaluation of Specifications Grading Methodology

Josh Ellis - *Chadron State College*

Analysis, exploration and discussion of the action research results, experience obtained, and student thoughts regarding the application of specification grading methodology.

Abstract: Analysis, exploration, and discussion of the action research results analyzing the impact specifications grading methodology has on motivating students to learn, motivating students to excel, reducing student stress, increasing student responsibility for their course grade, and increasing clarification of course expectations. Participants will come away with an understanding of the development, application, and efficacy of specifications grading methodology to course design.

Learning Outcomes: (1) Understand the development and application of specifications grading methodology to course design. (2) Understand the efficacy of specifications grading methodology. (3) Understand student's perception of specifications grading course design and delivery

Tracks: *Course/Curriculum Design/Redesign*

Session Type: 50-Minute Concurrent

Optimizing ICT Literacy Through OERs

Lesley Farmer - *California State University, Long Beach*

Open Educational Resources offers new opportunities to optimize student ICT literacy. Get help locating and integrating ICT literacy through OERs into instructional design.

Abstract: In order to be prepared for the workplace and lifelong self-development, today's students need to be able to access, evaluate, use, manage, and communicate information in many formats effectively and responsibly; they need to be information literate. Instructional design by knowledgeable educators is required. However, those educators themselves need to be ICT (Information and Communications Technology) literate. This session discusses ICT literacy as it applies to higher education, and suggests ways to incorporate ICT literacy into the curriculum, focusing on OERs and their support by MERLOT.

Learning Outcomes: (1) Discuss ICT literacy. (2) Locate high-quality OERs. (3) Integrate OERs and ICT literacy effectively into instruction design

Tracks: *Course/Curriculum Design/Redesign*

Session Type: 20-Minute Concurrent

There's Nothing Fake about the Need for Media Education

Lesley Farmer - *California State University, Long Beach*

Fake news is a wake-up call to gain competency in critically analyzing media. Learn how to incorporate it into the curriculum.

Abstract: Fake news is a wake-up call to gain competency in critically analyzing media. Stanford's 2016 research study on students' news-literacy tasks found that middle school through college students have trouble distinguishing which online resources are credible. Media literacy addresses how media messages are made, their content and framework, and their intent. News media literacy has not been integrated well into traditional curricula. However, education can leverage fake news to highlight the importance of media literacy, and incorporate it systematically into curriculum to prepare students as informed citizens. The presentation will share resources and instructional strategies.

Learning Outcomes: (1) Discuss fake news. (2) Discuss media literacy. (3) Incorporate fake news and media literacy into the curriculum

Tracks: *Engaging and Motivating Students, Innovative Pedagogical Approaches*

Session Type: 50-Minute Concurrent

A Comparative Study of Evaluations of Teaching Effectiveness

Natalie Farny - *Worcester Polytechnic Institute*

Researchers compared student evaluations of teaching, self-evaluations, and pre/post course concept inventories to investigate correlations between student learning and assessed teaching quality.

Abstract: Student evaluations of teaching (SETs) have been shown to have significant limitations as tools for evaluating the quality of faculty teaching and of student learning. Despite these limitations, SETs are the most common and often the sole method, of evaluating teaching. We will present data from a study comparing SET results with two parallel measures of teaching effectiveness: direct measures of student learning gains measured by pre and post course concept inventories and instructor self-evaluation of teaching practices using Wieman and Gilbert's Teaching Practices Inventory.

Learning Outcomes: (1) Articulate the shortcomings of student evaluations of teaching. (2) Describe the basis of Wieman and Gilbert's Teaching Practices Inventory. (3) Describe an approach to evaluate the relationships among assessment, teaching practice, and student learning.

Tracks: *Assessment, Student Learning, STEM, Evaluation of Teaching*

Session Type: 20-Minute Concurrent



Flipping Anatomy Content with Interactive 3D Modeling Software

Natalie Farny - *Worcester Polytechnic Institute*

Data on student learning and perceptions is presented following conversion to a partially flipped course design using 3D anatomy software and complementary in-class active learning.

Abstract: Student learning and measures of student satisfaction were compared among offerings of an anatomy and physiology course where anatomy content was flipped using interactive 3D modeling software, versus traditional lecture delivery. Students demonstrated similar learning in both formats, but reported increased satisfaction with the flipped course despite a significant increase in reported time spent working outside of class. Additional time gained in-class was used to increase active learning opportunities. Participants can interact with the 3D software and online assessment modules, take examples of various in-class active learning assignments, and discuss how similar paradigms can be applied to different STEM courses.

Learning Outcomes: (1) Explain how software tools can facilitate independent student learning of low Bloom's level content. (2) Apply fresh ideas for in-class active learning exercises that complement flipped learning paradigms and are easily translated across disciplines. (3) View, analyze and critique data related to the efficacy of flipped learning paradigms versus lecture delivery of content for student learning, as well as student responses to flipped learning paradigms.

Tracks: *Assessment, Student Learning, Engaging and Motivating Students, Innovative Pedagogical Approaches*

Session Type: Poster Presentation

Jumpstarting Your Online Course and Maintaining that Momentum

Rhonda Ficek - *Minnesota State University, Moorhead*

Implement strategies that ensure online learners are ready to start on Day 1 and that maintain engagement throughout the course.

Abstract: Expectations for online courses must be communicated well before the first day of class to ensure a smooth beginning. Tracking responses from the learners to preliminary communications will ensure they are ready on day one. Strategies to ensure active engagement throughout the course include using online "attendance" polls that provide relevant and timely updates for topics in the course and using wikis (OneDrive inOffice.com) for discussions to expedite participation for learners and assessment for the instructor. The session also provided an opportunity to explore techniques that require active participation by the learners during web-based online meetings and office hours.

Learning Outcomes: (1) Examine strategies to ensure learners are informed about expectations and ready to begin on day one. (2) Develop online teaching methods to ensure active engagement with other learners and with the content. (3) Examine the use of a non-threaded discussion environment to expedite participation for the learners and assessment of online discussion entries for the instructor

Tracks: *Engaging and Motivating Students, Online Teaching and Learning*

Session Type: 20-Minute Concurrent

Using Agile Methods to Enhance Student Participation in Classroom Group Projects

John Forren - *Miami University*

This poster will review and assess the use of Agile methods -- developed originally in the software industry -- to enhance group-based work in social science classrooms.

Abstract: In recent years, higher education faculty in a wide variety of disciplines have adopted "Agile" techniques of collaboration in their classroom teaching. This poster will review and assess the use of Agile teaching approaches in



several social science classrooms over the past two years and provide tips for the use of Agile techniques in other classroom settings.

Learning Outcomes: (1) Describe the “Agile Way” as an approach to group-based work in higher education. (2) Apply Agile-inspired techniques to their own classroom teaching. (3) Assess the advantages and disadvantages of Agile-based approaches in the college classroom.

Tracks: *Creating Communities of Learners, Course/Curriculum Design/Redesign, Innovative Pedagogical Approaches*

Session Type: Poster Presentation

Internships: The High Impact Practice that Transforms Students to Professionals

Angela Furney and Tara Hammar - *Metropolitan State University of Denver*

Our three-semester field sequence of undergraduate coursework will highlight how internship, as a high-impact practice, helps students to transform into successful professionals.

Abstract: Are you confident that you’re optimizing your students’ community-based learning? What additional steps could you take? In this session, we will identify High Impact Practices (HIP) that enhance college students’ experiences across disciplines. Internship is a HIP that can facilitate the transformation from student to professional. We will outline our three-semester sequence of field coursework using the themes of discovery, practice, and demonstrate. The group will have the opportunity to engage one another in an experiential activity and reflect on the quality of their contributions to student learning in the community.

Learning Outcomes: (1) Acquire knowledge about High Impact Practices with a focus on Internship. (2) Understand and describe key components of the sequence of field experience courses in an undergraduate program. (3) Analyze and share their current role in facilitating student learning in internship experiences

Tracks: *Service/Experiential Learning*

Session Type: 50-Minute Concurrent

Design and Implementation: Patient Education Skill Training for BSN Nursing Students

Jody Gill-Rocha, Kathryn Ross, and Dale Hilty - *Mt. Carmel College of Nursing*

Purpose was create a patient education skill training program based on faculty lectures, faculty laboratory demonstration, and student demonstration of skill in a simulation laboratory.

Abstract: ANOVA Repeated Measures analyzed student responses to nine cognitive questions from week one, five, and eight. The ANOVA analysis found eight statistically significant ($p=.001-.004$) main effects. An Independent t-test compared week five and eight responses to the Affective Domain Questionnaire (ADQ; 3rd Edition) based on Krathwohl, Bloom, and Masia’s (1964) taxonomy. Eleven statistically significant effects ($p=.001-.031$) were found ADQ scales with alpha reliability estimates ranged from .758 to .907. The Wooden Competitive Greatness (CG) scale was used to different high versus moderate/low performances on cognitive, affective, and behavioral measures. Students scoring high on CG had statistically significant ($p<.01$) positive associations with cognitive, affective, and behavioral measures.

Learning Outcomes: (1) Be able to synthesize of student self-reported cognitive and affective changes with behavioral, performance levels. (2) Integrate cognitive, affective (ADQ), and behavioral levels of assessment (e.g., CG). (3) Integrate student learning changes with statistical data plots.

Tracks: *Assessment, Student Learning, Course/Curriculum Design/Redesign*

Session Type: Poster Presentation



Virtual Reality Field Trips and Their Application in Today's Classroom

Brian Gilliam - *National University*

Today, Virtual Reality is a viable technology and experiential learning tool ready and available for use in our classrooms.

Abstract: Have you ever been to Egypt? How about the Grand Canyon? What about Rome, Greece, or France. Today we can even take a trip to the International Space Station. Imagine going on a field trip to all of these places with your class and getting a guided tour. We as educator have endlessly struggled with getting our classes to engage with us and the topics we present. Now, Virtual Reality is a viable technology and experiential learning tool available to our classrooms.

Learning Outcomes: (1) Utilize and participate in a virtual field trip. (2) Obtain hardware and software needed to use the technology. (3) Determine appropriate application within the classroom.

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

Session Type: 50-Minute Concurrent

Reading with Purpose: Using Literature to Activate Learning

Kristin Girten - *University of Nebraska at Omaha*

Explore how embedding purposeful encounters with literary works into courses across the curriculum can activate learning in and beyond the classroom.

Abstract: This session shows how engaging in a purposeful fashion with literary works can counteract the tendency to experience reading as a passive endeavor. Purposeful reading is of value across the curriculum. It fosters advanced critical analysis of course material and also prompts students to embody their learning. Literary works offer a special invitation to develop purposeful reading skills. In this session, participants will learn how to design brief purposeful encounters with literary works that are effective in courses across the curriculum at maximizing the impact of student learning.

Learning Outcomes: (1) Improve their students' reading effectiveness and success at critical analysis. (2) Enhance their ability to inspire students to recognize the value and significance of their learning. (3) Enhance their ability to inspire students to apply their learning in their lives and their communities.

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

Session Type: 50-Minute Concurrent

Development of Online Assessments to Measure Evidence-Based Practice Competence

Alison Greig - *University of British Columbia*

Online assessments to measure competence in the first three steps of the evidence based practice model were developed and pilot tested.

Abstract: Evidence based practice competency is essential for health professionals to equip them with the necessary skills to integrate research evidence, the patient context, and their own experience into clinical decision making. Currently there are no tools with established reliability and validity to assess competence in all of the evidence based practice steps. We have developed and pilot tested three online assessments for measuring competence in the first three steps of this model: asking questions, acquiring the evidence, and appraising the evidence. Item analyses and focus group feedback have provided preliminary evidence for the validity and utility of these assessments.



Learning Outcomes: (1) Describe the five steps of the evidence based practice model. (2) Describe a process for the development and testing of a competency based assessment measure. (3) Identify a novel set of tools for assessing competence in the first three steps of the evidence based practice model.

Tracks: *Assessment, Student Learning*

Session Type: Poster Presentation

Real World, Real Learning: Global Issues and Model United Nations

Kevin Grisham - *California State University, San Bernardino*

A globalized world requires global learners who apply critical thinking skills to real-world problems. The Model United Nations format helps in these skill development.

Abstract: The environment educators are preparing students for is one with global and local problems that need to be solved. This requires a population of educated individuals who have intercultural competence, a globally-minded education and a set of critical skills that have been tested. One way to prepare learners to meet these needs is through the use of Model United Nations. In many universities and colleges, Model UN is a student club. Yet, Model UN programs beyond the club environment are growing globally. What if Model United Nations was better connected to addressing 'wicked problems' inside and outside of the classroom?

Learning Outcomes: (1) Understand the role that Model United Nations curriculum has for developing global learners and global citizens. (2) Take the knowledge gained and develop their own Model United Nations curriculum. (3) See how experiential learning activities typically housed in student affairs division can become a bridge between academic affairs and student affairs divisions.

Tracks: *Engaging and Motivating Students, Innovative Pedagogical Approaches*

Session Type: 50-Minute Concurrent

Using Motivational Interviewing to Enhance Student Academic Success

Christine Guevara and Jeni Dulek - *American Career College, Anaheim*

An introduction of Motivational Interviewing (MI) as a means of supporting and guiding students towards making choices that will best support their academic success.

Abstract: As college instructors, we know that stepping into the role of student and soon-to-be professional may require many changes on the part of our students. For some Students, these changes are especially challenging. Motivational interviewing (MI) offers strategies that instructors can use to support and guide students towards more positive and professional choices. This evidenced-based approach allows the instructor to shift the decision making back to the student, supporting the student's own self-efficacy and increasing student choice.

Learning Outcomes: (1) Define motivational interviewing (MI), including its primary principles and strategies. (2) Describe how MI can be used to enhance students' academic success. (3) Identify resources for further skill-building in MI techniques

Tracks: *Academic Success*

Session Type: 50-Minute Concurrent

A Game-Based Course: Press Student Satisfaction and Engagement

Kristen Gulbransen - *Red Deer College*

Evidence based practice (EBP) has widespread impact on learning, health and industry. Teaching EBP with a game based approach has enhanced students learning and engagement.

Abstract: Gaming can be designed to improve everyday problem solving (McGonigal, 2017). Research utilization is considered a basic learning outcome of many post-secondary institutions and preferable for graduates. A traditional nursing research course focusing on evidence based practice, was transformed into a engaging game based learning course. Considerations were made when creating “quests”, to have a positive impact on learning that could translate into research utilization in practice. Undergraduate students reflections on the course reveal their commitment to learning and course satisfaction. They were able to master content and exceed course expectations by going beyond the course requirements to achieve excellence.

Learning Outcomes: (1) Discuss the possibilities for game based learning in curriculum. (2) Examine the process to “gamify” course content or an entire course. (3) Appraise game based learning experience for self.

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

Session Type: 50-Minute Concurrent

The Faculty Navigator Program

Kristen Gulbransen and Sara Daniels - *Red Deer College*

The faculty navigator program: A ‘secret sauce’ for faculty transition, satisfaction, teaching self-efficacy, and leadership development.

Abstract: Teacher transition occurs as one’s roles changes from career settings to academia. A faculty navigator program (FNP) was built on an appreciative inquiry approach to support and retain outstanding faculty. A participatory inquiry approach was used to cooperatively conduct research with faculty (n=20) who had participated in the program. Participants determined the following program outcomes: increased confidence related to teaching and learning, being creative when working with Students, integrating evidence based literature and development of leadership skills for academia. The FNP has had a positive impact on faculty and by extension student success.

Learning Outcomes: (1) Identify the “secret sauce” of the faculty navigator program. (2) Compare the faculty navigator role and mentorship. (3) Discuss the use of appreciative inquiry in faculty roles.

Tracks: *Preparing Future Faculty*

Session Type: Poster Presentation

An Active Learning Certification for Faculty: Linking Theory to Practice

Dori Haggerty - *Valencia College*

This session will share the framework, principles, and process used to create an active learning professional development certification program for collegiate faculty.

Abstract: The need to support faculty efforts to utilize active learning strategies in their teaching practice was requested by faculty at our college. By providing an active learning certification program to all faculty, they would be afforded the knowledge and skills needed to effectively engage their students in the learning process using active learning strategies. In addition, a deeper understanding of how learning theories connect to practice would be achieved. This session will share the principles and process used to design and develop this new certification program. Participants will leave with a framework for building a similar program at their institution.

Learning Outcomes: (1) Identify learning theories that support active learning strategies. (2) Define the process used to design and develop professional development certifications. (3) Create a framework for building a similar certification at their institution.

Tracks: *Engaging and Motivating Students, Preparing Future Faculty, Linking Learning Theories to Strategies*

Session Type: Round Table Discussion

Crowdsourcing Management Education

Owen Hall Jr. and Stephen Rapier - *Pepperdine University*

This presentation highlights how crowdsourcing can be used to enhance the learning process and learning outcomes in management education.

Abstract: Crowdsourcing, as applied to management education, involves the process of connecting with a broad-based group of external resources, e.g., Students, faculty, researchers, and the business universe, for the general purpose of problem solving and developing new skill sets. Crowdsourcing opens-up multiple options for adding new dimensions to learning and knowledge acquisition by allowing students to connect in both formal and informal learning settings. Crowdsourcing has improved workplace productivity by enhancing the communication and collaboration of employees, which consequently makes organizations more agile and efficient. This same paradigm can be used to improve student learning opportunities and outcomes.

Learning Outcomes: (1) Understand the growing role of crowdsourcing throughout the business community. (2) Appreciate how crowdsourcing can be employed to enhance student learning opportunities and outcomes. (3) Comprehend how crowdsourcing can be used to support the learning assessment process.

Tracks: *Student Learning, Innovative Pedagogical Approaches, Online Teaching and Learning*

Session Type: 20-Minute Concurrent

Transforming STEM Teaching Faculty Learning Program (FLP)

Catherine Halversen, Lynn Tran, and Richard Freishtat - *University of California, Berkeley*

Participants deepen their understanding about learning, and how to support learning in their teaching. Discuss current research on learning and teaching in higher education.

Abstract: Critical to improving undergraduate STEM (science, technology, engineering and math) education and encouraging more students to pursue STEM, is professional learning for STEM faculty to improve their instructional practices. Learn about the NSF-funded Faculty Learning Program (FLP) that provides a blended (in-person and on-line) experience designed for STEM faculty and faculty professional developers. Actively participate in this session to deepen your understanding about how learning happens, how to teach more effectively to support learning in higher education, and how to bring FLP to your institution to lead with your own faculty.

Learning Outcomes: (1) Use the learning cycle instructional design and have a deeper understanding about how learning happens. (2) Describe the research and plan to incorporate effective strategies to teach more effectively to support student learning and increase their motivation to engage in STEM lectures. (3) Access and engage in a STEM faculty professional learning program to improve STEM faculty teaching practice and provide a community of fellow instructors to support this progress.

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

Session Type: 50-Minute Concurrent

Active Engagement Strategies that Bring the Curriculum to Life

Gina Harmston - *California State University, Fullerton*

Learn why and how to add active engagement strategies to your classroom through content-based activities.

Abstract: The purpose of this workshop is to learn about why student engagement is important in the classroom, particularly to enhance student learning. Information will also include ways to add active engagement strategies through activities that connect your students to the content, with collaborative activities and discussion-based activities.



Learning Outcomes: (1) Understand how to modify instruction using student feedback “in the moment” or “contingency teaching” and how it relates to active engagement strategies. (2) Identify reasons for incorporating active engagement strategies. (3) Apply content based activities to their own classrooms.

Tracks: *Academic Success, Engaging and Motivating Students, Active Learning Strategies*

Session Type: 50-Minute Concurrent

Teaching Students the Value of Diversity

Sandra Harris - *Concordia University*

The presenter will share information on moving a group of students who had little or no exposure to diversity into the realm of cultural competence.

Abstract: This presentation will examine racial, ethnic, religious, socio economic status, and gender diversity in the United States, and discuss the skills needed in working with people from these diverse areas. The presenter will share how to convey information in a classroom setting to students to increase knowledge and understanding of culture, communication, prejudice, discrimination, and stereotyping.

Learning Outcomes: (1) Demonstrate an understanding of the increasing racial, ethnic, and religious diversity in the United States. (2) Display an awareness of one’s own culture and the culture of others. (3) Demonstrate an understanding, awareness, sensitivity, and appreciation for the unique contributions of diverse populations.

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

Session Type: Round Table Discussion

Simulated iOSCE with Pharmacy and Physician Assistant Students

Amber Herrick, Sarah Bolander, and Kirsten Bonnin - *Midwestern University*

This poster presentation will highlight the positive perception change in learners following an interprofessional education (IPE) experience with physician assistant (PA) and pharmacy students (Pharm.D).

Abstract: Purpose: Interprofessional education (IPE) prepares students for interprofessional practice (IPP) by supporting interdisciplinary collaboration. This study measured knowledge of and attitudes regarding IPP among physician assistant and pharmacy students before and after an IPE experience. Methods: The Readiness for Interprofessional Learning Scale (RIPLS) questionnaire was administered pre- and post- an interprofessional objective structured clinical examination (iOSCE) experience. Results: The RIPLS data revealed positive perception changes regarding the benefits of IPP training and development of IPP relationships. Conclusions: Students can learn from, with, and about each other’s professional role. This study design can be applied across all disciplines to promote IPE.

Learning Outcomes: (1) List the benefits of interprofessional education (IPE). (2) Describe methods used to conduct a simulated iOSCE. (3) Identify a potential IPE study design applicable to their own disciplines at their academic institution.

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

Session Type: Poster Presentation

You’re Hired! Now What?

Amber Herrick Eve Hoover Kirsten Bonnin - *Midwestern University*

Effective, efficient onboarding may provide a more cohesive and supportive start to one’s academic career.

Abstract: Retention and turnover among faculty in higher education is well recognized. Often, new faculty are hesitant to ask for advice, even though other faculty are indeed open to supporting growth of colleagues. Established onboarding programs provide departments a method to orient new faculty and facilitate ongoing, open dialogue amongst department members. Therefore, each member of the team is aware of how they can provide anticipatory guidance and assist in faculty development.

Learning Outcomes: (1) Identify obstacles and challenges common to new educators. (2) Outline fundamental components to be considered when developing an onboarding program. (3) Evaluate the potential usefulness of an onboarding program in one's own department.

Tracks: *Preparing Future Faculty*

Session Type: Round Table Discussion

Preliminary Investigation (Phase 2): Competitive Greatness, Big Five Personality Factors, and Conflict

Dale Hilty, Alyssa Tolley, Alyson Swingle, and Samantha Taylor - *Mt. Carmel College of Nursing*

Students (n=78) were participants in educational, quality improvement study. Significant negative correlations or no relationship found between CG and the eight conflict handling styles.

Abstract: Students (n=78) were participants in educational, quality improvement study. Correlations among CG, Extraversion, Emotional Stability, Conscientiousness, and Openness were significant (.424 to .208, $p=.001-.034$). Significant negative correlations or no relationship was found between CG and the eight conflict handling styles. Ingratiating, Deceiving Coercing, Dominating, Obliging, and Avoiding/Smoothing were negatively correlated (-.12 to -.28). Compromising and Integrating correlations were .09 and .07, respectively. Comparison of high versus moderate-low CG scores were significant ($p<.034$) indicating high CG scores were associated with high scores on four of the Big Five Factors (Emotional Stability, Conscientiousness, Agreeableness, Openness).

Learning Outcomes: (1) Understand that Competitive Greatness construct is a fundamental concept of teamwork whereby members focus on team goals. (2) Observe the link between Competitive Greatness and Team Spirit. (3) Understand the indirect relationship between Competitive Greatness in a team context and conflict handling styles.

Tracks: *Academic Success, Engaging and Motivating Students*

Session Type: Poster Presentation

Using Krathwohl's (1964) Taxonomy to Develop an Affective Domain Questionnaire

Dale Hilty, Anne Hinze, and Kali Clark - *Mt. Carmel College of Nursing*

Affective Domain Questionnaire measures responding, valuing, organization, and characterization Krathwohl categories. Coefficient alpha reliability (.784-.955) and statistically significant independent t-test findings were found ($p=.004-.035$).

Abstract: In a number of preliminary studies using a quality improvement/educational research design, nursing students completed ADQ. Coefficient alpha reliability findings ranged from .784 to .955. ANOVA Repeated Measures analysis found statistically significant main effects ($p=.001-.027$) along with eight post hoc effects ($p=.001-.031$). Students were categorized into high and moderate-low groups based on course behavioral measures. An independent t-test analysis found statistical significant differences between the two groups. Students performance in the high behavioral measure group were found to report statistically significant higher levels of positive affect ($p=.004-.035$).

Learning Outcomes: (1) Identify the five Krathwohl affective categories. (2) Relate the five Krathwohl taxonomy student educational satisfaction. (3) Be familiar with a way of operationalizing Krathwohl taxonomy.

Tracks: *Academic Success, Assessment, Student Learning*

Session Type: Poster Presentation



The Power of Positive Thinking: Staying Positive Through Stress and Adversity

Kristin Hoffner - *Arizona State University*

Highlight tangible tools for keeping a positive mindset, staying motivated in a variety of situations, controlling emotions, and generating awareness and control over self-talk.

Abstract: Working in academia presents its own unique set of challenges, and it is imperative that we maintain a high level of intrinsic drive in order to best teach and mentor productive students and collaborate effectively with colleagues. This session will discuss theory behind adaptive motivation, beneficial self-talk, and emotional management. The ultimate goal is to create our own best self, which, in turn, will help us to positively influence others. This session will teach tangible tools for keeping a positive mindset, staying motivated (and keeping students motivated) in a variety of situations, controlling emotions, and generating awareness and control over self-talk. You will hopefully leave with some tools to help you be a more proactive and introspective individual, and possess a greater understanding of how to control your stress and happiness.

Learning Outcomes: (1) Develop an understanding of self determination theory and applicable theory based strategies to promote adaptive motivation in ourselves and others. (2) Understand the reticular activating system (RAS) and the three-step process of changing negative self-talk, along with how to create countering and reframing statements. (3) Effectively identify emotional triggers, and learn strategies for controlling emotions.

Tracks: *Self Care*

Session Type: 50-Minute Concurrent

Faculty Driven Professional Development for Equity Based Instructional Innovation

Elizabeth Imhof, Blake Barron, Ruth Morales, and Amy Thompson - *Santa Barbara City College*

Professional development that supports instructional innovation through equity based, non-cognitive pedagogy by empowering faculty to develop, research, and disseminate data driven, equity focused instructional change.

Abstract: This workshop provides an evidence based model for faculty buy-in for sweeping non-cognitive and equity based pedagogical change through in-house facilitated faculty institutes. The faculty facilitators draw on the expertise of colleagues from across disciplines to teach the basics of non-cognitive pedagogy, emphasize why social-emotional learning and culturally relevant teaching is vital to the success of underserved student populations, provide colleagues with practical tools for incorporating non-cognitive pedagogy into their classrooms without sacrificing core content, empower faculty to develop and research new student success pedagogical strategies in their classrooms, and provide opportunities for faculty to collaborate and disseminate best practices.

Learning Outcomes: (1) Understand the essential role teaching faculty play in both student success and the development of pedagogical approaches to this success and experience the effectiveness of faculty led and pedagogically focuses professional development. (2) Broadly define and apply non-cognitive learning and understand the relationship between non-cognitive learning, belonging, and student success and equity. (3) Leave the workshop with non-cognitive tools and strategies that can be immediately applied in the classroom and campus programs.

Tracks: *Course/Curriculum Design/Redesign, Innovative Pedagogical Approaches, Multiculturalism/Diversity/Inclusion*

Session Type: 50-Minute Concurrent

Beyond the Flipped Classroom: Flipped Learning

Birgit Jensen and Ruben Watson - *East Carolina University*

Students in flipped classrooms interact more with course content, but anchoring knowledge in a meaningful manner requires flipped learning. Example: a German language college course.

Abstract: Flipped learning occurs in vibrantly collaborative class environments where students apply concepts and engage creatively with content. Creativity, the highest level of learning, requires prior analysis and evaluation of a concept. This presentation discusses how even fearful or unenthusiastic students can learn to speak German when their interest has been kindled by acquiring cross-cultural competencies. Topics: differentiation between flipped classroom and flipped learning; examples of curricular design to foster flipped learning; roots and remediation of xenoglossophobia (fear of foreign languages); results of recent studies with flipped learners; discussion of opportunities to collaborate on national level on UDL solutions with funding.

Learning Outcomes: (1) Differentiate between the flipped classroom and flipped learning. (2) Design lessons that promote flipped learning. (3) Propose their own flipped-learning concept to College STAR (for funding).

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

Session Type: 50-Minute Concurrent

Examination of Online Community College Students: Community of Inquiry Model

Carmen Jones - *The University of Alabama*

Explore completion rates of online students as well as the Community of Inquiry model components, and how they relate to a student's final course grade.

Abstract: Enrollment in higher education online courses continues to grow. However, completion rates and the effectiveness of online learning continue to be concerns. This session will examine completion rates of online community college courses as well as discuss the Community of Inquiry model: social, cognitive, and teaching presence, and the relationship with an online student's anticipated final course grade. Session participants will learn about the importance of cognitive presence in an online course, and explore ideas about how to develop a student's cognitive presence in an online course.

Learning Outcomes: (1) Compare completion rates of online courses to face-to-face courses. (2) Discuss the significance of the Community of Inquiry model to online student learning. (3) Identify and discuss the importance of cognitive presence in the online classroom.

Tracks: *Online Teaching and Learning*

Session Type: 20-Minute Concurrent

The Ball's in the Learner's Court: Student Created and Led Discussions

Ida Jones - *California State University, Fresno*

Do you want a different way of improving learner engagement in online courses? In this session see how learner led discussions can help.

Abstract: Fostering learner engagement in online classes presents particular challenges. The absence of visual cues and body language modifies the way in which instructors stimulate and evaluate engagement. In this session, the presenter will demonstrate how learner-created online discussions increased student engagement in an online graduate class. Student surveys will identify the students' perceptions of what was effective and what was not in these learner-led discussions. This presenter will discuss how this activity relates to research on engagement and will guide attendees to develop similar assignments for their courses.

Learning Outcomes: (1) Evaluate the benefits and challenges in creating learner-led online and in class discussions. (2) Identify characteristics of the most effective learner-led online discussions. (3) Evaluate how to assess student participation in the discussions.

Tracks: *Engaging and Motivating Students, Online Teaching and Learning, Teaching Well with Classroom Technologies*

Session Type: 50-Minute Concurrent



Listening to Students: Transforming Learning and Lives

Donna Knifong - *California State University, Sacramento*

This session will share a special way to enhance understanding, transform teaching, inspire dialogue, and inform advocacy in the name of diversity in education.

Abstract: “Listening to Students” brings the voices of diverse students directly to those who serve them in education. This session will describe a project done at a four-year university and a two-year community college that uses the power of student voices to expand minds, touch hearts, and contribute in profound and meaningful ways to inclusivity, student success, and pedagogical and institutional transformation in a diverse world. The presentation will offer step-by-step guidance for how to do this type of work and discuss the myriad uses and benefits of doing so.

Learning Outcomes: (1) Learn about a special resource on the many different types of college Students, detailing who they are, what they need and the challenges they face in their education, and how we, as educators, can better serve and engage them. (2) Explore how to create or use such work themselves on their own campus and in their own classrooms. (3) Appreciate more fully the real power of student voices and how they can transform our teaching, institution, and lives.

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

Session Type: 50-Minute Concurrent

Learning Analytics and its Potential to Improve Teaching and Learning

Ann Kwinn - *Azusa Pacific University*

This session is on how one university will help faculty use the analytics capabilities of their new learning management system to improve student outcomes.

Abstract: Learning analytics is the intelligent use of systems and learner-produced data to provide insight into how people learn as well as improve student retention, completion and overall outcomes. Almost all universities today use a learning management system (LMS) to deliver their course content. This session offers an exploration of how one university plans to leverage the use of learning analytics in their new learning management system to improve instructional design, student learning, and faculty development.

Learning Outcomes: (1) Define learning analytics and cite common learning management tools that track analytics. (2) Identify a meaningful variable for themselves to track in their own course. (3) Guide students on successful ways to behave in the learning management system.

Tracks: *Academic Success, Assessment, Student Learning, Online Teaching and Learning*

Session Type: Round Table Discussion

A Christmas Story: Learning About Successful Failure from Ralphie

Suzanne Larson, Melinda Burnworth, and Janet Cooley - *Midwestern University*

Based on the holiday film “A Christmas Story,” this presentation will utilize anecdotes and examples to illustrate tools for how to reframe thinking about failure.

Abstract: Based on the award-winning holiday film, “A Christmas Story,” this presentation will light-heartedly provide a perspective on a serious topic, failure. Excerpts from the film will be shown to demonstrate key points and explain how failure may actually be viewed as a marker of success or “successful failure.” Using anecdotes and examples, the presenters will share foundational knowledge about failure. Pearls and tools for how to reframe thinking about failure and methods to incorporate this into the academic environment will be reviewed. Sit back, relax, have a few chuckles, and learn how failure can be inspiring during this presentation.

Learning Outcomes: (1) Describe who fails, where it occurs, and why it happens. (2) Define “successful failure”. (3) Summarize methods to turn failures into successful failures.

Tracks: *Engaging and Motivating Students*

Session Type: 50-Minute Concurrent

Exploring Mentoring: Faculty and Staff Perceptions

Kristi Law, Deanna Guthrie, Barbara Beaver, and Susan Johnson - *University of Wisconsin, Whitewater*

Discuss how to foster mentoring relationships based on the findings of a qualitative study that explored faculty and staff perceptions of their roles as mentors.

Abstract: To effectively engage Students, teaching goes beyond the classroom. Connection is a recognized component of student belonging and engagement (Busteed, 2015). We will discuss what we learned from a qualitative study which explored faculty and staff perceptions of mentoring, including barriers to mentoring and the unique challenges and benefits of mentoring First Generation and Under-represented minority students. Conversation will focus on how our findings align with others experiences with mentoring on their own campuses. Participants will have the opportunity to discuss strategies used at their universities to fostering mentoring relationships between students and staff/faculty.

Learning Outcomes: (1) Examine components of mentoring on a college campus. (2) Explore barriers and needs with regard to mentoring of all students with attention to the unique needs of Underrepresented Minority (URM) and First Generation students. (3) Engage with others in dialogue about mentoring approaches on other campuses.

Tracks: *Engaging and Motivating Students*

Session Type: Round Table Discussion

Design and Analysis of Self-Paced Learning in STEM Classes

Henry Lee - *University of California, Irvine*

We reported the design and analysis of self-paced learning format on several electrical engineering classes at UC Irvine with superior performance over regular format.

Abstract: Self-paced learning format may offer a solution to address growing enrollment problem in today’s STEM classes in public universities. We report the design and outcome analysis of several electrical engineering classes at UC Irvine taken by students in 3 popular majors: electrical engineering, computer engineering, and computer science & engineering. The results showed that the self-pace students had significantly outperformed the regular-paced students. Correlation results on study hours/work hours vs. exam scores for self-paced and regular-paced students will be presented. The strengths and weakness of the self-paced format and other assessment issues, such as self-selection bias, will also be discussed.

Learning Outcomes: (1) Describe the concepts and indications of a self-paced program applied to STEM classes. (2) Evaluate the outcomes of self-paced learning program using descriptive and comparative statistical methods. (3) Recognize the strengths and weaknesses of self-paced program applied to a college level STEM classes.

Tracks: *Student Learning, Course/Curriculum Design/Redesign, STEM*

Session Type: 20-Minute Concurrent



Developing and Implementing Classroom-Community Connection (CCC) Initiative in a Journalism Curriculum

Hyangsook Lee - *Belmont University*

This session seeks to discuss the process of developing a classroom-community connection (CCC) initiative in a journalism program to introduce journalism students to a series of service-learning projects across the curriculum.

Abstract: Service learning is a valuable teaching method to help students connect what they learn in the classroom to how they apply it in the real-world settings. To maximize the benefits of the pedagogy, it is important to incorporate service-learning experience into student learning in a way that maintains the continuity of experience throughout the curriculum and supports meaningful interaction between students and the real-world learning environment. This presentation discusses a classroom-community connection (CCC) initiative developed in a journalism program to introduce journalism students to a series of service-learning projects across the curriculum.

Learning Outcomes: (1) Identify a list of potential courses that may benefit from service learning. (2) Discuss how they might develop a similar initiative in their own program. (3) Draft an outline for a similar initiative in their program.

Tracks: *Service/Experiential Learning*

Session Type: Poster Presentation

When a Class Clicks: Creating Community in the College Classroom

Susie Lubbers - *Morningside College*

We will explore how to create classroom community that generates an environment in which students feel valued and connected to the teacher and each other.

Abstract: What happens that makes a class click? How can a course be designed to intentionally encourage students to click, to engage with each other and the instructor? We will discuss what we know from research about how creating classroom community generates an environment in which students feel valued as individuals and connected to the teacher and each other. The interactive presentation, designed to be a microcosm of the college classroom, will include activities that will allow participants to investigate possibilities for creating community in their classes.

Learning Outcomes: (1) Identify key aspects of research supporting community building in the classroom to enhance student learning. (2) Describe characteristics of a community of learners. (3) Learn and discuss strategies and activities to create community in your classroom.

Tracks: *Creating Communities of Learners*

Session Type: 50-Minute Concurrent

Building Student Engagement with Faculty Learning Communities

Linda Maier - *Saint Martin's University*

Describes how a one-day summer workshop focused on building student community in the classroom and actively engaging student learners served as the impetus for piloting a Faculty Learning Community the following fall semester.

Abstract: This presentation describes how a one-day summer workshop focused on building student community in the classroom and actively engaging student learners served as the impetus for piloting a Faculty Learning Community the following fall semester. The fall FLC was focused on building community and student engagement

strategies. The need for building community and engaging our students in our classrooms is critical to maximizing students' learning, retention, and fostering a sense of inclusion. This presentation will describe the process in starting and supporting a FLC, strategies faculty selected and implemented in their classrooms, lessons learned, and next steps.

Learning Outcomes: (1) Describe effective strategies for starting and supporting a FLC. (2) Gain information on lessons learned from a FLC focused on student community and engagement. (3) Share strategies on how to support FLCs and student engagement into their professional practice.

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

Session Type: 50-Minute Concurrent

Scaffolding The Ether: Supporting Creative Exploration of Ambiguous Territory

Thomas Maiorana - *University of California, Davis*

Employing the notion of play, metaphor and kinesthetic learning to teach students how to navigate through ambiguity in the learning process.

Abstract: The notion of play, metaphor and kinesthetic learning to is a useful approach to teach students how to navigate through ambiguity in the learning process. Navigating ambiguity is a critical skill for any creative endeavor, yet the lack of structure, and often non-linear process can make this area one of the most challenging for students and instructors. In this session, participants will learn a variety of methods (such as promoting intellectual exploration through worksheets or developing game play by deconstructing a complex system). These tools, and others, can be used to provide more structure for students without sacrificing creative exploration.

Learning Outcomes: (1) Identify how to structure activities that help students embrace ambiguity. (2) Gain an awareness of new and creative approaches to teaching students about complex systems (such as climate change). (3) Explore how to incorporate simple physical games into teaching complex systems.

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

Session Type: 50-Minute Concurrent

Creating Effective Learning Activities for the Flipped Classroom

Kaela Martin, Jonathan Gallimore, and Brooke Shannon - *Embry-Riddle Aeronautical University*

Engineering, psychology, and intelligence studies faculty will guide participants in generating a variety of learning activities to employ in the flipped classroom.

Abstract: Transitioning from a teacher-centered classroom to a learner-centered classroom requires practice and many different teaching techniques. One learner-centered teaching technique is a flipped classroom which creates an abundance of questions for instructors and students. For instance, what do instructors do with the time in the classroom after they have presented the content online before class? What in-class activities support learning? While working in small groups during this session, you will explore learning activities to employ in the classroom that complement the content previously presented. At the end of this session, you will have learner-centered techniques for your classroom.

Learning Outcomes: (1) Identify and implement a partial or complete flipped course. (2) Determine what learning activities would work for your course. (3) Create in-class learning activities based on course learning objectives.

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

Session Type: 50-Minute Concurrent



It's All About Choice: Fostering Creativity in Higher Education

Vicki Martineau - *National University*

In this presentation, the facilitator explores the benefits of allowing adult students to select and design their own creative projects in her college writing classes.

Abstract: In this presentation, the facilitator explores the benefits of allowing adult students to tap into their individual talents and interests to design their own creative projects in her college writing classes. The presenter will share some original projects created by her students. Example projects include paintings, video documentaries, poetry, posters, etc. In addition, she will show how incorporating creative projects into courses across the curriculum stimulates student interest and engages them with the curriculum. Moreover, they are also more interesting assignments for the instructor to grade.

Learning Outcomes: (1) To understand the benefits of assigning creative projects in their classes. (2) To apply creative approaches to multiple disciplines. (3) To use creative projects to stimulate critical and reflective thinking.

Tracks: *Engaging and Motivating Students, Innovative Pedagogical Approaches*

Session Type: 50-Minute Concurrent

Development of Patient Education Questionnaire for Nursing Students

Kathryn McLain, Dale Hilty, Tina Harkless, and Kristin Partee - *Mt. Carmel College of Nursing*

In a preliminary educational investigation, the purpose was to create the Patient Education Questionnaire (PEQ; 1st edition) consisting of 45 questions measuring three dimensions: difficulty, satisfaction, and (3) apathy-boredom.

Abstract: The participants were accelerated and traditional junior level nursing students. The purpose of this study was to use exploratory principal axis factor analysis (EPAFA) to determine if PED, PES, and PEAB were underlying factors offering construct validity for the PEQ. The Wooden Competitive Greatness (CG) scale was administered, and used to differentiate high versus moderate-low scores on the PED, PES, and PEAB items. Using the scree test to determine the number of factors, the EPAFA with an oblimin rotation suggested three factors. The scree test indicated three factors (eigenvalues: 32.286, 8.368, and 6.631) accounting for 52% of the variance. The three factors were PED, PES, and PEAB, respectively. Using the CG scale, an independent t-test found statistically significant ($p=.003-.019$) differences for high versus moderate-low nursing student scores on the PED, PES, and PEAB factors. Students scoring high on the CG reported lower scores on the PED and PEAB items and higher scores on the PES. Coefficient alpha reliability estimates were .883 (PED), .819 (PES), and .814 (PEAB).

Learning Outcomes: (1) Identify the three common factors of patient education. (2) Identify the relationship among the Competitive Greatness scale and the three common factors of patient education. (3) Identify the coefficient alpha reliability estimates for the three common factors.

Tracks: *Academic Success, Assessment, Student Learning*

Session Type: Poster Presentation

Preventing College Student Attrition: A Psycho-Social Model for Intervention

Christopher R. Miller

This poster presents a research-based student attrition prevention program combining social support, cognitive resilience and goal setting with delivery- and cost efficiency.

Abstract: An exploration of the primary contributors to college freshmen attrition combining a review of published educational and clinical psychology literature. Data gathered from 293 college counseling center

directors; original surveys of 200 students representing 25 college and university campuses; and an original qualitative 12 student focus group contribute to the study. Two major findings are: psychological drivers 1) represent the leading cause of student attrition, and 2) exist amidst a paucity of both the nature and scope of resources necessary to effectively assist students. As a result, this presentation proposes a research based attrition prevention program likely more effective than current models.

Learning Outcomes: (1) Identify primary drivers of college and university student attrition. (2) Understand why the current and most prevalent approach to helping students is inadequate. (3) Learn about an efficient and easy to install research based program that may potentially significantly raise student persistence and graduation rates.

Tracks: *Academic Success, Engaging and Motivating Students*

Session Type: Poster Presentation

20th-Century Concepts for 21st Century Learning: Gagné Revisited

Denise Mills and Eugenia Roberts - *Midwestern University*

Gagné's Theory of Instruction guides learners through learning, thinking, and feeling. This 20th-century theory is useful for lesson planning for 21st-century learners.

Abstract: Creating informative and engaging lessons can be challenging. This session will provide simple 20th century concepts to create engaging and meaningful learning experiences for instructing 21st century students. Cognitive learning strategies are described as the means by which a learner guides their own learning, thinking, acting, and feeling. Gagné's Theory of Instruction embraces these cognitive strategies. Gagné's Nine Events of Instruction helps learners engage their attention thereby helping encode new knowledge and improve the success of retaining and applying information. Gagné's framework is useful in preparing lessons to promote the attainment of planned learning goals for the 21st-century learner.

Learning Outcomes: (1) Describe Gagné's Nine Events of Instruction. (2) Develop a framework for mapping classroom activities to create meaningful learning experiences. (3) Identify methods to implement Gagné's concepts into instructional design.

Tracks: *Course/Curriculum Design/Redesign*

Session Type: 50-Minute Concurrent

Discovering Findings from First Generation and Diversity Initiative

Ronda Mitchell - *University of Illinois at Springfield*

Key findings from an initiative where students receive full tuition waivers and mentoring, designed to increase first generation and diverse teachers in districts, will be shared.

Abstract: An initiative designed to increase the number of first generation and diverse teacher candidates in districts, high school students accepted receive full tuition waivers, a \$200 book stipend per semester, and academic support. Key discoveries from the document review of 424 student records has uncovered rich, and often unexpected, findings. Delving into them yields both negative and positive outcomes that can help shape the initiative going forward.

Learning Outcomes: (1) Identify students who can possibly complete requirements. (2) Compile accurate and thorough record-keeping. Having a robust database will allow for the tracking of student outcomes over time. (3) Understands that applicants need to clearly know the requirements of the teacher education program

Tracks: *Multiculturalism/Diversity/Inclusion*

Session Type: 20-Minute Concurrent

Reading With Purpose: A Long Short Walk

Nicholas Monk - *University of Warwick*

A long short walk” is an exercise designed to develop focus, promote experiential learning, and facilitate better close-reading skills in participants.

Abstract: “A long short walk” is an exercise designed to develop focus, promote experiential learning, and facilitate better close-reading skills in participants. The activity is an embodied version of “close reading” in which participants are forced to slow down their responses in order to accommodate the detail and subtleties of their experience. The activity is designed to deepen understanding of the subject matter and promote active reflection.

Learning Outcomes: (1) Be able to more effectively close-read text. (2) Be able to experience reading in a more embodied way. (3) Better understand the benefits of slowing the pace at which they encounter written material.

Tracks: *Engaging and Motivating Students, Innovative Pedagogical Approaches*

Session Type: 50-Minute Concurrent

Redefining Inclusive Educational Experiences For Latino, Immigrant, ELL

Jose Hugo Moreno and Maria D. Medina - *Mountain View School District*

Presentation focuses on the use historical events and resilient accounts illustrating that EL and Immigrant students belong in US Society as contributors and not detractors.

Abstract: UCLA educational pipeline studies have demonstrated that Latino and the Immigrant EL child is experiencing minor growth in college readiness (UCLA, 2006 & 2014). It is still lagging behind other ethnic groups. Too often students share that their experience is not reflected in the curriculum and feel pushed out. The use of media and true life accounts portrayed by films such as *McFarland USA*, *Spare Parts*, *The Perfect Game*, *Stand and Deliver*, *Walk Outs*, *Cesar Chavez*, and historical court decisions such as *Roberto Alvarez vs. the Board of Trustees of the Lemon Grove School District*, and *Mendez vs. Westminster Documentary (1947)* can be incorporated in curriculum.

Learning Outcomes: (1) How to use film and court cases to incorporate the immigrant experience in the curriculum. (2) Understand the feeling of negation in the curriculum that leads to disenfranchisement. (3) How to use this films and court cases to gain a deeper insight to the humanity of the immigrant and EL

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

Session Type: Round Table Discussion

Social Justice and PBIS in ELL, Latino and Immigrant Communities

Jose Hugo Moreno and Maria D. Medina - *Mountain View School District*

The success of PBIS in Immigrant and EL communities as a means of college readiness is of great importance and how this is implemented will determine its outcome.

Abstract: In an ever-changing world, equity is the ultimate goal we must bridge the gap that exists between the school setting and the home especially in immigrant and ELL communities that often are disenfranchised. In recent years, research has demonstrated an over representation of students of color in suspension and expulsion panels. PBIS offers a paradigm shift in the way schools address behavioral concerns. How it incorporates households as partners can ensure that students are not forced out. The presentation will focus on how to bridge the gaps and will provide tools, resources and suggestions on how to bring all stakeholders together.

Learning Outcomes: (1) Understand PBIS in EL and Immigrant communities due to cultural differences. (2) How to bridge disenfranchisement and create bridges of collaboration. (3) A positive partnership leads to a more comprehensive approach in getting students college bound

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

Session Type: 20-Minute Concurrent

SAMR and Schoology: Transforming Learning Experiences with Social Media Habits

Tiffany Moy - *Concordia University, Chicago*

Attendees will learn how to apply the theory of SAMR within Schoology as this learning management system supports 21st-century learning and competency based learning.

Abstract: Developed by Ruben R. Puentedura, the SAMR Framework acronym stands for substitution, augmentation, modification and redefinition. This framework was developed to identify how technology is effectively integrated with mLearning activities and the rigor to how it occurs with instruction (Puentedura, 2013). With this framework in mind, many instructional scenarios and a review of Schoology basic tools will be discussed to enlighten attendees on how to use Schoology's tools to support instruction that mirrors 21st-century learning.

Learning Outcomes: (1) Learn about Schoology's basic tools and how to pair it with effective instructional practice. (2) Understand how the SAMR framework can encourage adult learners to use Schoology tools consistently and actively in their daily instruction.

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

Session Type: Poster Presentation

Designing Effective Reflection Activities in Service-Learning Courses

Tolulope Noah - *Azusa Pacific University*

This session will explore the qualities of effective reflection and practical reflection activities that can be done before, during, and after the service-learning experience.

Abstract: Reflection is a critical component of service-learning courses, as it allows students to draw connections between their experience and the course learning outcomes. However, deep, meaningful reflection seldom occurs spontaneously; faculty must be intentional about embedding it throughout their courses. In this session, participants will discuss the purpose of reflection and explore the literature about the qualities of effective reflection. They will also be equipped with practical reflection activities that they can use throughout the service-learning experience, including an innovative reflection tool known as "The Grid." Participants will brainstorm how they might incorporate these reflection tools into their service-learning courses.

Learning Outcomes: (1) Describe the qualities of effective reflection. (2) Describe examples of reflection activities that can be done before, during, and after the service-learning experience. (3) Plan ways to incorporate the reflection tools into their service-learning courses.

Tracks: *Service/Experiential Learning*

Session Type: 50-Minute Concurrent

Laying the Foundation for Productive Dialogue About Diversity

Tolulope Noah - *Azusa Pacific University*

This session will explore strategies for fostering a classroom environment where students feel safe and willing to engage in productive dialogue about diversity.

Abstract: In courses that focus specifically on diversity and intercultural competence, it is essential that the learning environment be set up from the very start to promote productive dialogue. This session will explore seven strategies professors can use at the beginning of such courses to foster connection amongst Students, establish clear expectations for dialogue, and help students engage in honest and critical reflection on their personal identities and beliefs. By focusing on laying a strong foundation first, professors can set the tone for discussing complex diversity topics later on.

Learning Outcomes: (1) Describe the characteristics of a welcoming and inclusive learning environment. (2) Describe seven strategies that can be used to lay the foundation for productive dialogue about diversity. (3) Plan ways to incorporate at least one of the strategies into their courses.

Tracks: *Multiculturalism/Diversity/Inclusion*

Session Type: 50-Minute Concurrent

Addressing Teachers' Pedagogical Culture to Enhance Technology Use in Education

Paulchris Okpala - *California State University*

This presentation provides strategies for realigning a teacher's pedagogical culture to promote the adoption of technology-based instructional strategies and tools in teaching.

Abstract: The instructional strategies and tools adopted by teachers are perhaps largely influenced by their pedagogical culture. The pedagogical cultures of teachers--particularly of those who have predominately experienced learning and teaching through traditional direct instructional methods—are characterized by a resistance to the adoption of technological teaching tools. I will identify the pedagogical cultures that act as barriers to the adoption of the technology. An in-depth discussion on how to use evidence-based professional learning to address identified pedagogical culture-associated barriers will also be provided. The presentation is tailored to ensure the participants can address inhibitive pedagogical cultures within their schools.

Learning Outcomes: (1) Identify pedagogical cultures that act as barriers to the use of technology in education. (2) Apply evidence-based professional learning in addressing the identified pedagogical culture-associated barriers to technology use in education. (3) Develop strategies to address inhibitive pedagogical cultures within their specific teaching environments and faculties.

Tracks: *Academic Success, Innovative Pedagogical Approaches, Teaching Well with Classroom Technologies*

Session Type: Poster Presentation

Optimizing the Use of Scaffolds for Enhanced Online Learning

Paulchris Okpala - *California State University*

The use of scaffolds in guided online teaching encourages active student learning. I will explain how to optimize the use of scaffolds in online learning.

Abstract: The effective use of scaffolds enhances students' competence in a given area of interest. The aim of this presentation is to identify the scaffolds used by educators to assist student learning. I will focus on the various challenges educators face in choosing and implementing scaffold-aided learning. I will base the identification and the discussion of the various challenges on the relevant existing literature and my experience as an online educator. I will then focus on the strategies that have been demonstrated by the previous peer reviewed studies to be effective in addressing the identified challenges.

Learning Outcomes: (1) Discuss the importance of scaffolds in Online Teaching and Learning. (2) Discuss the challenges in the application of scaffolds in the teaching process. (3) Identify effective strategies toward enhanced use of scaffolds in online learning.

Tracks: *Academic Success, Innovative Pedagogical Approaches, Online Teaching and Learning*

Session Type: Poster Presentation

Promoting Cross-Disciplinary Self-Regulation: Transferable vs. Discipline-Specific Strategies

Jennifer Osterhage and Katherine Rogers-Carpenter - *University of Kentucky*

After introducing self-regulation through the work of Nilson and Zimmerman, we will discuss diverse SRL strategies and explore how self-regulation skills transfer across disciplines.

Abstract: Although learning transfer (applying skills and knowledge to new learning contexts) is a crucial goal of higher education, it often does not occur. Self-regulated learning (SRL) is a well-established process by which individuals develop goals, select learning strategies, and monitor their performance. However, little is known about the cross-disciplinary transferability of these strategies. In this session, after introducing participants to learning transfer and SRL, we will use case studies to show how science and humanities instructors promote SRL. The group will identify transferable and discipline-specific SRL components in these examples. Finally, participants will design activities to foster transferable self-regulatory skills.

Learning Outcomes: (1) Describe strategies aimed to develop student self-regulation. (2) Compare self-regulatory skill development strategies across disciplines. Identify which strategies are transferable and which are more discipline-specific. (3) Develop an activity to foster transferable self-regulatory skills.

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

Session Type: 50-Minute Concurrent

Survey of Science Post-Docs and Faculty on Careers and Teaching

Cherie Ramirez - *Simmons College*

This poster describes our findings from a survey of life sciences postdoctoral fellows and faculty regarding career preparation and teaching.

Abstract: Interest in understanding and supporting the career trajectories of postdoctoral fellows has grown over the years. We sought to explore the views of postdoctoral scholars and faculty from research as well as primarily undergraduate institutions on teaching and teacher training as they relate to career goals and preparation. Based on our findings, we argue that there is no better time than the present for institutions, faculty mentors, and post-doctoral fellows to reexamine and update postdoctoral training expectations and guidelines to better serve the needs of trainees and eliminate unnecessary barriers.

Learning Outcomes: (1) Describe challenges facing postdoctoral fellows in the sciences. (2) Compare and contrast how postdoctoral fellows and faculty view career preparation and teaching. (3) Identify strategies for addressing barriers to the successful preparation of postdoctoral fellows for the next phases of their careers.

Tracks: *Multiculturalism/Diversity/Inclusion, Preparing Future Faculty*

Session Type: Poster Presentation

Hit Pause to Capture Critical Learning Moments

Gail Rice and Dixie Fisher - *Loma Linda University and University of Southern California*

Participants will experience 10 pauses, examine the research from cognitive science, analyze pauses, complete reflective activities, and discuss assessment. Instructors will intersperse cognitive science principles and research studies critical to effective pauses.

Abstract: What matters is what students learn, not what teachers teach. When educators insert pauses into their lectures, our students will experience deep learning. Pauses help students to focus, to personalize, to check for understanding. Beginning Pauses can increase interest, arouse curiosity or anticipation, or activate prior

knowledge. Closing pauses ask students to review through retrieval, and commit to action, thus increasing the likelihood of transfer. Pausing instruction allows the instructor to assess the effectiveness of instruction and receive feedback from students about their learning and their personal responses. Experience and take away pauses you can insert into your teaching.

Learning Outcomes: (1) Identify research-based ideal characteristics of learning pauses. (2) Experience/Analyze/Critique/Design learning pauses. (3) Take home pauses ready to insert into learning sessions.

Tracks: *Engaging and Motivating Students, Innovative Pedagogical Approaches, Teaching “unplugged” without Classroom Technologies*

Session Type: 50-Minute Concurrent

First Day of the Semester: Ideas and Activities

Joanne Ricevuto - *Harcum College*

This hands-on and interactive session will provide the attendee with easy ways to set a positive tone for their class starting on the first day of the semester.

Abstract: The way instructors engage students on the first day of the semester sends a powerful message about the tone of the course. This hands-on and interactive session will provide the attendee with easy ways to set a positive tone through activities and materials and technology. Get ready to have fun!

Learning Outcomes: (1) Orchestrate positive first impressions. (2) Help students learn about each other. (3) Collect baseline data on students' knowledge and motivation.

Tracks: *Engaging and Motivating Students*

Session Type: 50-Minute Concurrent

Building Inter-Professional Healthcare Teams Through 3D Printing

Karin Richards - *University of the Sciences*

Students were placed into interdisciplinary groups and tasked with designing 3D projects that would improve a patient's quality of life.

Abstract: Interdisciplinary groups of Physical Therapy; Occupational Therapy; Physician Assistant and Kinesiology students were grouped together into healthcare teams to design, print and present a 3D project that would improve a patient's quality of life. A pre-project informal poll of the participants (n=66) suggested little to no experience with 3D printers. Students were given a basic introduction to the printers, software and suggested project websites while an emphasis was placed upon the core competencies of inter-professional education: understanding of values and ethics; roles and responsibilities; inter-professional communication and teams and teamwork (IPEC, 2017). Assessments included group project presentations and individual reflection papers.

Learning Outcomes: (1) Understand basic concepts of 3D printing (cost; models; software; design websites). (2) Modify course activities to include basic 3D printing. (3) Identify opportunities to apply 3D printing to inter-professional education collaborations

Tracks: *Engaging and Motivating Students, Innovative Pedagogical Approaches*

Session Type: Poster Presentation

Online Strategies to Foster Engaged Reflection

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

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

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

Learning Outcomes: (1) Articulate concrete examples of actively engaging students in online courses. (2) Discuss relevant research in the area of active, reflective, engaged learning. (3) Apply what they have learned to their own classes.

Tracks: *Online Teaching and Learning*

Session Type: 20-Minute Concurrent

Back to the Future: Mind Mapping for Interactive Learning

Eugenia Roberts and Denise Mills - *Midwestern University*

Discover mind mapping. This underutilized learning strategy in education is a multi-sensory tool to organize ideas, visualize creative processes, and retain concepts.

Abstract: Mind Mapping was begun in 1965 but is an underutilized learning strategy in classrooms today. Mind maps have greater impact and application now more than ever before. These multi-sensory tools can be used to organize ideas, visualize creative processes, and aid in concept retention. The focus of the presentation will be on utilizing mind maps in a collaborative method both on paper and with new computer technology. Whether you are a student interested in better note taking or a teacher organizing a lecture or an entire curriculum, mind mapping is a concept whose day has come again.

Learning Outcomes: (1) Create a mind map for visualization of ideas. (2) Apply the use of mind maps in education. (3) Identify current and future uses of mind maps in technology.

Tracks: *Academic Success, Innovative Pedagogical Approaches, Teaching Well with Classroom Technologies*

Session Type: Round Table Discussion

Diversity Matters: Communicating with Students in Ways that Work

Jose Rodriguez - *California State University, Long Beach*

The session demonstrates how professors can facilitate in-class conversations about diversity, using communication strategies that promote active dialogue, inclusion, and proactive engagement.

Abstract: This presentation discusses original research, which demonstrates how faculty members can use communication strategies to facilitate active conversations in class; thus, fostering the experience of inclusion in university settings. With this audience-participation framework as a foundation, the session provides specific examples of ways in which professors can encourage conversations with students by using inclusive language, invitational expressions, responsive questions, and empathic messages. This communication-based approach enables the discussion of diversity, and thereby, promotes dialogue, interactive discussion, and proactive engagement in the university classroom.



Learning Outcomes: (1) Understand the significance of communication in diverse classrooms. (2) Clarify the role of empathy in classroom communication with students. (3) Facilitate student participation in class, using an invitational approach.

Tracks: *Engaging and Motivating Students, Multiculturalism/Diversity/Inclusion, Preparing Future Faculty*

Session Type: Round Table Discussion

Strategies for Effective Student Engagement in Online Courses

Miryha Runnerstrom - *University of California, Irvine*

This presentation will showcase a three-pronged approach for engaging students in online classes.

Abstract: Student engagement in online courses need not be limited to participation in virtual discussion boards. Deeper engagement through group assignments can be integrated into many online courses across disciplines, providing students with the opportunity to more deeply consider the course material while developing professional skills. The primary goal of this presentation is to demonstrate effective strategies for engaging students enrolled in online courses. Three engagement strategies will be showcased, including a case study, role-playing, and teamwork. A secondary goal of this presentation is to discuss the technological challenges, and possible solutions, of group collaboration in online courses.

Learning Outcomes: (1) Determine if case studies used in combination with a group-based role play would be appropriate for their online courses. (2) Understand the pros and cons of group-based synchronous engagement in online courses. (3) Develop adapted engagement strategies when technological challenges occur.

Tracks: *Engaging and Motivating Students, Online Teaching and Learning, Teaching Well with Classroom Technologies*

Session Type: 50-Minute Concurrent

Effect of In-class Writing Activities on University Students' Writing Perceptions

Heidi Sackreiter - *Augustana University*

Students in two teacher education courses studied writing assessment and completed in-class writing tasks. Impact of these experiences on students' writing self-efficacies will be shared.

Abstract: Pre-service teachers sometimes enter into teacher education with low content knowledge or negative perceptions about certain topics or skills they will eventually teach to children and adolescents. This presentation will tell how writing self-efficacies were affected by learning about writing assessment and in-class participation in various writing tasks. It is enlightening to know that affective components such as self-efficacy are susceptible to change, and it is hoped that increased levels of confidence might lead to increased enthusiasm for teaching and learning those skills. Findings from these experiences offer useful implications for teacher educators and other university faculty.

Learning Outcomes: (1) Define self-efficacy and explain why it is important. (2) Examine their own personal self-efficacy for writing and other possible skills. (3) List ways to increase the self-efficacies of students in their own classrooms.

Tracks: *Academic Success*

Session Type: Round Table Discussion

Exploring Movies to Enhance Enjoyment, Empathy, and Understanding

Heidi Sackreiter - *Augustana University*

Movies add to the classroom experience in various content areas. This presentation shares how exploration of specific movies assisted in promoting compassion and cultural understanding.

Abstract: Movies can be useful learning tools in various subjects (Levey, 2015; Rothstein, 2004). During a university course focused on the foundations of teaching diverse learners, students studied three movies. Each told a different story, but all included concepts related to hidden and visible culture, language differences, immigration, family pressures, as well as a variety of other issues experienced by those who are new to a country or struggling with their own cultural identity. Watching and reacting to these movies allowed the university students to more closely consider all that comes with cultural diversity in a more visual, entertaining, and engaging format.

Learning Outcomes: (1) Explain how movies can be enjoyable and important teaching tools for further discussion and understanding of course content. (2) Understand how movies can promote feelings of compassion and empathy in those university students who must demonstrate those dispositions in the workplace. (3) Identify movies they could use in their own classrooms.

Tracks: *Engaging and Motivating Students, Multiculturalism/Diversity/Inclusion*

Session Type: 20-Minute Concurrent

Observation and Mid-Semester Review: Enhancing Instruction and Demonstrating Effectiveness

Kevin Sackreiter - *South Dakota State University*

The challenge of enhancing instruction and also demonstrating teaching effectiveness will bring participants together to examine resources used to assist faculty in meeting these objectives.

Abstract: Faculty are often challenged by a desire to enhance their instruction and an organizational demand that they also demonstrate teaching effectiveness. These demands can often be perceived as being in opposition to one another. This session will engage participants in an examination of resources utilized at a center for teaching and learning to support faculty in meeting both of these goals. Through interactive opportunities participants will identify strategies that can be used at their home institutions to enhance the student experience while also ensuring professional success.

Learning Outcomes: (1) Gain an understanding of strategies designed to enhance instruction through an examination of practice and student perspectives. (2) Identify opportunities for using pedagogical focused professional development opportunities as demonstrators of effectiveness in annual review. (3) Select strategies for balancing the goals of pedagogical growth and professional success.

Tracks: *Creating Communities of Learners, Preparing Future Faculty, Professional Development*

Session Type: 50-Minute Concurrent

Walking the Talk?: College Faculty and Students' Perceptions of UDL

Thomasena Shaw and Nancy Van Leuven - *Bridgewater State University*

UDL is an effective, flexible blueprint that provides a vital means of identifying and removing potential curriculum barriers; study findings outline faculty/student perceptions, best practices.

Abstract: Universal Design for Learning (UDL) is an effective, flexible blueprint based on neuroscience that provides a vital means of identifying and removing potential curriculum barriers; it focuses on scaffolding and pedagogical opportunities that emphasize flexibility and accommodation of learner differences. This presentation outlines findings of a quantitative causal comparative study (conducted with IRB approval in a regional state university) that explored faculty and students' perceptions of attitudes and actions associated with UDL in the classroom. The presentation also identifies UDL 'best practices,' identifying strategies and tools aimed at helping faculty promoting equity and excellence.



Learning Outcomes: (1) Examine study findings that identify a deficit between faculty attitudes and actions toward UDL principles and practices in the classroom. (2) Discover UDL resources and best practices in a higher education setting. (3) Identify intentional UDL-related changes to course design and teaching practices to improve student outcomes.

Tracks: *Multiculturalism/Diversity/Inclusion*

Session Type: Round Table Discussion

Comparison of Diets and Types of Conflict Influencing Diet Selection

Aimee Shea, Dale Hilty, and Kathy Duke - *Mt. Carmel College of Nursing*

Participants were presented with a nutrient analysis per meal for four diets. Statistical significance was found (pre-post). Dependent t-test ($p=.001$) demonstrated learning and conflict handling styles.

Abstract: At Mt. Carmel College of Nursing (MCCN) faculty are encouraged to develop interprofessional curricula. As Nutrition and Social Science Faculty, we designed a program to integrate nutrition, statistics, and psychological decision-making (intrapersonal, interpersonal conflict styles in relation to dietary choices). Subjects were 56 freshman and 78 sophomore nursing students. Intervention Quantitative & Qualitative: (1) dependent t-test ($p=.001$) on cognitive pre-post questions; (2) qualitative theme analysis (based on open-ended questions) revealed meaning, relevancy to nursing practice; and (3) the interdisciplinary team reported experiential learning. Correlational statistical significance ($p<.01$) was found for four interpersonal/intrapersonal conflict types (i.e., compromising, integrating, obliging, avoiding/smoothing).

Learning Outcomes: (1) Differentiate among OmniHeart, fancy fast food, fast food, snack diets. (2) Understand of how different diet combinations hinder the achievement of nutrition goals. (3) Comprehend how intrapersonal and interpersonal conflict styles can impact overall nutrient consumption.

Tracks: *Innovative Pedagogical Approaches*

Session Type: Poster Presentation

A Discourse on Faculty Development: Sharing Our Success Stories

Ursula Sorensen, Trevor Morris, Colleen Packer, and Anton Tolman - *Utah Valley University*

The evolving nature of faculty development is a collaboration with faculty. Sharing information and success stories can enhance the quality of our faculty development programs.

Abstract: Faculty development is collaborative in nature with there being a dialogic discourse between the faculty developer and faculty they are working with. Additionally, faculty developers have been called upon to help create solutions to institutional issues related to teaching and learning. This session will focus on the evolving nature of faculty development, and presenters will showcase some novel approaches in their faculty development centers. Additionally, participants will present one of their own faculty development programs as we learn from each other.

Learning Outcomes: (1) Discover new ways to partner with faculty as faculty developers. (2) List new strategies utilized by a variety of faculty development programs. (3) Formulate a plan to enhance current faculty development programs with new information learned in this session.

Tracks: *Faculty Development*

Session Type: 50-Minute Concurrent



Welcome, Generation Z! Save the World, Connect to College

Constance Staley and Robert Staley - *University of Colorado, Colorado Springs and Colorado Technical University, Denver*

Generation Z—the newest generation of college students—has arrived on our campuses. This session focuses on “pracademic” teaching tools to engage Gen Z learners.

Abstract: Generation Z—the newest generation of college students--has arrived on our campuses. Gen Z's are practical learners who consistently ask themselves, “What’s in it for me?” They absorb information instantaneously, but lose it just as fast. Their learning is non-linear and “messy,” but Gen Z's flourish when instructors move from “Sage on the Stage” to “Mentor in the Center”—facilitators who teach organically and authentically and create rich, diverse, relevant, hands-on, technology-rich content. This session will focus on “pracademic” teaching tools for Gen Z's drawn from a blend of interdisciplinary research, practical application, and academic experience.

Learning Outcomes: (1) Gain an understanding of the learning characteristics of Gen Z's. (2) Recognize how current teaching practices may limit or obstruct learning for today's incoming traditional students. (3) Bring an array of new teaching tools back to their campuses.

Tracks: *Engaging and Motivating Students*

Session Type: 50-Minute Concurrent

Perceptions of Self and Mental Health

Katherine Sternbergh - *Kutztown University of Pennsylvania*

The purpose of this study is to examine self-perception versus perceptions of peers regarding mental health awareness on social media.

Abstract: The researchers would like to see if there is a discrepancy between how an individual views themselves and others regarding stigma, affirmations, and self-disclosures on social media networks. With the increase in social media as means of informal communication among the Generation Z population, how college students interact and self-disclose personal information through social media platforms is an important area that has been understudied. Researchers wanted to see if sharing mental health perceptions on social media platforms or self-disclosing emotions can have positive or negative implications on self-perception as well as the perception among peers. In a study of college Students, respondents were asked to reflect upon personal perceptions of social media use regarding stigma, affirmations, and self-disclosures when compared to their peers. Through examination of informal channels of communication, such as social media, the researcher sought to understand how students engage with peers and self-disclose personal information through social media platforms. This topic is timely and relevant due to expanding social media usage and a paucity of research regarding Generation Z, self-perception, and social media usage.

Learning Outcomes: (1) Infer how social media platforms can positively or negatively impact the Generation Z perceptions on mental health. (2) Identify differences between Generation Z and previous generations of college students. (3) Infer how social media platforms are utilized with Generation Z to bring awareness to social/societal issues.

Tracks: *Personal Narrative*

Session Type: Poster Presentation

Turning Back the Clock: Limiting Technology Use in the Classroom

Laura Terry, Laura Chesniak-Phipps, and Julia Langdal - *Grand Canyon University*

This session will engage a discussion on the use of technology in the classroom to enhance active learning and decrease distraction.



Abstract: The benefits and distractions that technology provides are equally recorded in current research. Therefore, it is important to consider ways to increase educational use of technology in the classroom while reducing distraction that personal uses of technology present. Structured approaches to using technology in the classroom are supported by the research. In this presentation, three psychology instructors will discuss their technology policies. Technology restrictions, as well as when technology is welcomed and use is encouraged will be shared.

Learning Outcomes: (1) Be aware of the differences between structured versus unstructured uses of technology in the classroom. (2) Brainstorm ideas for structuring the use of technology in their classes based upon course content, type of learning activity being implemented, and size of the class. (3) Identify active learning strategies that can be implemented to increase the appropriate use of technology in classes.

Tracks: *Innovative Pedagogical Approaches*

Session Type: Round Table Discussion

ePortfolios: Showcasing the Journey While Preparing for the Future

Michelle Tollefson - *Metropolitan State University of Denver*

Academic electronic portfolios showcase academic, co-curricular, and extra-curricular activities and emphasize student reflection. ePortfolios demonstrate student learning and skills to faculty and prospective employers.

Abstract: Electronic portfolios are a high impact academic practice that provides a platform for students to reflect on areas of their life. Students utilize academic ePortfolios to showcase their academic, co-curricular, and extra-curricular activities. It helps them better demonstrate their learning and skills from all areas of their life to both faculty and prospective employers. Our program has embraced ePortfolios by requiring student creation of an ePortfolio in our foundation course and encouraging continued development which culminates in the senior capstone course. We will share our FLC and program's journey, lessons learned, and suggestions for utilizing ePortfolios with your students.

Learning Outcomes: (1) Summarize why the Association of American Colleges and Universities made ePortfolios the eleventh high impact practice. (2) Explain the preparation, process, and challenges to incorporating the use of ePortfolios into various academic settings. (3) Analyze how their academic institution could possibly benefit from incorporating one of the various types of ePortfolios into their curriculum.

Tracks: *Innovative Pedagogical Approaches, Teaching Well with Classroom Technologies*

Session Type: 50-Minute Concurrent

Optimizing Your Health Through Lifestyle Medicine

Michelle Tollefson - *Metropolitan State University of Denver*

Lifestyle medicine uses positive behavior changes to improve health and quality of life through nutritious eating, physical activity, stress reduction, and other health supporting behaviors.

Abstract: Lifestyle medicine is a rapidly expanding evidence based discipline within conventional medicine. The majority of the chronic diseases impacting Americans are directly connected with lifestyle behaviors. Healthy eating, increasing physical activity, stress reduction, healthy sleep habits, and tobacco cessation are the predominant health behaviors that lifestyle medicine targets. Lifestyle medicine works to promote health, prevent disease, and improve overall wellness for the individual through targeting the lifestyle related underlying causes of many diseases. Dr. Tollefson, a board certified physician and guest faculty for the Harvard Institute of Lifestyle Medicine, will share information to help faculty optimize their health and wellness.

Learning Outcomes: (1) Summarize the primary evidence based recommendations in the areas of nutrition, physical activity, stress reduction, and sleep habits for adults. (2) Explain the basics how lifestyle behaviors impact many common chronic diseases. (3) Analyze how lifestyle medicine based behavior modifications could positively impact their health and wellness.

Tracks: *Preparing Future Faculty, Self-Care*

Session Type: 50-Minute Concurrent

Project INVEST: The Social Responsibility of a School of Education

Michael Uden - *Concordia University Wisconsin*

The School of Education of Concordia University Wisconsin developed Project INVEST to address a compelling societal need for more diverse teacher candidates.

Abstract: A School of Education serves a community facing teacher shortages. Moreover, existing teachers generally do not reflect the ethnic diversity of the students served. The result was Project INVEST (Innovative, values-based education to develop staff into licensed teachers). This accelerated program equips educational assistants to become fully licensed teachers in two years. This presentation will identify the necessity for GYO (grow your own) programs, will highlight the unique challenges and opportunities in working with eight different school organizations representing three distinct types of schools (public, charter, parochial), and will showcase best practices and resources available in this area.

Learning Outcomes: (1) Recognize the value of GYO (grow your own) programs to address a national teacher shortage. (2) Identify benchmarks for a successful launch of an accelerated teacher licensure program developed for professional staff within a school system. (3) Utilize best practices and resources available for institutions that seek to develop similar programming.

Tracks: *Creating Communities of Learners, Multiculturalism/Diversity/Inclusion, Social Responsibility*

Session Type: 20-Minute Concurrent

Technology to Enhance Student Engagement, Motivation, and Academic Success

Elizabeth Valenti and Laura Terry - *Grand Canyon University*

This session will demonstrate how to utilize popular social media and technologies to better engage and motivate Students, bring concepts to life, and improve academic success

Abstract: Technology enhances learning, increases motivation, prepares learners for the workforce, and enhances learning. The goal of this presentation is to improve student engagement and increase motivation by bringing course concepts to life through the use of popular technologies and mediums students are currently using. Presenters will demonstrate how to utilize simple technologies and social media outlets into the classroom to enhance connection to course concepts in a stimulating, creative, and multi-dimensional way. A focus will be placed on Meme generation, Pinterest, Poll Everywhere/text messaging, and other simple technologies. Participants will be shown examples of course concepts that were transformed using the demonstrated technologies.

Learning Outcomes: (1) Gain examples, resources, and step-by-step tutorials to utilize and create online memes to augment arguably mundane lecture content. (2) Participate in an online poll via text messaging and will learn how to use PollEvery in various ways in their classrooms. (3) Learn how to set up Pinterest accounts and view examples of creative and transformational student learning with Pinterest activities.

Tracks: *Teaching Well with Classroom Technologies*

Session Type: 20-Minute Concurrent



Teaching Students to Fail in Order to Succeed

Jennifer Vokoun - *Walsh University*

This presentation will explore how teaching failure through the iterative design thinking process can foster creative confidence in students.

Abstract: Teaching students how and why to fail can be a valuable classroom tool to build student's creative confidence. The iterative design thinking process encourages failing fast through exploration, in order to learn how to quickly adjust, adapt, and move forward towards stronger outcomes and solutions. It is about removing opportunities for immediate success, in order to develop deep engagement with the learning process. This presentation will explore the value of teaching failure in the classroom through design thinking methods. Participants will learn several strategies to build student's creative confidence through "failure".

Learning Outcomes: (1) Understand students' fear of failure. (2) Learn the value of building students' creative confidence. (3) Gain design thinking strategies to teach "failure".

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

Session Type: 20-Minute Concurrent

Formative Assessment "Transforming Student Learning"

David Warner - *Southern Institute of Technology and Trades (SAIT)*

As a classroom teacher or administrator, how do you ensure that the information shared in a student-led conference provides a balanced picture of the student's strengths and weaknesses?

Abstract: Successful higher education institutions engage students in all aspects of their learning. There are many strategies for accomplishing this. One such strategy is student-led conferences. As a classroom teacher or administrator, how do you ensure that the information shared in a student-led conference provides a balanced picture of the student's strengths and weaknesses? The answer to this is to balance both summative and formative classroom assessment practices and information gathering about student learning. Assessment is a huge topic that encompasses everything from institution wide accountability assessments to regional he benchmark or interim tests to everyday classroom tests. In order to grapple with what seems to be an overuse of testing, educators should frame their views of testing as assessment and that assessment is information. The more information we have about Students, the clearer the picture we have about achievement or where gaps may occur.

Learning Outcomes: (1) Describe the scholarship in support of formative assessment in higher education. (2) Describe techniques and tools of formative assessment for instructor or professor use in higher learning. (3) Differentiate and understand the importance for student centered instruction & assessment versus teacher centered instruction & assessment.

Tracks: *Assessment, Student Learning*

Session Type: Round Table Discussion

Shooting Down the Bull: Real Critical Thought Against Fakery

Katherine Watson - *Coastline Community College*

Five critical-thought techniques sort fact from fiction in news, humanities, and the sciences. See how to create fake news credibly by making your own!

Abstract: This presentation will begin with an overview and interactive discussion about terms describing news and reports of events and discoveries across the curriculum in our current 24-hour-news era. Particular emphasis will be placed upon "fake", "real", "alternative", and such. Next, problems of "BS across the curriculum" will be



discussed and dissected, applying 5 critical-thinking processes: 1) Recognize false claims, distinguishing fact from fake 2) Determine how and why claims are conceived falsely 3) Discern and define bias 4) Provide technical explanations why claims are false 5) Create refutations against falsity, through real reasoning Finally, participants will make and analyze BS.

Learning Outcomes: (1) Define and discern truth v. falsity across the curriculum. (2) Explain how and why a particular argument or data set, utterance or claim has been created in a fashion that could be called, quite simply, “BS”. (3) Present information in a non BS way that uses rules of logic and critical thought effectively.

Tracks: *Academic Success, Engaging and Motivating Students, Preparing Future Faculty*

Session Type: Round Table Discussion

De-Polarizing Biases: A New Rendition of Motivated Cognition

Katherine Watson - *Coastline Community College*

Rapid, intuitive, biased “motivated reasoning” or “motivated cognition” affects learning about history, science, mathematics, and society, all unconsciously. Find out how to un-bias yourself!

Abstract: Discover how the rapid, intuitive practice of “motivated reasoning” or “motivated cognition” affects learning about history, science, mathematics, and society, all unconsciously. Motivated cognition depends upon biased information search and information assimilation, directing the mind to vindicate prejudiced conclusions while rejecting disfavored ones. Participants will discuss their own and others’ responses to Cultural Cognition Project questions concerning, for example: evolution, mathematics education, climate change, neutrality of the law, filmmaking, and “fact polarization.” Connotation, couching, and framing will be discussed transdisciplinarily.

Learning Outcomes: (1) Define, describe, and explain the notions of “motivated reasoning” and “motivated cultural cognition”. (2) Circumvent the bias-generated polarization that certain popular arguments have incited. (3) Select “frames” and modes of expression that connote the desired sociocultural context for meaning.

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

Session Type: 20-Minute Concurrent

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Evidence shows that Faculty Learning Communities (FLCs) provide effective “deep learning” that encourages and supports faculty to investigate and engage new (to them) methods of teaching and to assess resulting change in student learning. Implementation Science confirms that FLCs provide the most effective way to implement and sustain teaching and learning innovations for faculty and staff. This institute will guide faculty and administrators interested in FLCs through issues and examples of the design, implementation, and facilitation of FLCs.

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The Scholarly Teacher



Applying Evidence-Based Strategies to Enrich Student Learning

The major focus of this blog is a healthy balance of scholarly evidence and practical application. This blog is named The Scholarly Teacher to emphasize the importance of taking an informed and practiced approach to enriching student learning by systematic improvement of effective teaching.

The fundamental goals are to:

- Provide a venue to share with and learn from colleagues.
- Inspire readers to try something new, tweak a teaching strategy, or to validate that what they currently do is based on sound practice.
- Direct readers to additional resources.

www.scholarlyteacher.com

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Educational Tools

These easy to use, quick reference educational tools are useful for teachers to develop class lesson plans. Used in combination, teachers can implement fresh ideas for getting students ready to learn, developing measurable student learning outcomes, and incorporating methods for engaging students in the material.

Make lesson planning more consistent, student-centered, and transparent with these affordable, evidence-based reference tools.

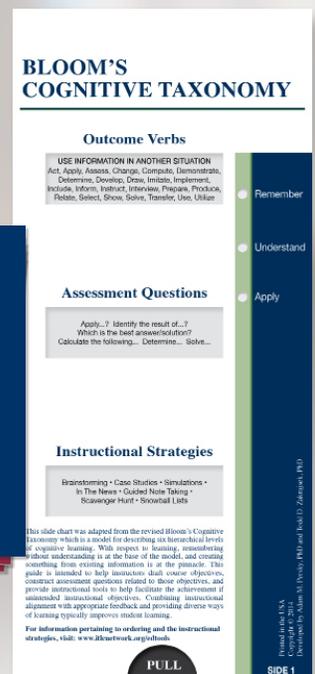
Pocket Guide for Evidence-Based Instruction

This pocket sized compendium describes 32 teaching strategies, concepts, and techniques to engage Students, along with suggestions for increasing student buy-in.

Bloom's Cognitive Taxonomy Slider

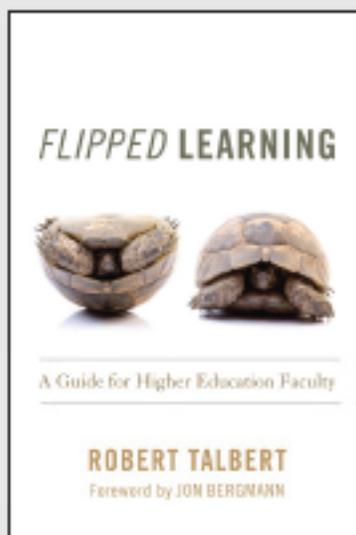
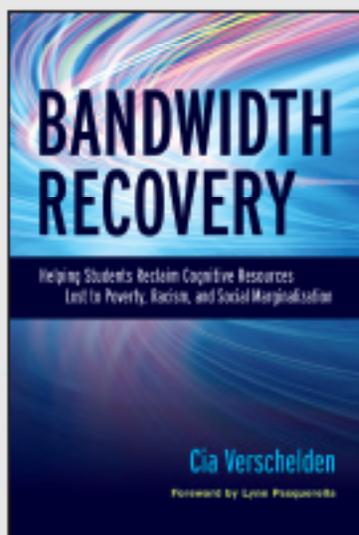
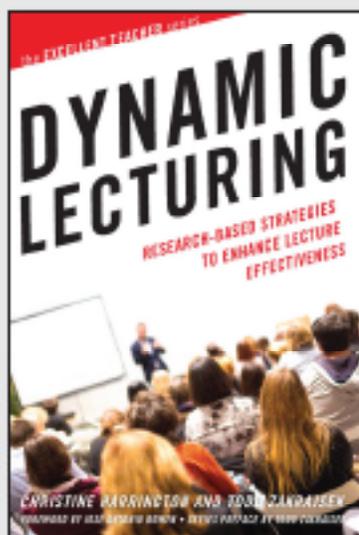
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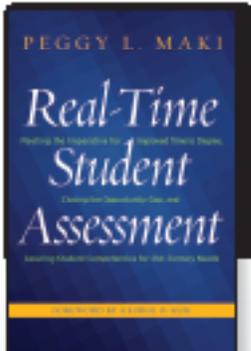
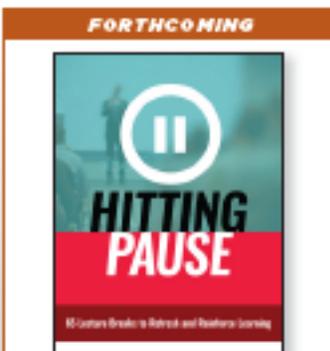
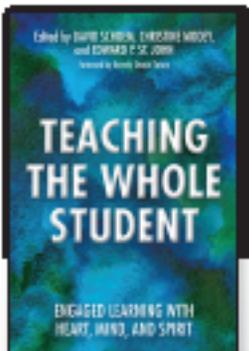
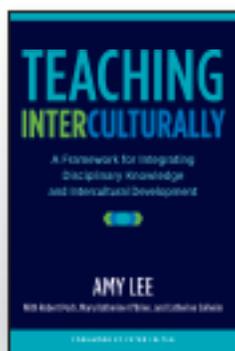
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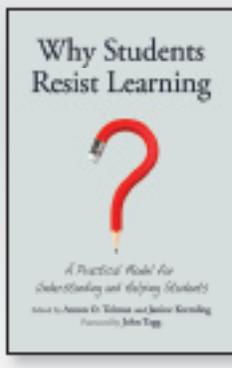
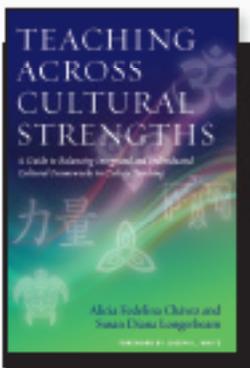
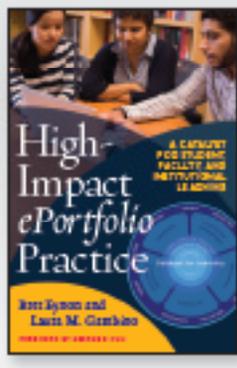
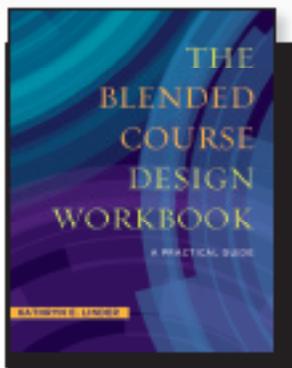
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