



Lilly Conference

COLLEGE AND UNIVERSITY
TEACHING AND LEARNING

Austin, Texas

January 4–7, 2015

EVIDENCE-BASED TEACHING AND LEARNING

Conference Program and Workbook

HOSTED BY:

ITLC | INTERNATIONAL TEACHING
LEARNING COOPERATIVE, LLC



Welcome - we're glad you're here!

For over 35 years, the Lilly Conferences on College and University Teaching and Learning have provided opportunities for the presentation of the Scholarship of Teaching and Learning. Individuals from a variety of disciplines have gathered at Lilly Conferences to discuss issues related to teaching and student learning. Over the years, thousands of conversations among a diverse population of teachers have focused on sharing ideas, debating issues, and forming lasting friendships. We sincerely hope this conference extends that fine tradition.

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

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

We are pleased to be in Austin again this year and are encouraged that nearly 200 attendees have come from 118 different institutions, and 27 states. The program showcases 3 plenary speakers, 72 concurrent sessions, 6 round-table discussions, and 10 poster presentations.

In the hundreds of hours of work completed to make this conference possible, right at the forefront was the concept of a close-knit “community of learners” coming together to learn from one another. We hope you notice over the next few days the small touches provided to help that feeling of community develop and grow. The conference pace is brisk, there are many choices among concurrent sessions, and the risk of information overload is always present. If you need a break, the Hyatt Regency is located near the South Commerce Bridge, offering easy access to downtown. Austin, is the live music capital of the world, and ranks in the top 10 cities for BBQ! It has gained popularity as a travel destination by foodies, music lovers, by families as well as hipsters. And now, Austin is also where faculty who are serious about student learning come together to learn from one another.

Sincerely,

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

Todd Zakrajsek, Ph.D.
Conference Director



Acknowledgments

Thank you to our presenters and participants who have made the commitment to come to Austin 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 you, 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.

2014 Cosponsors: Life University, Palo Alto College, Schreiner University, St. Cloud State University, University of the Incarnate Word, University of Texas at Austin, Idea Center, Stylus, Jossey-Bass, and The Scholarly Teacher blog.

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.

2015 Reviewers: Lynne Anderson (National University), Pamela Barnett (Trinity Washington University), Spencer Benson (University of Macau), Amanda Brindley (University of California, Irvine), David Brobeck (Walsh University), Jan Byers-Kirsch (Central Washington University), Joi Carr (Pepperdine University), Mick Charney (Kansas State University), Summer Cherland (Maricopa Community Colleges), Milt Cox (Miami University), Sarah DeHaas (Juniata College), Matt DeLong (Taylor University), Jacqueline Dewar (Loyola Marymount University), Marcia Dixon (Indiana University-Purdue University, Fort Wayne), Bonnie Farley-Lucas (Southern Connecticut State University), Lou Foltz (Warner Pacific College), Laurie Grupp (Providence College), Heather Haverback (The Catholic University of America), Oren Hertz (Johnson and Wales University), Linda Hodges (University of Maryland Baltimore County), Nicholas Holton (Kirtland Community College), Daphene Koch (Purdue University), Stephanie Laggini Fiore (Temple University), Lunden MacDonald (Metropolitan State University of Denver), Carl Moore (The University of the District of Columbia), Rebecca Munmunbonnerjee Chakraborty (Northwood University), Enrique Ortega (California State University, Dominguez Hills), Maryann Pasda DiEdwardo (University of Maryland University College), Mildred Pearson (Eastern Illinois University), Christopher Penna (University of Delaware), Gail Rice (Loma Linda University), Lorayne Robertson (University of Ontario Institute of Technology), Estrella Romero (Riverside Community College), Jeff Straw (Northwestern Michigan College), Jeff Thomas (University of Southern Indiana), Olga Vilceanu (Rowan University), John Vinton (Baker College), Michelle Wang (Borough of Manhattan Community College), Gregg Wentzell (Miami University), Victoria Wangia (University of Cincinnati), Jan Worth-Nelson (University of Michigan, Flint), Greg Zimmerman (Lake Superior State University), and John Zubizarreta (Columbia College).

Special Thanks

Thank you to those behind the scenes - Amy Gross for editing and reviewing; Laura Czerwinski of Fe Design for developing conference materials; and Matt Evins of Mevins Consulting for providing webpage management services. Our gratitude goes out to Milt Cox and Laurie Richlin. Laurie founded the regional Lilly Conferences on College and University Teaching, which have each grown into national conferences, and we thank her for planting those seeds from which so many have benefited. Milt Cox founded the original Lilly Conference on College Teaching over 35 years ago. He recognized the importance of bringing together individuals from a variety of disciplines to discuss issues that face us all, and did this before the concept of a conference centered on teaching and learning was common. He has done so much for so many, and been an exceptional friend to all who care about student learning and faculty development. Thank you.



Name Badges

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

Length of Sessions

We strive to build a program offering a variety of session lengths (20 minutes, 30 minutes, 40 minutes, 60 minutes, 80 minutes, and 100 minutes) and session formats (round table discussions, concurrent sessions, poster presentations, and plenary presentations). We encourage you to construct a personal agenda for attending sessions that appeals to your interest as well as your preference for session format and length.

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.

Making Greener Choices - We hope you join our efforts.

We continue to evolve into a “greener” conference by making conscious decisions to curb waste and reduce our environmental impact. Firstly, we strive to reduce waste by consciously ordering food and beverages as accurately as possible. As a result we do not over order food for meals or breaks. While we want everyone to have the opportunity to enjoy a refreshment we make a significant impact on the environment when we avoid over ordering. We also make an immediate impact on the environment by our conscious decision to use water stations rather than offering bottled water. Secondly, we significantly reduce paper consumption by reducing print materials. We have reduced the information found in typical conference programs to the minimal amount of information necessary to navigate through the conference experience. You can find session abstracts online for richer details (QR codes will allow your smart device to pull up full abstracts and conference materials). Additionally, we ask presenters to submit handouts electronically to be linked to session abstracts, rather than bringing multiple hard copies of handouts to their session. We do ask that any extra handouts be placed at a resource table. Stop by and browse. You may find a hand out of interest to you from a session you didn’t attend.

Evaluation of Sessions and Conference

In keeping with our theme of Evidence-Based Teaching and Learning, assessment is important to us. We encourage you to complete session evaluations following each concurrent session; and to complete an overall conference evaluation following the conference. 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.



Conference Workbook

We continue to build on the concept of a dynamic conference workbook that serves as a useful tool for your personal reflection and navigation during your conference experience and as a handy resource to maximize the application of what you gained during the conference. This is *not* intended to be a traditional conference program. This workbook contains the minimal information needed to navigate the conference. You will find daily schedule of events and listings of individual concurrent sessions with learning objectives, in chronological order. There is a self-guided organizational planner designed to aid you in thinking about how you will implement what you are learning at the conference. It serves as a resource to organize your notes, contacts and plans for integrating new information into your classrooms.

Award for Outstanding Poster

This year we again present the Award for Outstanding Poster. The award includes \$200 in credit toward a registration at the **2016 Lilly Conference in Austin** AND \$200 credit toward the **2016 Lilly Conference in Austin** registration to be given by the poster winner to any ONE person who has never been to a Lilly Conference on College and University Teaching.

Meals/Guest Meals

Your conference registration includes an afternoon snack on Sunday; breakfast, morning coffee, lunch, afternoon refreshments and reception on Monday; and breakfast on Wednesday morning. 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, the Hyatt Regency-Austin is the home of SWB - Southwest Bistro and Marker 10 Spirits & Cuisine. If you would rather dine outside of the hotel property, Austin offers several restaurants and cafes within easy walking distance.

Book Raffle

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

Copy Centers

If you need to print a file or make additional photocopies for your session, there are a few photocopy centers within a mile of the hotel. Quick Print is at 410 Congress Avenue and The UPS Store is at 500 E. 4th Street. Keep in mind that making copies at the hotel is very expensive.



2015 Plenary Presenters



Christy Price

Christy Price is a professor of psychology and the founding director of the Center for Academic Excellence at Dalton State College. She is a nationally recognized authority on innovative teaching techniques to engage modern learners and as a recipient of an institutional foundation grant award, she has studied teaching techniques that influence student motivation. Her most recent research focuses on engaging Millennial learners and preventing incivility in the classroom. Christy has been honored with numerous awards, which are, in part, a result of her use of innovative strategies in assisting students to achieve learning outcomes. Christy's dynamic and interactive style make her a favorite as a professor and presenter. She regularly presents as a keynote speaker and has led faculty development workshops and retreats at over seventy institutions across the United States and abroad.

Session: Monday, Jan. 5 at 12:45 pm

Why Don't My Students Think I'm Groovy? The New "R"s for Engaging Millennial Learners

What factors influence student motivation and desire to learn? Obviously, there are some influences beyond the instructor's control, but research in educational psychology suggests one thing professors can do to increase student engagement is to create a learning environment that is in some ways linked to, and supportive of, the current student culture. During this address we will briefly review the literature and describe the findings of the presenter's research on engaging millennial learners. The characteristics of millennials' ideal learning environments, their preferences regarding assessments, the characteristics of their ideal professors, and ideal institutional practices will be discussed.



Norm Vaughan

Norm Vaughan is a Professor in the Faculty of Teaching and Learning at Mount Royal University in Calgary, Alberta. Norm has co-authored the books *Teaching in Blended Learning Environments: Creating and Sustaining Communities of Inquiry* (2013) and *Blended Learning in Higher Education* (2008) and has published a series of articles on blended learning and faculty development. He is also the Co-founder of the Blended Online Design Network (BOLD), a member of the Community of Inquiry Research Group, the Associate Editor of the *International Journal of Mobile and Blended Learning* and he is on the editorial boards of several journals.

Session: Tuesday, Jan. 6 at 3:15 pm

Teaching in Blended Learning Environments: Creating and Sustaining Communities of Inquiry

According to a survey conducted over ten years ago, more than 80% of higher education institutions in the United States offer courses in a blended format (Arabasz, Boggs & Baker, 2003). In the words of Gladwell (2000), we have gone over the "tipping point"; blended learning has become an educational epidemic. The three societal forces that have converged (the perfect wave) to drive this epidemic are technology, financial constraints, and quality concerns. The blended approaches to learning that have arisen to address these forces have led to three major non-contradictory affordances – effectiveness, efficiency, and convenience. The result is an era of engagement and sustainable communities of inquiry. This session will provide participants with an opportunity to share and discuss strategies for designing, facilitating, and leading blended learning courses and programs.



2015 Plenary Presenters



Todd Zakrajsek

Todd Zakrajsek is an Associate Professor in the Department of Family Medicine and Executive Director of the Academy of Educators at the University of North Carolina, Chapel Hill. Todd served as a tenured associate professor of psychology at Southern Oregon University before directing three teaching centers over the past 15 years. Todd currently serves in leadership roles for several educational efforts, including board membership at Lenovo Computer and Microsoft. He has published and presented widely on the topic of effective teaching and on student learning.

Session: Sunday, Jan. 4 at 1:30 pm

Who We Are, What We Do, and How We Do It

Good teaching is NOT an easy task. Unfortunately, what we do is increasingly perceived as a task that does not take a great deal of time or talent. It is strange that the presence of so much digital information may be seen as a move to needing expertise less, whereas the opposite is true. An additional challenge we face as faculty members is the expectation to be proficient in a variety of tasks that we were never trained to do. In this session we will explore the role of the faculty member and specific strategies to make our jobs just a bit more realistic.

Session: Wednesday, Jan. 7 at 9:00 am

The New Science of Learning: How Research is Changing the Way We Teach

Research continues to emerge that explains how humans learn. Applying those concepts to the classroom can be difficult, but when done effectively amazing results emerge. In this session we will look very specifically at evidence-based suggestions for both delivering a better educational experience for our students and also methods to help the students to be more self-regulated learners. Students who better understand effective methods to employ when studying and why learning works the way it does can learn more with less effort. This workshop will provide strategies you can use in your classroom, using the content of student learning as the subject matter.

EVIDENCE-BASED
TEACHING AND LEARNING

CONFERENCE SCHEDULE



AUSTIN 2015



Agenda Overview

Sunday

- 12:30p - 5:30p Registration Open
- 1:30p - 2:45p Welcome and Opening Plenary (*Texas 1*)
- 3:00p - 3:40p Concurrent Sessions
- 4:00p - 4:40p Concurrent Sessions
- 5:00p - 6:00p Concurrent Sessions

Monday

- 8:00a - 5:30p Registration Open
- 8:00a - 8:45a Breakfast (*Texas 1*)**
- 9:00a - 10:00a Concurrent Sessions
- 10:20a - 11:00a Concurrent Sessions
- 11:20a - 12:00p Concurrent Sessions
- 12:00p - 12:45p Lunch (*Texas 1*)**
- 12:45p - 2:00p Plenary Presentation (*Texas 1*)
- 2:15p - 3:15p Concurrent Sessions
- 3:30p - 4:10p Concurrent Sessions
- 4:30p - 5:30p Concurrent Sessions
- 5:30p - 6:45p Poster Session Reception (*Foothills 2*)

Tuesday

- 8:00a - 3:30p Registration Open
- 7:30a - 8:15a Breakfast (*Texas 1*)**
- 8:15a - 8:45a Round Table Sessions (*Texas 1*)
- 9:00a - 10:00a Concurrent Sessions
- 10:20a - 11:00a Concurrent Sessions
- 11:20a - 12:00p Concurrent Sessions
- 12:00p - 12:45p Lunch (*Texas 1*)**
- 12:45p - 1:45p Concurrent Sessions
- 2:00p - 2:40p Concurrent Sessions
- 3:00p - 4:00p Plenary Presentation (*Texas 1*)

Wednesday

- 8:00 a - 9:00 a Breakfast (*Big Bend AB*)**
- 9:00 a - 11:00 a Plenary Presentation (*Big Bend AB*)



Evidence-Based Teaching and Learning

Lilly Conference Schedule | Sunday, Jan 4, 2015

12:30p - 5:30p

REGISTRATION OPEN

1:30p - 2:45p

Welcome and Opening Plenary: Who We Are, What We Do, and How We Do It - Todd Zakrajsek - *Texas 1*

2:45p - 3:00p

BREAK (15 minutes)

ROOMS

3:00p - 3:40p

Hill Country A
Teaching in Three Dimensions: Blackboard, Quality Matters, and Marzano's Taxonomy
-*K. Hattaway, et al.*

Hill Country B

The Struggle is Real: Improving Graduate Student Writing
-*D. Lusk*

Hill Country C

Creating a Community of Engaged Learners Through Interdisciplinary Learning Communities
-*J. Coppola, et al.*

Hill Country D

Classroom Dialogue about Student Incivility
-*E. Williams*

Big Bend AB

Crossing Lines: Working Together Outside Your Discipline
-*C. Purkiss & H. Lehto*
Producing Philosophy Teachers: Using A Graduate Seminar as...
-*A. Schultz*

3:40p - 4:00p

BREAK (20 minutes)

4:00p - 4:40p

"Teacher-as-Writer": Structuring Faculty Writing Groups for Success
-*P. Semington*

Voyage of Providing Successful Online Teamwork in a Virtual Era
-*C. Chuang*

Service Learning Assessments: What Works and What Doesn't
-*D. Koch*

Moving the Chains: Honoring the "Student" in Our Student-Athletes
-*S. Cherland*

Role of Technology in Improving Student Knowledge: Evidence from Sciences and Social Sciences
-*S. Kumarappan & U. Pal Chaudhuri*

3:40p - 4:00p

BREAK (20 minutes)

5:00p - 6:00p

Lecture is not Dead: Lecturing in a Flipped Society
-*A. Persky*

The Many Facets of Mentoring
-*D. Kuster, et al.*

Using Evidence-Based Change Leadership to Make Academic Change Happen
-*J. Williams & E. Ingram*

Project-Based Learning, Critical Thinking, and Intrinsic Motivation
-*E. Lasley, et al.*

Implementing a Scholarship of Teaching and Learning Faculty Development Initiative
-*J. Garza, et al.*



Evidence-Based Teaching and Learning

8:00a - 5:30p

REGISTRATION OPEN

8:00a - 8:45a

BREAKFAST - TEXAS 1

ROOMS

Hill Country A

Hill Country B

Hill Country C

Hill Country D

Texas 1

9:00a - 10:00a

College Success and Career Readiness: Engagement in Teaching and Learning
- E. Jones, et al.

Toward Dialogic Teaching: Using an Optimal Learning Model to Foster Deep Learning
- K. Ott

Ramifications of Population Migration on Mixed Race and Indigenous Peoples
- R. Roehl

Challenging Faculty Mindsets: Teaching Well with Technologies
- K. Moroz, et al.

Motivating Students to Work Hard and Study Right
- S. Meyers & B. Smith

10:00a - 10:20a

BREAK (20 minutes)

10:20a - 11:00a

Information Literacy: The ESL Student's Guide to Independent Learning
- D. Hood & R. Senerchia

History Labs: Flipping/Scrambling Humanities Classes for College Students
- K. Selby

A Novel Social Media Platform for Fostering Campus-Wide Ethical...
- K. Smith
Podcast Lectures and the Impact on Student Test Scores
- S. Hankhouse

Backward Design in STEM Courses: The Role of the Question
- K. Bratt, et al.

Helping Students Apply an Intersectional Lens
- J. Garcia

11:00a - 11:20a

BREAK (20 minutes)

11:20a - 12:00p

Mentoring Advanced Career Faculty: Improving Creativity, Productivity...
- R. Kohlenberg

Beware of the Dark Side in the Classroom
- K. Flores

Service Learning Improving Student Experiences in a Nursing Assessment...
- B. Amicucci
Cliffs and Caves: Graduate Students' Perceptions of Teaching
- D. Donohue-Bergeleir, et al.

Contain Yourself!: Supporting Faculty's Initiation to SOTL
- J. Hindman

Increasing Student Engagement and Learning with a Research Poster Project
- K. Gabriel

12:00p - 12:45p

LUNCH - TEXAS 1



Evidence-Based Teaching and Learning

Lilly Conference Schedule | Monday, Jan 5, 2015

12:45p - 2:00p

Plenary Presentation: Why Don't My Students Think I'm Groovy? The New "R's" for Engaging Millennial Learners - Christy Price - Texas 1

2:00p - 2:15p

BREAK (15 minutes)

ROOMS

2:15p - 3:15p

Hill Country A
Stereotype Threat: Three Interventions
- C. Verschelden

Hill Country B
Activating Communication Theory for Teachers
- V. Gregg

Hill Country C
Sustaining a Community of Faculty Learners
- J. O'Brien, et al.

Hill Country D
Transformative Approaches to Higher Education
- R. London

Texas 1
Formative Assessment: Technology-Enhanced Approaches
- V. Johnson & T. Harvey

3:15p - 3:30p

BREAK (15 minutes)

3:30p - 4:10p

Key Aspects of an Annual Faculty Institute: A Focus on Teaching/Learning and Writing/Publishing
- T. Hanks

Social Media in Higher Education: Attitudes of Traditional and...
- N. Jones
Creating an Online Learning Institute and Using Data Visualization to Improve It
- A. Brockhaus & S. Frizelle

Combining Online and Experiential Learning
- A. Neville

A Writer-Centered Understanding of Critical Thinking
- M. Rigby & K. Multon

4:10p - 4:30p

BREAK (20 minutes)

4:30p - 5:30p

Implementing Alternative Approaches to Teaching: Blending Theory & Practice
- J. Miller

Determining Teaching Style: Is it Pedagogy or Philosophy?
- C. Fries

Removing One Brick from the Wall Through Open Educational Resources
- J. Coppola

How to Make Your Classroom a Brain-Changing Experience
- S. Lovern & T. Saleska

Using Social Media to Foster Student Engagement and Enhance Learning
- A. Bender & G. Busl

5:30p - 6:45p

Poster Session Reception: Alexandre; Burns; Case; Gebhardt; Kuban; Mauro; McNeal & Newman; Paine; Phung and Dam; Simpson; and Walls - Foothills II
(See title list on page 20)



Evidence-Based Teaching and Learning

8:00a - 3:30p

REGISTRATION OPEN

7:30a - 8:15a

BREAKFAST - TEXAS 1

8:15a - 8:45a

Round Table Sessions: Boon; Hamson-Utley; Ingold; Riley; and White-Phillip - *Texas 1*
(See title list on page 20)

8:45a - 9:00a

BREAK (15 minutes)

ROOMS

9:00a - 10:00a

Radical Epistemologies: Improving Student Learning by Changing Definitions of Learning
- *S. Carroll*

Hill Country A

Cultivating Intercultural Knowledge and Competence on Campus
- *T. Bremer, et al.*

Hill Country B

Online Formative Assessment Through Concept Checks
- *J. Ryan*

Hill Country C

Cognitive CoachingSM Supporting Professional Development and Student Achievement
- *S. Blackshire & M. De Bellis*

Hill Country D

Transition Points: Hidden Obstacles to Students Success
- *J. August*

Texas 1

10:00a - 10:20a

BREAK (20 minutes)

10:20a - 11:00a

Using Multimedia in the Online Classroom to Enhance Teaching Methods
- *R. Bermio-Gonzalez*
Using Multi-Media Assignments to Engage Students in Critical Thinking
- *P. Monaghan-Geernaert*

Discovering Our Purpose in Life: Describing a 60 minute Learning Activity
- *C. DeMartino & A. Naginey*

Learning: Putting Students in the Driver's Seat
- *A. Reeves*

Shaping Students' Reading Skills in a Digital Age
- *S. Ellis*

11:00a - 11:20a

BREAK (20 minutes)

11:20a - 12:00p

Working Together to Develop Peer Review of Teaching
- *J. Stewart & P. Davis*

Structuring the Syllabus for Engaging Students in Large Online Courses
- *P. Semington*

The Learning Paradigm: The Heart of Course Transformation
- *M. Wallace & G. Grabner*

STEM Career Promotion and Leadership Strategies
- *V. Fawcett-Adams*

Building and Sustaining a Center for Teaching and Learning
- *T. Zakrajsek*



Evidence-Based Teaching and Learning

Lilly Conference Schedule | Tuesday, Jan 6, 2015

12:00p - 12:45p

LUNCH - TEXAS 1

ROOMS

Hill Country A

Retention Help: Utilizing Peer Mentors
- *J. Simpson, et al.*

Hill Country B

Transparent Teaching and Other "High Impact" Practices
- *B. Flinders, et al.*

Hill Country C

Course Design on a Shoestring Budget
- *D. Williams & E. Queen*

Hill Country D

High and Low-Tech Ways to Keep Students Motivated and Engaged in ANY Class
- *S. Wiggins & A. Washington*

Texas 1

Turn Your Lilly Conference Presentation Into a SoTL Publication
- *M. Cox*

1:45p - 2:00p

BREAK (20 minutes)

2:00p - 2:40p

Motivation Through Collaboration in the Online Teaching and Learning Classroom
- *L. Wilson*

What We're Learning About Teaching from Online Course Design
- *J. Walker, et al.*

Teaching with Skeletal-Note Workbooks
- *D. Phillips*

Beyond the Classroom: Experiential Learning at the Museum
- *A. DeLeon & N. McLeod*

2:40p - 3:00p

BREAK (20 minutes)

3:00p - 4:00p

Plenary Presentation: Teaching in Blended Learning Environments: Creating and Sustaining Communities of Inquiry - Norm Vaughan - Texas 1

Daily Conference Schedule | Wednesday, Jan 7, 2015

8:00a - 9:00a

BREAKFAST - BIG BEND AB

9:00a - 11:00a

Post Conference Workshop (Free to Conference Registrants): The New Science of Learning: How Research is Changing the Way We Teach - Todd Zakrajsek - Big Bend AB



Monday Evening Reception: Posters

5:30p - 6:45p

Foothills II

a	Curriculum Development and Service Learning to Bring Theory into Practice - M. Alexandre
b	Academic Service Learning: You Can Do It Too! - S. Burns
c	Effectiveness of Pedagogical Interventions to Raise Awareness of Privilege - K. Case
d	Culminating Undergraduate Experience: Engaging in the Students Transition to Professional Status - M. Gebhardt
e	Integrating Cross-Disciplinary Ethics Instruction and Learning at UT Austin - D. Mauro
f	Experience with a Flipped Learning Model in Nursing Education - L. McNeal & A. Newman
g	Deep Music Study for the Intermediate Second-Language Classrooms - S. Paine
h	Teaching the Pacific Islander Student: A Cross-Cultural Perspective on the Use of Metaphors and... - B. Phung and L. Dam
i	Student Administered Polls: Building a Personal Connection to Learning - J. Simpson
j	An Application of Bioecological Theory to Inspire Effective Teaching Practices - J. Walls
k	Police and the Press: An Experiential-Learning Course & iPad App - A. Kuban

Tuesday Morning Round Table Session

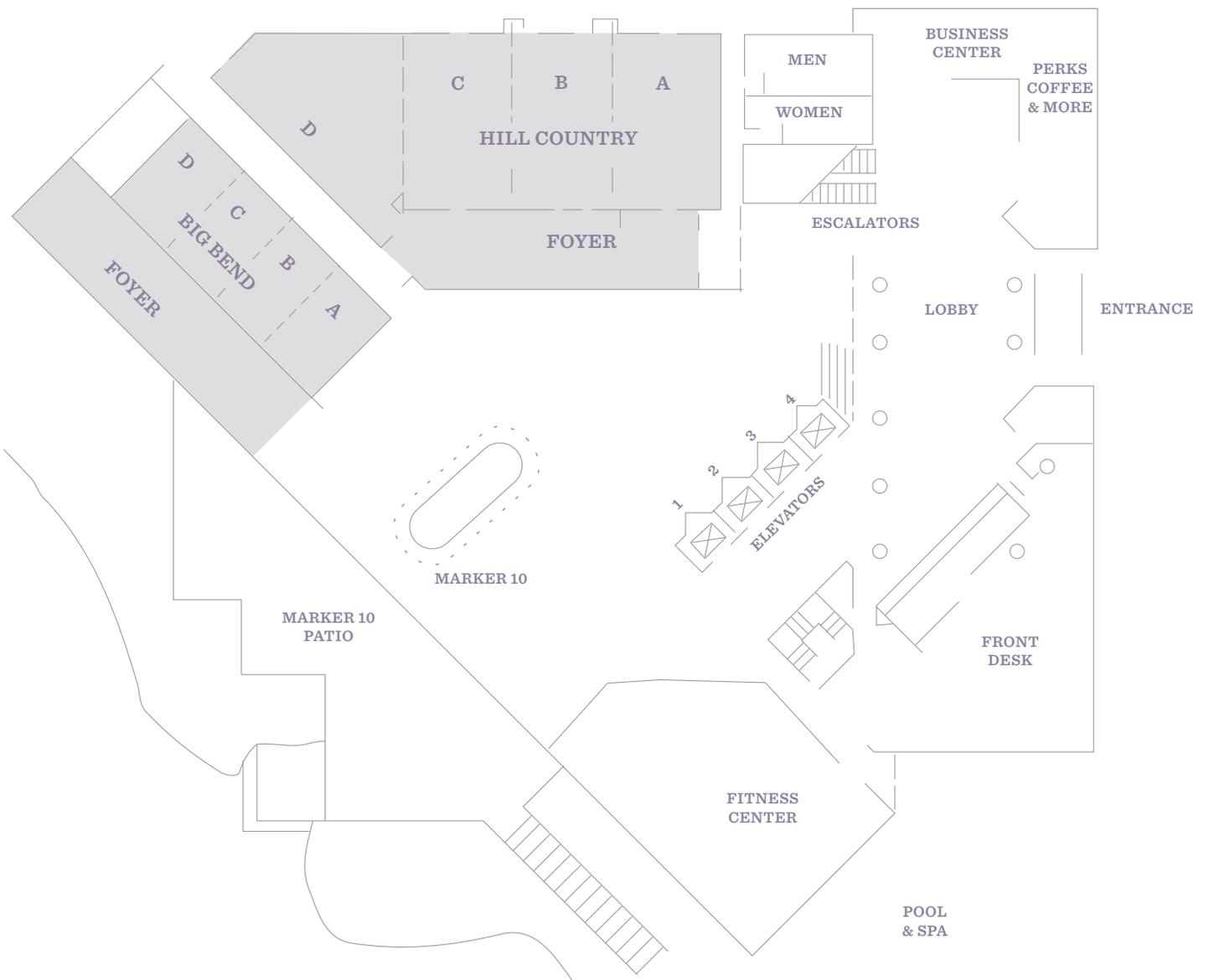
8:15a - 8:45a

Texas 1

a	Active Online Teaching Strategies: Sharing Best Practices - B. Boon
b	Using Reverse Engineering to Design on Online Master's Degree in Athletic Training: Implications... - J. Hamson-Utley
c	Youth Leadership Development: The Shelton Leadership Challenge - K. Ingold
d	Using Online Technology to Create Communities of Math Learners - S. Riley
e	ROMPing Through STEM - J. White-Phillip



Conference Map of the Hyatt



Conference Schedule

Note: Texas 1 is located on the second level

EVIDENCE-BASED
TEACHING AND LEARNING

**SESSION
OBJECTIVES**



AUSTIN 2015



Welcome and Opening Remarks

1:30pm - 2:45pm **Who We Are, What We Do, and How We Do It**

Todd Zakrajsek - *University of North Carolina, Chapel Hill*

Venue: Texas 1

Good teaching is NOT easy. In this session we will explore the role of the faculty member and strategies to make our jobs more realistic.

Abstract: Good teaching is NOT an easy task. Unfortunately, what we do is increasingly perceived as a task that does not take a great deal of time or talent. It is strange that the presence of so much digital information may be seen as a move to needing expertise less, whereas the opposite is true. An additional challenge we face as faculty members is the expectation to be proficient in a variety of tasks that we were never trained to do. In this session we will explore the role of the faculty member and specific strategies to make our jobs just a bit more realistic.

Session Objectives: (1) Identify at least three primary tasks common among faculty that we were not trained to do. (2) Explain how to find resources on campus that are rarely used, but massively helpful. (3) Propose three ideas to make your job a bit less overwhelming.

Sunday Concurrent Sessions

3:00pm - 3:40pm **Teaching in Three Dimensions: Blackboard, Quality Matters, and Marzano's Taxonomy**

Karen Hattaway, Sandra McCurdy, and Barbara Brown - *San Jacinto College*

Venue: Hill Country A

Presenters demonstrate contributions of Blackboard, Quality Matters, and Marzano's Taxonomy to student success. Participants develop a course simulation illustrating benefits of multi-dimensional teaching and learning.

Abstract: Session participants acquire background knowledge of Blackboard, Marzano's Taxonomy, and Quality Matters as a basis for an active learning experience in which they apply this potentially new information in a simulated course that will appeal to all teaching disciplines. Session presenters demonstrate the use of Marzano's Taxonomy as they present foundational information and then illustrate how the Quality Matters emphasis on alignment of content, engagement, and objectives unifies learner experiences. Working in groups, participants then organize components of a hypothetical course to reflect Marzano's hierarchy of learning, including an alternate "flipped classroom" component.

Session Objectives: (1) Information about Blackboard as a Learning Management System that supports course organization and development of student knowledge and critical thinking/application skills. (2) Application knowledge in organizing course content and teaching practices following the hierarchy of Marzano's Taxonomy of Learning that emphasizes specifically identified thinking and action as students develop from retrieval through comprehension to. (3) Practice in organizing presentation of course Blackboard content following the Quality Matters rubric for online teaching that focuses on levels of interaction among students and between students and instructors, as well as alignment of course learning objectives, content topics, and student learning activities, and course assessments.



3:00pm - 3:40pm **The Struggle is Real: Improving Graduate Student Writing**

Danielle Lusk - *Virginia Tech*

Venue: Hill Country B

This interactive session will focus on providing meaningful feedback to improve graduate students' writing and how to do so effectively and efficiently.

Abstract: The poor writing skills of undergraduate students are often noted; however, by the time students arrive at the graduate level, we assume that these writing skills are "fixed." This assumption leaves many of us who teach at the graduate level frustrated when grading. How can graduate students not know how to write well? Many factors come into play to contribute to the situation. While some factors are out of our control (e.g., time, dedication), we can control the quality of feedback we provide to our graduate students. This presentation will focus on writing feedback in the graduate student classroom.

Session Objectives: (1) Describe strategies to improve graduate student writing. (2) Understand his/her own struggles in assessing student writing and find ways to overcome them. (3) Evaluate his/her course design to examine the role scholarly writing plays.

3:00pm - 3:40pm **Creating a Community of Engaged Learners Through Interdisciplinary Learning Communities**

Joseph Coppola, Yolanda Reyna, and Daniel Rodriguez - *Palo Alto College*

Venue: Hill Country C

When properly designed with committed faculty, learning communities can increase student engagement leading to increased retention and course success.

Abstract: Palo Alto College expanded the number of learning communities from two to fourteen from Fall 2012 to Fall 2013. Learning communities are considered a high impact educational practice due to national evidence that students achieve greater retention, course success, and graduation rates. Learning communities at Palo Alto College involve students co-enrolled in two linked courses with integrated course work through combined syllabi, integrative assignments, greater utilization of academic and student support services, and contextualized learning activities. Participants will receive a crash course to begin their learning community journey.

Session Objectives: (1) Identify methods to select a learning community partner. (2) Create integrated course work with a learning community partner. (3) Identify academic and student support services which to integrate in a learning community.

3:00pm - 3:40pm **Classroom Dialogue about Student Incivility**

Emily Williams - *Virginia Commonwealth University*

Venue: Hill Country D

A discussion of reactive and proactive methods for dealing with classroom incivility, particularly as faced by teachers with disprivileged statuses.

Abstract: Research consistently shows that professors with disprivileged statuses experience high levels of classroom incivility. Students may behave rudely or suggestively based on stereotyped assumptions about an instructor, especially young, female, or minority professors. Unfortunately, the practical advice within the academy often tends toward



capitulation, despite the theoretical value of open dialogue with students about such issues. I explore the balance between a pedagogical transparency that seeks to address the problem in order to create a culture of mutual respect, particularly in learner-centered classrooms, and the problem of acquiescing to inappropriate behavior or validating stereotypes and prejudices by giving them voice.

Session Objectives: (1) Understanding of the variety of incivilities faced by peers, particularly those with socially disprivileged statuses. (2) Practical advice for responding to such incivility, in reactive and proactive ways. (3) A network of peer and published references to consult to further the conversation both in our classrooms and in our published work.

3:00pm - 3:20pm **Crossing Lines: Working Together Outside Your Discipline**

Christine Purkiss and Heather Lehto - *Angelo State University*

Venue: Big Bend AB

In this presentation, we will discuss how two faculty members, one from Geology and one from Teacher Education, have come together to work collaboratively.

Abstract: The term “learning community” has been around for years but what does it take to form an effective learning community or a working relationship with faculty across your institution? Learning communities at the university level have been thought of as a way to look at classroom management techniques that help students learn in more meaningful ways. Thomson (2007) suggests this is a “restricted approach...that largely ignores the possibilities that exist for collaboration between faculty members” (p.27). In smaller institutions how do you go about building working relationships with others?

Session Objectives: (1) Understand the need for collaboration between faculty in different disciplines at small rural institutions. (2) Understand how a professional learning community can emerge through such collaborations. (3) Realize the opportunities that can occur through professional learning communities.

3:25pm - 3:45pm **Producing Philosophy Teachers: Using A Graduate Seminar as Pedagogical Training**

Anne-Marie Schultz - *Baylor University*

Venue: Big Bend AB

Discuss innovative approaches teaching a philosophy graduate seminar on Plato, including pedagogical applications. Attendees will discuss Plato and the application of a pedagogical focus to their own seminars.

Abstract: I report on an innovative approach to teaching a graduate Plato seminar. It focuses both on the content of the Platonic dialogues and on preparing graduate students to become better classroom teachers. Most philosophers, regardless of research specialization, teach Plato in a variety of undergraduate contexts. I decided to capitalize on this dimension of the profession of philosophy and made competency in teaching Plato a sub goal of the course. I report on how this focus changed the seminar experience.

Session Objectives: (1) Learn about the pedagogical dimensions of the Platonic dialogues. (2) Hear about a successful attempt to improve a Plato seminar by focusing on the pedagogical applications of Plato. (3) Discuss how to improve graduate teaching by focusing on the pedagogical dimensions of texts in their academic field. (4) Participate in small group discussion about Plato and pedagogy.



4:00pm - 4:40pm **“Teacher-as-Writer”: Structuring Faculty Writing Groups for Success**

Peggy Semingson - *The University of Texas at Arlington*

Venue: Hill Country A

Participants will learn about the structure and format of three diverse faculty writing groups that met on-campus to share writing goals and resources.

Abstract: Are you faced with the daunting task of designing a syllabus for a large online course? Do you have course material that relies on demonstrations and technical information? This dialogue-focused presentation provides ideas and insights the instructors have learned from teaching large (100-200+ students) online courses at a large public university. We will share the ways that our syllabuses are carefully designed to differentiate learning for large-scale online courses within an online-only degree program in a teacher education program. Resources, syllabuses, rubrics, and a pre-course planning checklist used by the instructors will be shared.

Session Objectives: (1) Discuss the concept of building cross-disciplinary networks for faculty. (2) Explore ways of increasing faculty productivity in the summertime and throughout the academic year. (3) Examine one model of faculty community and support systems and discuss ways to enhance such support systems in one’s own teaching context. (4) Discuss and compare several different methods of instituting good daily writing habits for faculty in a community of practice. (5) Develop at least one creative idea for creating a shared digital space for accountability for writing and productivity that can be used in conjunction with a face-to-face or online campus writing support group.

4:00pm - 4:40pm **Voyage of Providing Successful Online Teamwork in a Virtual Era**

Chiuchu Chuang - *University of North Carolina, Pembroke*

Venue: Hill Country B

Having studied students’ learning results and their perspectives/experiences, the investigator modifies teaching approaches to maximize teacher candidates’ professional skills, knowledge and disposition as competent educators.

Abstract: In this session, the presenter shares her voyage of providing optimal online collaboration experiences to enhance teacher candidates’ professional knowledge, skills, and disposition. Having implemented and collected data of collaborative team projects (CTPs) in online teacher education courses in a four-year university since 2010, the investigator provides students with clear CTP’s academic and social dual goals, offers ongoing feedback and evaluation, compares students’ learning results, gathers students’ feedback via surveys and modifies her teaching approaches accordingly. The results of the study suggest that the instructor’s continuous guidance and support positively impact students’ learning outcomes and perceptions toward online teamwork.

Session Objectives: (1) Present and explain the theoretical frameworks of teamwork and their implementation in online courses. (2) Describe the design and present preliminary results of research studies of online collaborative team projects. (3) Examine and discuss future implications for instructors who provide online team projects to create, facilitate and encourage collaboration among students working in groups.



4:00pm - 4:40pm **Service Learning Assessments: What Works and What Doesn't**

Daphene Koch - *Purdue University*

Venue: Hill Country C

Service learning is fun, but did they learn anything? Explore the assessment in service learning.

Abstract: Service learning projects are a wonderful part of a curriculum, but sometimes difficult to assess. How do you know who did what on a project? How do you capture the individual experiences? This faculty member has reviewed several years of projects and revealed some data that can be used by others. This session expose attendees to case study type examples with open discussion. Each person will review assessment data to understand what works and what doesn't in relation to service learning assessment.

Session Objectives: (1) Be exposed to different types of service learning and the literature which supports it. (2) Participate in a case study to understand where their area aligns with service learning. (3) Review qualitative and quantitative assessment data of service learning.

4:00pm - 4:40pm **Moving the Chains: Honoring the "Student" in Our Student-Athletes**

Summer Cherland - *GateWay Community College*

Venue: Hill Country D

Discusses the changing role student athletes play in academia. Provides opportunities to understand historical context, and improve teaching abilities among student athletes.

Abstract: In April 2014, the Northwestern University Football team became the center of conversation –among national media outlets, at the office water cooler—and it wasn't even football season. Love it or hate it, the fact remains that athletics are integral to our collegiate culture. Student athletes play a complicated role on our campuses, and the Northwestern Football Team's attempt to formally unionize demonstrates how difficult it is to categorize them. This session will discuss the unique history of athletics within academia. It will challenge some widely-held stereotypes about college student athletes, and in doing so, it will provide opportunities for instructors to relate to athletes who attend their classes.

Session Objectives: (1) Learn a brief history of athletics in the academy. (2) Receive documented predictions regarding the potential impact that the Northwestern University Football Union case could have in setting national precedent. (3) Evaluate themselves on their held stereotypes when it comes to student athletes, and challenge their previously-held notions.

4:00pm - 4:40pm **Role of Technology in Improving Student Knowledge: Evidence from Sciences and Social Sciences**

Subbu Kumarappan and Umila Pal Chaudhuri - *Ohio State University ATI and Kent State University, Stark*

Venue: Big Bend AB

This session offers evaluates the role of technology by comparing student performance with and without technology and online experiments (in science and social science classes).

Abstract: The educational framework Technological, Pedagogical, And Content Knowledge (TPACK) claims that classroom knowledge creation depends on three major domains: the



content shared by the instructor, the pedagogical techniques adopted in the classroom, and the technology media used to deliver the content. This session offers evidence by testing student scores in classes that used technology and contrast it with classes that did not use the same technology. The results of our analysis come from (i) a microeconomics class taught in Ohio State University (ATI campus) and (ii) a chemistry class taught in Kent State University (Stark campus). The following section describes the nature of technology used, methods and data used, and preliminary results.

Session Objectives: (1) Understand the role of Technological, Content, And Pedagogical Knowledge (TPACK) framework by observing how technology complements classroom pedagogy. (2) Audio-visual demonstrations will help participants understand the nature of technology/experiment use in our classrooms. (3) Discuss the evidence and merits of using technology in their classrooms.

5:00pm - 6:00pm **Lecture is not Dead: Lecturing in a Flipped Society**

Adam Persky - *University of North Carolina, Chapel Hill*

Venue: Hill Country A

There is an increasing movement for courses to flip, however, lecture has a place. This session focuses on how to more effectively utilize lecture.

Abstract: There is an increasing movement for courses to flip - off-load content to out of class time and re-purpose class time for application. However, lecture still has a place in this format and lecture still has a place within our courses. This session will focus on when or why we should lecture, and how to do it more effectively based on the evidence on how adults learn. At the conclusion attendees will have a better understanding of how students learn, how to optimize lecture, and how to make classroom learning more meaningful.

Session Objectives: (1) Design lectures that coincide how people learn. (2) Discuss the why's, when's and how's of lecturing in the current educational climate. (3) Discuss how to make the learning environment more meaningful and impactful.

5:00pm - 6:00pm **The Many Facets of Mentoring**

Deborah Kuster¹, Jeffrey Young¹, and Christina Bain² - ¹*University of Central Arkansas*,
²*The University of Texas at Austin*

Venue: Hill Country B

Mentoring is an important component of teaching excellence. Particular viewpoints of mentoring roles will be presented and participants will identify and discuss mentoring experiences.

Abstract: Being a scholar and expert in your field does not automatically transfer into being an effective teacher. Mentoring can be an important component in addressing the quality of higher education teaching. Particular viewpoints of mentoring roles will be presented from a Faculty member, a Department Chair, and a Faculty Coordinator of an University Instructional Development Center. Participants will be encouraged to identify and discuss their experiences as mentors and of being mentored. In addition, participants will examine the role(s) they may play on their campus for growth, encouragement, student learning and academic success.

Session Objectives: (1) Identify their experiences in mentoring and being mentored. (2) Discuss the importance and varying forms that mentoring takes in Higher Ed for teacher development and excellence. (3) Examine how they might solicit a mentor or become one on their campus for growth, encouragement, and academic success.



5:00pm - 6:00pm **Using Evidence-Based Change Leadership to Make Academic Change Happen**

Julia Williams and Ella Ingram - *Rose-Hulman Institute of Technology*

Venue: Hill Country C

The purpose of this session is to help participants apply the research in change strategies to their own institutions and projects. These are strategies faculty can adopt right now to increase the likelihood of success in their current or next change initiative.

Abstract: Embarking on any change project—such as transforming teaching in a department or college—is challenging. Too often, faculty are unsuccessful not because of lack of experience, effort, or engagement, but because they don't employ the evidence-based change strategies that can facilitate the development and implementation of their projects. In this session, we review specific aspects of the literature of change. In two different activities, we help participants apply this research to their own institutions and projects. These two approaches are strategies faculty can adopt right now to increase the likelihood of success in their current or next change initiative.

Session Objectives: (1) Name key elements of successful change strategies emanating from the literature on academic change. (2) Generate multiple approaches to framing the work of their change project within the specific context of their institution. (3) Demonstrate a method for addressing spurious objections to reasonable change projects that simultaneously garners support in large groups.

5:00pm - 6:00pm **Project-Based Learning, Critical Thinking, and Intrinsic Motivation**

Elizabeth Lasley, Lory Haas, Marilyn Rice - *Sam Houston State University*

Venue: Hill Country D

The session will identify and apply project-based learning as a pedagogical model for fostering critical thinking and 21st century skills in higher education.

Abstract: Project-based learning is the instructional delivery model within an early childhood cognition course for undergraduate elementary education majors. The purpose is to promote student awareness of the relationship between course content, critical thinking and the real-world. This presentation identifies the key components involved in implementing project-based learning and student engagement within the learning process. It also provides preliminary results of an ongoing qualitative study of undergraduate teacher candidates' intellectual and emotional response to such an instructional framework.

Session Objectives: (1) Identify the functional use of project-based learning as a delivery model in higher education. (2) Apply the project-based learning model to their course structure. (3) Identify changes in students' cognitive and affective reasoning based on their experiences in a project-based learning instructional model.

5:00pm - 6:00pm **Implementing a Scholarship of Teaching and Learning Faculty Development Initiative**

Javier Garza, Jim Gentry, Shaffer Kelley, Sarah Maben, and Donald McGahan - *Tarleton State University*

Venue: Big Bend AB

Presenters describe a faculty development initiative intended to encourage engagement in Scholarship of Teaching and Learning, share initial results, and engage participants in representative activities.



Abstract: Presenters will briefly describe a course redesign initiative started three years ago to encourage other faculty to undertake course/curricular reform. Presenters subsequently recognized a need for a faculty development initiative to encourage faculty engagement in the scholarship of teaching and learning (SoTL). An introductory, semester-long mini-course on SoTL was organized in Spring 2014, during which participants conducted SoTL projects. In this session, presenters will share results of value added for mini-course participants, representative project results, and will engage session participants in activities providing insight and direction on implementation of such an initiative.

Session Objectives: (1) Summarize value of SoTL, associated challenges and support mechanisms necessary for SoTL engagement. (2) Choose and appraise a research problem/question. (3) Design a basic action research project.



Monday Concurrent Sessions

9:00am - 10:00am **College Success and Career Readiness: Engagement in Teaching and Learning**

Erika Jones¹, Rachel Juarez-Torres², and Yvonne Ortiz-Prince² - ¹Huston-Tillotson University, ²AVID Center

Venue: Hill Country A

Participants will engage in discussion and activities to connect academic affairs and student services in order to promote skills needed for college and career readiness.

Abstract: Stakeholders of higher education are vocal about their needs for an educated workforce (The Conference Board, Inc., 2006). Through incorporating a sound academic support system, it is possible to utilize a coaching model to connect both academics and student services. At the core of this support system are writing, inquiry, collaboration, organization, and reading (WICOR), which reflect the “soft skills” that employers have emphasized as being essential for successful employment. Participants will gain strategies that bolster these skills at postsecondary institutions to strengthen college success and career readiness, both inside and outside the classroom.

Session Objectives: (1) Promote the development of partnerships between academic affairs and student services to foster learning communities using WICOR strategies. (2) Implement professional coaching techniques with faculty and student services personnel using WICOR strategies. (3) Discuss with faculty and student services personnel the development of “soft skills” using WICOR strategies to increase employability, thereby fostering college success and career readiness.

9:00am - 10:00am **Toward Dialogic Teaching: Using an Optimal Learning Model to Foster Deep Learning**

Kimiko Ott - *University of Wisconsin, Stevens Point*

Venue: Hill Country B

Dialogic teaching involves collaborative inquiry through inclusive conversations. In this session, participants will explore three considerations for moving instructional practice toward dialogic teaching.

Abstract: Do you wonder why even the most provocative questions posed to undergraduate students are often met with long periods of uncomfortable silence? Do you puzzle over why the voices of a few frequently dominate class discussions? These behaviors may be explained in part by understanding students’ epistemological development. When conversations are placed within authentic contexts, however, and nested within an optimal learning model, it is possible to address these behaviors and improve the quality of learning. This session will help instructors transform flat classroom conversations into lively dialogue, collaborative inquiry and deep learning. Participants will take away practical ideas for scaffolding inclusive conversations.

Session Objectives: (1) Understand the relationship of an optimal learning model to dialogic teaching. (2) Analyze current research supporting language as a tool for collaborative inquiry. (3) Explore structures that support conversations and scaffold learning. (4) Reflect on the import of these ideas for teaching and learning. (4) Create a point of action.



9:00am - 10:00am **Ramifications of Population Migration on Mixed Race and Indigenous Peoples**

Roy Roehl - *University of Alaska, Fairbanks*

Venue: Hill Country C

American Indian/Alaska Native populations are seeing historic rates of mixed race growth. There are many educational, cultural, economic, and legislative impacts.

Abstract: The impact of population migration as indigenous peoples move to larger urban areas can be viewed in the increase of mixed race populations. This study uses multiple data strands to document that in Alaskan native populations mixed race groups are growing faster than traditional Alaska Native Populations. If current trends continue Alaska will have several indigenous populations that will have a majority of their tribal members of mixed race as compared a single indigenous race or heritage.

Session Objectives: (1) Mixed race Populations are one of the fastest growing populations in America. (2) American Indian and Alaska Native Populations are seeing the fastest growth in Mixed Race Percentages. (3) There are several cultural impacts on indigenous populations as mixed race populations grow. (4) The population migration of indigenous populations to larger urban areas is changing the rural educational landscape.

9:00am - 10:00am **Challenging Faculty Mindsets: Teaching Well with Technologies**

Karen Moroz, Bill Lindquist, and Vivian Johnson - *Hamline University*

Venue: Hill Country D

This BYOD session shares the story of individual and organizational shifts regarding the integration of Web 2.0 tools that enhance discussion and high-order thinking.

Abstract: Presenters will share their Professional Learning Community's focus on 21st Century dispositions and skills. The PLC has worked to shift faculty mindsets in the use of technology to support teaching and student learning. One priority has been using technology to increase classroom community by creating new ways for faculty-to-student and student-to-student interactions. Presenters will share examples of web 2.0 tools that have been utilized with our students and shared with colleagues. Through this sharing, we have seen faculty's willingness to implement the tools increase. Participants will leave with new ideas, tools, and resources to guide their own work.

Session Objectives: (1) Dialogue about how to impact faculty mindset regarding the use of technology in the classroom. (2) Access electronic resources to support their work with faculty professional development in the area of integrating technology (<https://groups.diigo.com/group/21teachered>). (3) Use web 2.0 tools capable of increasing faculty/student engagement. (4) Leave with an invitation to participate in a social media group to continue the conversation. (5) Be invited to share challenges they have faced while integrating technology.

9:00am - 10:00am **Motivating Students to Work Hard and Study Right**

Sal Meyers and Brian Smith - *Simpson College and Graceland University*

Venue: Texas 1

This interactive session will share research findings on Dweck's mindset theory to motivate students and Make It Stick to teach students effective learning strategies.



Abstract: Students' mindsets influence how they respond to academic challenges. In this session, we will present research findings about the consequences of mindsets of both intelligence and willpower. We will then explore ways of increasing students' motivation by fostering a growth mindset of ability and an unlimited mindset of willpower in our syllabi, comments we make in class, and feedback we give to students. Because motivating students to put forth more effort is not helpful if students are using poor study strategies, we will end the session by identifying learning strategies that are worth the effort.

Session Objectives: (1) Explain how mindsets of intelligence and willpower relate to students' effort and performance in class. (2) Analyze ways that instructors' communications with students (e.g., in syllabi, during class, in feedback on papers) can influence students' mindsets of intelligence and willpower and thus their motivation and effort. (3) Teach students at least one effective way of studying so students do not waste effort.

10:20am-11:00am **Information Literacy: The ESL Student's Guide to Independent Learning**

David Hood and Rory Senerchia - *Johnson & Wales University*

Venue: Hill Country A

This interactive workshop will engage attendees in the importance of integrating information literacy into the ESL curriculum. Presenters will not only focus on the need for incorporating information literacy skills into the ESL curriculum but also ways in which to do so.

Session Objectives: (1) Gain insight of ESL focused Information Literacy (IL) practices. (2) Be exposed to common IL teaching tools available to instructors. (3) Review research supporting the need for additional IL instruction in the ESL classroom.

10:20am-11:00am **History Labs: Flipping/Scrambling Humanities Classes for College Students**

Kelly Selby - *Walsh University*

Venue: Hill Country B

A discussion of the scholarship, pedagogical methods, and techniques used to incorporate flipping/scrambling content and using "history labs" in university classrooms.

Abstract: The practice of flipping/scrambling classes has become a popular pedagogy for some disciplines, but the humanities have been slow to adopt this technique. Using recent scholarship on the teaching and learning of social studies for K-12 pupils, this presentation will share modified techniques that incorporate "history labs" into university classrooms that allow students to practice problem-based 21st century skills. This method moves students from receivers of historical information who memorize for essay exams to active participants in the uncovering, analyzing, and presenting (written and oral) of their own interpretations of the past, and can be adapted for other humanities courses.

Session Objectives: (1) Review of recent literature on teaching historical literacy. (2) Recognize and understand concepts of flipping/scrambling classes and problem-based 21st century skills. (3) Introduce techniques and strategies for implementing history labs.

10:20am-10:40am **A Novel Social Media Platform for Fostering Campus-Wide Ethical Engagement**

Kelly Smith - *Clemson University*

Venue: Hill Country C

Discussion/demonstration of a social media system to help Clemson University community members identify, discuss and strengthen the unique ethical values that knit us together.



Abstract: This Fall, Clemson University will be developing an online system designed to foster campus wide awareness and discussion of ethics in general and our shared institutional values in particular. The system entices students into a very sophisticated social media platform with weekly ethical dilemmas which invite them to weigh in as to what should be done. Their responses are used to compute each student's alignment with the classical values of virtue ethics as well as the virtue "fingerprint" of values unique to the university and other groups they belong to. We hope to soon establish a vibrant online ethical community.

Session Objectives: (1) Provide an example of a large scale online discussion experiment. (2) Gain familiarity with a new approach to online engagement. (3) Demonstrate an algorithmic approach to ethical analysis of case study responses. (4) Learn about an interesting online approach to identifying and supporting conspicuously meritorious behavior by community members.

10:45am-11:05am **Podcast Lectures and the Impact on Student Test Scores**

Shannon Hankhouse - *Tarleton State University*

Venue: Hill Country C

Podcasts and their use in higher education, what podcasts are, how they can be used, and their impact on student exam scores.

Abstract: This session will cover the subject of podcasts and their use in higher education. Discussion topics will include: what podcasts are, how they can be used, and their impact on student exam scores. Participants should be able to understand how to record and post podcasts in their own courses, as well as the potential impact the use of podcasts has on student performance.

Session Objectives: (1) Demonstrate what are podcasts. (2) Demonstrate what podcasts can be used for in the classroom. (3) Demonstrate the impact the use of podcasts on student test scores.

10:20am-11:00am **Backward Design in STEM Courses: The Role of the Question**

Kirstin Ruth Bratt¹, Kate Pound¹, Michael Rogers², and Nancy Sundheim¹ -
¹*Saint Cloud State University*, ²*Rice Middle School*

Venue: Hill Country D

As a cross-disciplinary community we implemented Backward Design in three STEM courses, studying our results using quantitative measures, reflective journals, observation, and focus group interviews.

Abstract: Four professors and teachers participated in a Faculty Learning Community with the intent of applying Backward Design principles (Wiggins and McTighe, 2005) to our courses. As a cross-disciplinary community we implemented Backward Design in three STEM courses, studying our own results using quantitative measures, reflective journals, observation, and focus group interviews. The aim of our Research was to: explore teacher self-efficacy under the Backward Design paradigm, discern the role of confounding variables in assessment of our implementation, and evaluate the impact of Backward Design on student achievement.

Session Objectives: (1) Use of qualitative and quantitative research to determine motivation and engagement. (2) Implementation of essential questions in STEM courses. (3) Ideas for whole-to-part curriculum development.



10:20am-11:00am **Helping Students Apply an Intersectional Lens**

Jessica Garcia - *Michigan State University*

Venue: Texas 1

Participants will gain a greater understanding of intersectionality. Pedagogical strategies will be reviewed and demonstrated. Participants will also receive a list of additional resources.

Abstract: Intersectionality involves an analysis of society and life chances across multiple dimensions--especially race, class, gender, and sexuality--simultaneously. Participants in this session will gain a greater understanding of the intersectional perspective and discuss the benefits and challenges of conveying this concept in the classroom. Two specific pedagogical strategies will be reviewed with abbreviated demonstrations of both, giving participants the opportunity to apply these practices. At the end of the program, participants will receive a list of additional resources on the topics of intersectionality and standpoint theory.

Session Objectives: (1) Gain a greater understanding of the intersectional perspective and discuss the benefits and challenges of conveying this concept in the classroom. (2) Two specific pedagogical strategies will be reviewed. (3) Abbreviated demonstrations of both approaches will be provided during the session, giving participants the opportunity to apply these practices. (4) Receive a list of additional resources on the topics of intersectionality and standpoint theory.

11:20am-12:00pm **Mentoring Advanced Career Faculty: Improving Creativity, Productivity, and Effectiveness**

Randy Kohlenberg - *University of North Carolina, Greensboro*

Venue: Hill Country A

Interaction with advanced career faculty through a casual, non-invasive mentoring process can encourage effective teaching, promote creative research, and reestablish engagement in professional service.

Abstract: Faculty members in a variety of academic fields have been affected by years of enduring continual changes in standards, policy modifications, lack of rewards for service and excellence, etc. For many advanced career educators, staying continually focused upon excellence in achievement, accepting new tasks enthusiastically and creatively, and remaining energized and influential in the classroom can at times be overwhelming. Interaction with advanced career faculty through peer mentoring to encourage effective teaching, promote creative research, and establish engagement in professional service through a casual, non-invasive mentoring process can not only effectively utilize the wisdom and expertise of advanced career faculty, but also insure that they are engaged and inspired.

Session Objectives: (1) Recognize/understand challenges experienced by advanced career faculty and their loss of enthusiasm for teaching, completing research, and embracing professional service. (2) Review common approaches to addressing improvement plans. (3) Reiterate the idea of utilizing a non-invasive, non-threatening approach to mentoring senior level faculty that draws from the points of focus suggested by Huang and Lynch (1995). (4) Discuss how this approach can be integrated into similar situations with advanced career faculty.



11:20am-12:00pm **Beware of the Dark Side in the Classroom**

Kelly Flores - *City University of Seattle*

Venue: Hill Country B

This session includes a discussion of dark side tendencies in the classroom, an analysis of the possible roots, and strategies for overcoming negative behaviors.

Abstract: Students come from diverse backgrounds and social environments that have shaped their values, behaviors, and norms. While these environments can nurture strengths in character and leadership abilities, they can also cultivate dark side tendencies, including compulsiveness, narcissism, paranoia, co-dependence, and passive-aggressiveness. In this session, we will discuss how these dark side tendencies manifest themselves in the classroom, what the roots of these behaviors might be, and proven practices for proactively and reactively addressing these behaviors.

Session Objectives: (1) Engage in a dialogue about dark side tendencies in the classroom. (2) Identify eight basic needs that, when unmet, contribute to these behaviors. (3) Discuss strategies for helping students overcome these tendencies.

11:20am-11:40am **Service Learning Improving Student Experiences in a Nursing Assessment Course**

Bernadette Amicucci - *CUNY, York College*

Venue: Hill Country C

This session informs participants about incorporating service learning to meet the needs of one community agency while extending nursing student learning and increasing civic engagement.

Abstract: This presentation will discuss the process and outcomes of adding service learning to a traditional nursing assessment course as a means to expand students' exposure to the growing aging population in the community setting. Students engaged in planned activities to provide needed service for the community agency through an organized set of community-based learning activities. Students directly provided service and addressed identified needs in this setting to meet specific regulatory agency requirements for the elderly. Opportunities for reflection were provided. This course revision was implemented in response to national trends, community needs and student learning needs.

Session Objectives: (1) Discuss service learning as high impact teaching strategy. (2) Identify specific benefits of service learning for students and community. (3) Explore possible ways to integrate service into discipline specific courses. (4) Analyze relationship of service learning to student outcomes.

11:45am-12:05pm **Cliffs and Caves: Graduate Students' Perceptions of Teaching**

Devon Donohue-Bergeler¹, Molly Hatcher¹, and Joanna Gilmore² - ¹*The University of Texas at Austin*, ²*Charleston County School District*

Venue: Hill Country C

This session examines graduate student instructors' (GSIs') perceptions related to teaching within the context of their graduate studies and future careers.

Abstract: This session examines graduate student instructors' (GSIs') perceptions related to teaching within the context of their graduate studies and future careers. We collected



data from approximately 40 doctorate-seeking GSIs who participated in a semester-long interdisciplinary pedagogy seminar from 2012-2013. We asked participants to visually depict their graduate school experience through a graduate student trajectory illustration (Austin, 2002). To qualitatively analyze the data, we will use a grounded theory approach. We will present and discuss results from the study along with implications and recommendations for graduate student development.

Session Objectives: (1) Gain insight into the GSI experience and perceptions about teaching. (2) Leave the session with recommendations to better address the developmental needs of GSIs, who must leverage the sum of their professional development, support, experience, and resulting pedagogical efficacy to succeed on the job market. (3) Contribute to their departments' culture and what it means to be an effective teacher, thus influencing the next generation of GSIs.

11:20am-12:00pm

Contain Yourself!: Supporting Faculty's Initiation to SOTL

Jane Hindman - *CUNY, Queensborough Community College*

Venue: Hill Country D

This session provides a model for minimal professional development time but nonetheless specific, step-by-step, and effective writing and researching activities to initiate faculty into SOTL.

Abstract: This session will outline the presenter's efforts to initiate a Scholarship of Teaching and Learning culture on a community college campus where faculty are facing increasing pressure to publish. The presenter initiated a SOTL professional development seminar series which merges two critical faculty support services: the Center for Excellence in Teaching and Learning and the library's Emerging Technologies resources. The session illustrates the specific step-by-step writing and researching resources it provides; over its 3 semesters life-span, the series has been well-received by faculty who have subsequently produced several SOTL presentations and even some journal articles.

Session Objectives: (1) Reflect on their own teaching practices and identify possible topic(s) appropriate for a SOTL (scholarship of teaching and learning) inquiry. (2) Recognize the minimal steps required to initiate a SOTL inquiry. (3) Examine and evaluate the usefulness of containment theory's de and pre-scriptive power in creating a community of faculty engaged in SOTL.

11:20am-12:00pm

Increasing Student Engagement and Learning with a Research Poster Project

Kathleen Gabriel - *California State University, Chico*

Venue: Texas 1

We strive to engage students with educationally purposeful activities that are beneficial and relevant. The Research Poster Project accomplishes this & challenges students to deeper learning.

Abstract: As professors, we strive to engage our students, and provide them with educationally purposeful activities that students find beneficial, relevant, and helpful for their future careers. For years, a traditional term paper has been used to accomplish these goals. In this session, an alternative will be presented: the Research Poster Project. This assignment can challenge and engage students in researching, writing, and presenting their project. Presenter will share the results of a study on the Research Poster Project (along with



its directions and grading rubric). “Take-away skill”: designing a research poster project for increasing student satisfaction, learning, and engagement.

Session Objectives: (1) Analyze the long term the benefits and importance of students’ perceptions on the relevance of a major assignment for an undergraduate classes. (2) Describe the validity and rigor of the Research Poster Project, and how it can be an alternative assignment to replaces a traditional term paper. (3) Discuss the research findings of a study (n=115) that includes student self-evaluations of their engagement during the preparation and presentation process of the research poster project. (4) Share ways such a project could be incorporated into their own teaching or in one of their classes and how this might improve the learning and engagement of their students.

Monday Plenary Presentation

12:45pm - 2:00pm **Why Don’t My Students Think I’m Groovy? The New “R”s for Engaging Millennial Learners**

Christy Price - *Dalton State College*

Venue: Texas 1

The characteristics of millennials’ ideal learning environments, their preferences regarding assessments, the characteristics of their ideal professors, and ideal institutional practices will be discussed.

Abstract: What factors influence student motivation and desire to learn? Obviously, there are some influences beyond the instructor’s control, but research in educational psychology suggests one thing professors can do to increase student engagement is to create a learning environment that is in some ways linked to, and supportive of, the current student culture. During this address we will briefly review the literature and describe the findings of the presenter’s research on engaging millennial learners. The characteristics of millennials’ ideal learning environments, their preferences regarding assessments, the characteristics of their ideal professors, and ideal institutional practices will be discussed.

Session Objectives: (1) Recognize the characteristics of millennial generation learners and consider how these characteristics impact teaching & learning in the college classroom. (2) Identify the characteristics of ideal learning environments and assessment practices for millennials. (3) Recognize millennial learners’ perceptions regarding characteristics of the ideal professor.

Monday Concurrent Sessions

2:15pm - 4:10pm **Stereotype Threat: Three Interventions**

Cia Verschelden - *University of Central Oklahoma*

Venue: Hill Country A

Promising research exists on interventions that mitigate the negative effects of stereotype threat and the cycle of poor performance and anxiety for non-majority college students.

Abstract: “Stereotype threat,” a term first used by Claude Steele in the mid-1990’s is “...a situation in which a member of a group fears that her or his performance will validate an existing negative performance stereotype, causing a decrease in performance” (Rydell, Shiffrin, Boucher, Van Loo, & Rydell, 2010, p. 14042). There is ample evidence that this phenomena has serious consequences for non-majority college students. Fortunately, there



is some promising research on some brief and simple interventions that seem to mitigate the negative effects of stereotype threat. In this session, you will learn how to apply three of these interventions.

Session Objectives: (1) Explain the concept of “stereotype threat” and its effect on non-majority college students. (2) Demonstrate their understanding that there are some brief and simple interventions that might help mitigate the negative effects of stereotype threat for beginning non-majority (and other) college students. (3) Facilitate a values choice and writing exercise with students. (4) Explain to students the “incremental” concept of intelligence evidenced by brain growth as a result of new learning. (5) Effectively share with students information about the challenges of transitioning to college and how it is a common experience to have grade struggles, stress, and anxiety that result in academic difficulties.

2:15pm - 3:15pm **Activating Communication Theory for Teachers**

Virginia Gregg - *Minnesota State University, Moorhead*

Venue: Hill Country B

Basic communication theories to implement and teach. Humorous exercises exemplify each concept and cause one to identify a personal level of behavioral compliance or resistance.

Abstract: Gain insight in modifying your own and your students’ behavior by understanding some basic communication theories. Put yourself in the learner’s position and experience your own comprehension of and reaction to common communication circumstances. Be prepared for a lot of interaction, even more laughter, and wide-eye-opening situations in which you will find yourself. This will help you adjust your own teaching style and understand the positions from which your students may be communicating. Not recommended for the feint of heart.

Session Objectives: (1) Teach and utilize basic professional communication practices regardless of a course’s academic content by identifying these typically accepted but unnamed behaviors. (Illustrates ways to eliminate Ums and Ahs, elicit oral responses without hesitation, curb preening behaviors, and more.) (2) Experience their own reactions to Festinger’s theory of cognitive consistency and cognitive dissonance by participating in a revealing exercise. (Illustrates how students may react to teachers’ lectures.) (3) Experience the Sapir/Whorfian hypothesis of ethnocentricity by participating in an exercise revealing one’s interpretation of facts, inferences, and judgments. (Illustrates how students’ preconceived notions may interfere with learning.) (4) Experience how they make decisions based on Heider’s P-O-X Theory by selecting options to problems. (Illustrates the tendency to take the line of least resistance which is usually not the best long-term option.)

2:15pm - 3:15pm **Sustaining a Community of Faculty Learners**

Jennifer O’Brien, Joseph Olivier, and Autumn Coppejans - *DePaul University*

Venue: Hill Country C

In this interactive session we will explore how a faculty development program’s values and beliefs can be aligned with its offerings, requirements, and assessment practices.

Abstract: Engaging and sustaining a community of learners across a diverse and diffuse instructor population is, at times, a trial and error process. Join us for an interactive session where we will explore how a faculty development program’s values and beliefs can be aligned with its offerings, requirements, and assessment practices. We will share lessons learned over the past three years as our program has grown and evolved. Participants will



reflect on the core beliefs that guide their current or ideal community of faculty learners, identify potential challenges to sustaining the community, and compare methods for assessing the community's impact.

Session Objectives: (1) Reflect on the assumptions and beliefs that guide their community of faculty learners. (2) Identify potential challenges and strategies to creating an engaging community of faculty learners. (3) Identify methods of assessing the impact of a community of faculty learners.

2:15pm - 3:15pm **Transformative Approaches to Higher Education**

Robert London - *California State University, San Bernardino*

Venue: Hill Country D

We will explore processes and strategies that facilitate transformation in higher education, based on work with 12 cohorts in the MA in Holistic Education program.

Abstract: We will explore processes, guidelines and strategies that facilitate transformation in students in higher education. The presentation will be based on the presenter's experience working with 12 cohorts in the MA in Holistic Education program, recognized by its students and professional researchers as transformative. The session will emphasize the results of research by the presenter primarily with the tenth and eleventh cohort to clarify what components, activities, etc. in the program facilitated transformation from the students' viewpoint. The session will include an interactive component that hopefully facilitates participants applying the content of the presentation to their professional context.

Session Objectives: (1) Describe what is meant by a transformative approach to education, and provide examples of such an approach. (2) Describe a number of approaches that are likely to facilitate transformative growth in students. (3) Indicate how they might apply the content of the presentation in their professional context.

2:15pm - 3:15pm **Formative Assessment: Technology-Enhanced Approaches**

Vivian Johnson and Trish Harvey - *Hamline University*

Venue: Texas 1

Increase teacher and student use of formative assessment with Web 2.0 tools such as backchannels, real time virtual walls and surveys/polls.

Abstract: Technology integration often focuses on teaching a specific tool rather than how it can facilitate the use of a research-based teaching strategy. This session introduces technology-enhanced formative assessment and provides practice using technology tools to increase its use by teachers and students. Formative assessment is a research-based effective teaching strategy, documented to increase student achievement and the development of metacognitive skills - an important 21st century learning skill. This session will increase participants understanding of formative assessment and provide practice using technology tools that support its use. Online tools that do not require an account will be emphasized.

Session Objectives: (1) Explore using at least four different technologies to support increase use of formative assessment by both teachers and learners. (2) Access an electronic resource (either a Diigo, Google Word document, etc.) describing the nature of formative assessment, the research supporting its effectiveness in increasing student achievement, and an extensive listing of technology tools that facilitate its use during instruction. (3) Engage in a pre- and post- assessment of their awareness of technology enhanced formative assessment.



3:30pm - 4:10pm **Key Aspects of an Annual Faculty Institute: A Focus on Teaching/Learning and Writing/Publishing**

Tom Hanks - Baylor University

Venue: Hill Country B

I will outline goals and objectives of the annual Summer Faculty Institute at Baylor University and provide references to key areas of learning and publishing.

Abstract: In this session, I will outline the goals and objectives of the annual Summer Faculty Institute at Baylor University, focusing on the twin areas of teaching-learning and writing-publishing. I will also provide several documents, including the “syllabus” for last summer’s SFI and some of the printed guidance that we use as we discuss class planning, constructing succinct but user-friendly syllabuses, and submitting a book proposal. This session will deliver resource rich references to key areas of teaching and learning, and for writing and publishing.

Session Objectives: (1) Describe the framework of the Summer Faculty Institute at Baylor designed to assist faculty in the areas of teaching, service, collegiality, and scholarly activity. (2) Identify the principle considerations with respect to teaching/learning and writing/publishing. (3) Describe key resources that participants in this conference session might consider with respect to teaching for engaged learning and how to develop an effective plan for writing and publishing.

3:30pm - 3:50pm **Social Media in Higher Education: Attitudes of Traditional and Non-Traditional Student Learners**

Nathalie Jones - Tarleton State University

Venue: Hill Country C

This session will provide the attitudes and perspectives on the use of social media from the student learner perspective.

Abstract: The use of technology has becoming a natural part of daily living. Therefore, as student learners pursue higher education there is a need to utilize this platform within the learning experience. Identifying and capturing the attitudes and perspectives of students on the use of social media in college courses is necessary. Partially, because it assist educators with knowledge surrounding the use of appropriate tools and platforms that will enhance learning. The data in this presentation will suggest an opportunity to provide scholarship and learning for educator and student learners simultaneously.

Session Objectives: Understanding the: (1) Opportunity to gain a global perspective on various courseroom perspectives from a state level. (2) Scholarship of teaching and learning through the use of social media withing college courses. (3) Attitudes and perspectives of student learners on the use of social media in college courses. (4) Need for awareness on the delivery of education within college courses. (5) Indispensable aspect of everyday life through the use of social media.

3:55pm - 4:15pm **Creating an Online Learning Institute and Using Data Visualization to Improve It**

Andreas Brockhaus and Sara Frizelle - University of Washington, Bothell

Venue: Hill Country C

Learn how we created an Online Learning Institute using backward design and Quality Matters, and then gathered data and used data visualization to improve it.



Abstract: Important trends for higher education, as highlighted by the 2014 NMC Horizon Report, include learning analytics, online and hybrid learning, and data-driven learning and assessment. In response to these trends and to institutional need, we created an Online Learning Institute (OLI) for faculty interested in teaching online. We also gathered data from the LMS and external surveys and used data visualization software to analyze the data and make improvements in the Institute. In this session, we will discuss how we used backward design and Quality Matters to create the OLI and how we used data visualization to assess and improve it.

Session Objectives: (1) Present a model for an online learning institute to illustrate how backward design and Quality Matters standards were employed to create an effective faculty institute. (2) Identify what data from the institute was gathered and discuss how the data can be applied to improve faculty development. (3) Demonstrate how data visualization software was used to provide additional ways of interpreting and using the data.

3:30pm - 4:10pm **Combining Online and Experiential Learning**

Audrey Neville - *University of Illinois, Urbana-Champaign*

Venue: Hill Country D

We explore how ought online and experiential learning be combined, in order to enhance the strengths and mitigate the weaknesses of both types of learning.

Abstract: University educators are increasingly expected to provide a general understanding of a subject matter, provide socialization for entry into the workforce, as well as to train students to continue learning throughout their lives. Experiential and online learning each have their advantages and disadvantages in pursuing these different goals, making us more inclined to pursue “blended” options as an alternative to, and in addition to, traditional classroom settings. We are interested in exploring how ought these learning styles be combined, in order to enhance the strengths and mitigate the weaknesses of both types of learning.

Session Objectives: (1) Gain a better understanding of the strengths and weaknesses of traditional classroom learning, online learning, and experiential learning. (2) Learn how a blended course exploits the strengths and weaknesses of each different type of learning. (3) See the course content for an environmental politics class, which makes use of all three of these types of learning. (4) Evaluate your own teaching methods and understand how a blended course might create a more productive learning environment for undergraduate students.

3:30pm - 4:10pm **A Writer-Centered Understanding of Critical Thinking**

Mary Rigsby and Karen Nulton - *University of Mary Washington and Drexel University*

Venue: Texas 1

This session will give a brief overview of the research on adult intellectual development and our investigation of its usefulness for revising pedagogy to support critical thinking.

Abstract: This session will give a brief overview of the research on adult intellectual development and our investigation of its usefulness for revising pedagogy to support critical thinking. We find Marcia Baxter Magolda’s concept of self-authorship to be necessary to understanding “critical thinking.” We created a rubric for a large-scale writing assessment to investigate our assumption that writing development and the development of critical thinking would align with stages identified by Baxter Magolda. In this session, we will offer the rubric as a model adaptable for course contexts, as well as other large-scale assessments. Session participants will be invited to assess samples of student writing using this same rubric.



Session Objectives: (1) Offer a model rubric adaptable for college writing assignments or large-scale writing assessments which incorporates adult intellectual development “stages” with standard writing assessment descriptors. (2) Include examples of first-draft student writing which we believe represent different levels of intellectual and composition development. (3) Offer a theoretical context for seeing writing development as parallel to developmental changes in epistemology.

4:30pm - 5:30pm **Implementing Alternative Approaches to Teaching: Blending Theory and Practice**

Jamison Miller - *The College of William and Mary*

Venue: Hill Country A

Based upon a study of a new college teaching certificate program, this session examines graduate student responses to courses utilizing learner-centered teaching and self-directed learning.

Abstract: From Barr and Tagg’s (1995) appeal nearly 20 years ago to Doyle’s (2011) more recent entreaty, learner-centered approaches to teaching have enjoyed tremendous advocacy yet continue to lack wide adoption. Based upon a qualitative study of the first three courses offered in a new college teaching certificate program, this session examines graduate student responses to classes using models based on learner-centered teaching and self-directed learning. The assessment serves to inform 1) curricular amendments to improve the new program’s efficacy and 2) the larger question of the viability of alternatives to mainstream content/teacher centered approaches to instruction in higher education.

Session Objectives: (1) Understand some the obstacles for students to embrace learner-centered teaching. (2) Assess the impacts of some individualized instruction techniques such as learning contracts. (3) Engage in a critical dialogue about the challenges and contingencies of actually implementing learner-centered approaches to teaching.

4:30pm - 5:30pm **Determining Teaching Style: Is it Pedagogy or Philosophy?**

Cindi Fries - *Northeastern State University*

Venue: Hill Country B

Identification of your preference of either learner centered, or teacher centered teaching style, will provide insight into educational philosophy and its influence on professional development.

Abstract: Teaching styles are often presented as a pedagogical tool rather than an expression of one’s educational philosophy. A faculty member’s educational philosophy is a silent force upon one’s preference for either a Learner Centered or Teacher Centered teaching style, which in turn determine one’s comfort zone for implementing pedagogical teaching strategies. This session will help identify the participant’s preference of either learner centered teaching style, or of teacher centered style, and provide an insight into educational philosophy. Identification of a faculty’s educational philosophy and teaching style preference can be a positive determinant on one’s path of professional development.

Session Objectives: (1) Distinguish the difference between pedagogical teaching strategies and philosophy of teaching styles. (2) Identify characteristics of Learner Centered Teaching Style and Teacher Centered Teaching Style. (3) Determine personal preference for either Learner Centered Teaching Style or Teacher Centered Teaching Style. (4) Explain the influence that one’s educational philosophy has upon teaching style preference and on professional development.



4:30pm - 5:30pm **Removing One Brick from the Wall Through Open Educational Resources**

Joseph Coppola - *Palo Alto College*

Venue: Hill Country C

The costs of instructional materials create a wall that some students find challenging to climb above. OERs may be the solution.

Abstract: The cost of textbooks has risen as more nontraditional students enroll in higher education. In order to improve access to education, we must consider reducing the cost of instructional materials for students. The journey of twenty faculty coming together to address the rising costs of textbooks for our students through the use of Open Educational Resources (OERs) will be shared. Participants will review examples of OERs from various disciplines. Participants will also identify several sources of OERs, evaluate the quality of OERs using a rubric created by faculty, and integrate OERs using a course alignment worksheet.

Session Objectives: (1) Identify sources of Open Educational Resources appropriate to their course. (2) Create a rubric to evaluate the quality of OERs. (3) Understand how to integrate OERs into a course.

4:30pm - 5:30pm **How to Make Your Classroom a Brain-Changing Experience**

Sarah Lovern and Thomas Saleska - *Concordia University Wisconsin*

Venue: Hill Country D

This interactive presentation provides specific teaching techniques related to how the brain learns. Unique classroom examples will be used to engage participants.

Abstract: This presentation will provide attendees with various teaching ideas that will engage students in higher-level thinking. These “classroom-specific” activities stimulate deeper understanding in any discipline. The presenters will explain how current research on brain physiology relates to four key areas that impact learning: emotion, prior knowledge, patterning, and rehearsal. Several examples such as a computer simulation, partner quizzes, concept maps, and pattern recognition activities will be explained and completed by the workshop participants. Attendees will be given a chance to apply examples to individual disciplines.

Session Objectives: (1) Participate in learner-centered pedagogical techniques that engage the brain and encourage deeper understanding. (2) Learn how to use emotion, patterning, prior learning, and rehearsal to develop more effective pedagogy. (3) Understand how brain-based teaching applies to individual learners through multiple examples in a variety of disciplines. (4) Apply what they have learned to their own classroom teaching.

4:30pm - 5:30pm **Using Social Media to Foster Student Engagement and Enhance Learning**

Ashley Bender and Gretchen Busl - *Texas Woman's University*

Venue: Texas 1

This session explores how social media assignments complement traditional pedagogical practices and enhance student learning, and concludes with participants drafting their own assignments and assessments.

Abstract: College students often enter the classroom well-versed in social media platforms. Educators can harness this knowledge to enhance student success. Social media assignments increase engagement and collaboration among students; they also lend themselves to more



sophisticated self-reflection that encourages students to develop their synthetic critical thinking skills and to engage more thoughtfully in the variety of discourses in which they participate. In this interactive session, the presenters guide participants through the process of creating social media assignments that align with course learning objectives and assessments that gauge student success in meeting those objectives while mastering course content.

Session Objectives: (1) Understand the theoretical foundations for using social media in the classroom. (2) Discuss two models of social media assignments and their assessments. (3) Discuss possible application within courses across the disciplines. (4) Apply session content to create a basic outline for implementing social media into a course.

Monday Evening Poster Session

5:30pm - 6:45pm, *Foothills 2*

A. Curriculum Development and Service Learning to Bring Theory into Practice

Margarett Alexandre - *CUNY, York College*

This elective course gave students opportunity to travel and provide much needed healthcare in an underserved community. This course focused on bringing theory to practice.

Abstract: This course was developed to provide nursing students the opportunity to travel and provide much needed healthcare services to an underserved population. Students and faculty had the opportunity to work with local partners, in an orphanage, medical clinic, senior home and community school. We had the opportunity to immerse in the community that we were serving. This experience was truly transformational for both faculty and students alike. We had the opportunity to really see theory into practice.

Session Objectives: Demonstrate: (1) Gain an understanding of the course development/design. (2) Gain insight to the service learning experience associated with the developed course. (3) Correlate the importance of the designed course to the service learning experience.

B. Academic Service Learning - You Can Do It Too!

Sandra Burns - *Ferris State University*

This Poster Presentation will give examples of Academic Service-Learning Projects and the “Pay It Forward” concept, which can be done in your classrooms.

Abstract: The Ferris State University Dental Hygiene Program received a Michigan Campus Compact Venture “Pay It Forward” Grant. This grant was used during a Community Dentistry course to create an Academic Service-Learning project. Academic Service-Learning is a teaching method that combines community service with academic instruction as it focuses on critical reflective thinking and civic responsibility. The Pay It Forward Grant is a unique funding method that allows students to assess the need of the community group then fund that need with the grant. The purpose of this initiative was to develop a new generation of philanthropist through a course-based service-learning environment that engages students in hands on philanthropy, grant making and service while providing community non-profits with much needed assistance. The Dental Hygiene Academic Service-Learning project allowed students to address a local need for oral care in our community. This project demonstrated how faculty can engage students in the practice and knowledge of philanthropy and service-learning with in their courses.

Session Objectives: (1) Define academic service learning and how to apply it to their courses. (2) List the five elements of academic service learning. (3) Locate resources to help incorporate academic service-learning into their own courses. (4) Generate some ideas for future academic service-learning courses.



C. Effectiveness of Pedagogical Interventions to Raise Awareness of Privilege

Kim Case - *University of Houston, Clear Lake*

This experimental study assessed two pedagogical interventions, a testimonial video and a handout, for raising student awareness of white privilege and awareness of racism.

Abstract: White privilege refers to unearned benefits afforded to Whites within a system of institutional racial oppression (McIntosh, 1988). As more instructors include privilege as a topic within diversity courses, evidence of effective pedagogical strategies is needed. After completing the pre-test online, participants studied a list of white privileges or viewed a video about privilege in two experimental conditions. Participants then completed a post-test survey assessing awareness of privilege, white guilt, and awareness of racism. When compared to the control group, participants exhibited significant increases in privilege awareness in the video group and increases in white guilt for both intervention groups.

Session Objectives: Gain: (1) Knowledge of white privilege as a concept for incorporation into diversity courses. (2) Understanding of evidence for effective strategies for learning about white privilege. (3) Practical tools for use and adaptation for your classroom needs in teaching about diversity, privilege, and oppression.

D. Culminating Undergraduate Experience: Engaging in the Students Transition to Professional Status

Michelle Gebhardt - *Kettering University*

The poster display and presentation will include: what is CUE, exemplary CUE / Thesis projects, and advantages to the CUE requirement.

Abstract: The Culminating Undergraduate Experience (CUE), also known as the senior thesis, is a requirement for all students at this primarily undergraduate co-op university. The thesis project is generally performed for the student's co-op employer (Co-op Thesis); however, with employer permission the student is eligible to perform another option provided by the University. The focus of the project may be development of a product or system, creation of a comprehensive business plan, etc. Conference participants will learn about this program which helps students prepare students for their transition to professional status. It gives students a competitive edge when entering the workforce with the experience of managing a real world project.

Session Objectives: (1) A project designed to challenge students to demonstrate both their required co-op experiences and knowledge of academic concepts gained at Kettering through a "real world" senior experience. (2) The student is the project manager to perform the Culminating Undergraduate Experience. Thus, gaining leadership experience and skills that are essential in the professional workplace. (3) The student is responsible for maintaining deadlines on the project work and with Kettering's Center for Culminating Undergraduate Experiences, thus building time management skills. (4) The student writes a comprehensive written report that is bound and can be used to showcase his/her expertise to potential employers. (5) The technical writing and grammar skills incorporated into the written report contribute to the skill set of a Kettering graduate, primarily communication skills. (6) All of the experiences and skills learned in fulfillment of the students' Culminating Undergraduate Experience will be advantageous to the Kettering graduate in the professional workplace.

E. Integrating Cross-Disciplinary Ethics Instruction and Learning at UT Austin

Daniel Mauro - *The University of Texas at Austin*

This poster highlights the innovative approach to developing and implementing cross-disciplinary ethics education as a part of the grant-funded Ethics Integration Initiative at UT Austin.

Abstract: This poster showcases an innovative approach to developing and implementing cross-disciplinary ethics education. The poster presentation will highlight three key components of the current grant-funded initiative: (1) Show how Ethics Unwrapped, an award-winning ethics video series and set of teaching materials, offers a versatile pedagogical approach to teaching ethics across disciplines; (2) Explain the project's methods of



developing and assessing ethics curricula tailored to fit the goals and topics of different classes; and (3) Offer an example of the significance, challenges, and successes of the Ethics Integration Initiative from the experiences of teaching ethics in the fine arts.

Session Objectives: (1) Gain an understanding of the methods and resources used for research-based ethics instruction at UT Austin. (2) Learn how UT Austin's Ethics Integration Initiative is advancing undergraduate ethics education at the university through the skills and experience flags program. (3) See examples from the Ethics Unwrapped video series, which offers an innovative pedagogical approach to teaching complex behavioral ethics topics in ways made accessible for both students and instructors.

F. Experience with a Flipped Learning Model in Nursing Education

Linda McNeal and Angela Newman - *The University of North Carolina, Greensboro*

A flipped learning model was implemented in one nursing course to promote student engagement and student confidence to perform as a practicing nurse.

Abstract: The need for college and university students to become active participants in the learning process has never been greater! Use of the flipped classroom is one approach to increased student engagement in and responsibility for their own learning. This learning model has been used in a variety of education curricula, from American K-12 into college programs. But this student learning approach remains uncharted waters for the majority of nursing education programs. This poster presents the strategies, challenges and lessons learned as faculty and students implemented a flipped learning model in one senior level nursing course.

Session Objectives: Describe: (1) Strategies used to make a shift from a teacher-centered classroom to a student-learning environment. (2) The major challenges encountered by faculty and students in the implementation of this teaching-learning approach. (3) The major lessons learned related to faculty and student preparation for this learning approach. (4) The relevance of this nursing education experience to a variety of college and university programs.

G. Deep Music Study for the Intermediate Second-Language Classrooms

Skye Paine - *The College of Brockport at State University of New York*

A talk that shares the experiences and techniques learned from an intermediate French class that extensively used the Belgian rapper and house musician, Stromae.

Abstract: In my talk I share my experience using the Belgian rapper and house musician, Stromae, to teach intermediate French. I outline how I created a lab section that was exclusively dedicated to his lyrics, his interviews and his music videos. I explain how the popular music was used to illustrate language lessons and the way in which this facilitated engaged learning. My talk also shows how to best use various free technologies in the classroom to create a complete multimedia learning experience for the students.

Session Objectives: Participants will learn how to: (1) Use music in a more profound and engaging way. (2) Better use music videos, lyric sites, translation sites, second-language forums and other free technological tools. (3) Use the performative nature of music to elicit performances from their students.

H. Teaching the Pacific Islander Student: A Cross-Cultural Perspective on the Use of Metaphors and Storytelling

Ban Phung and Linda Dam - *Brigham Young University-Hawaii*

Metaphors and Story Telling in Teaching Business Communications to the Pacific Islander Student.

Abstract: A series of surveys with Polynesian students studying at Brigham Young University-Hawaii suggest that certain pedagogical practices patterned after the US mainstream educational system are often incongruent with indigenous approaches to teaching and learning. Compared to their US Mainland counterparts, this quantitative



study focuses on the best practices for teaching business communication in diverse classrooms, especially involving Pacific Islander students.

Session Objectives: (1) Understand the experiences and expectations that Pacific Island students bring with them to the classroom. (2) Understand how to use culturally effective metaphors to engage Pacific Island students. (3) Understand the value of storytelling in teaching the Pacific Island student. (4) Prepare educators to diversify their best practices in order to accommodate Pacific Islanders.

I. Student Administered Polls: Building a Personal Connection to Learning

Jennifer Simpson - *Texas A&M University, Corpus Christi*

Demonstration on how a class can become more interactive by using polls, along with the skills students will gain by conducting their own poll and analyzing the data.

Abstract: By incorporating a polling assignment, students are able to apply math skills, creativity, spoken and written skills, cooperation, evaluation of information skills, and technology skills. This presentation will go through the step-by-step process of introducing the topic of polling, how to conduct them in class, and introducing/ conducting/presentation/evaluation of the polling assignment. These activities are very flexible and can be done as an individual project, group project, or whole class activity and can be done with any lecture topic. A CD will be provided at the end of the session that contains the presentation, along with detailed sample lesson plans, the polling assignment, rubric and sample student polling projects.

Session Objectives: (1) Understand the learning goals achieved with a polling assignment. (2) Understand the process of implementing the assignment in class. (3) Know how to identify a proper polling presentation by a student. (4) Have already generated ideas of how to incorporate them in their class.

J. An Application of Bioecological Theory to Inspire Effective Teaching Practices

Jill Walls - *Ball State University*

Bronfenbrenner's bioecological theory (and specifically his PPCT model) is examined as a useful theoretical framework to inspire effective teaching practices at the college level.

Abstract: SoTL scholars have written about the importance and utility of teaching from a guiding theoretical framework. In this presentation, ecological theory and specifically Bronfenbrenner's Process, Person, Context, Time (PPCT) model, is examined as a potential framework for effective teaching practices at the college level. An overview of the PPCT model of human development and its application to teaching are provided. Personal examples from the author's teaching experiences and relevant literature are included to further illustrate the proposed application of the PPCT model. The value of using the PPCT as a framework for teaching is discussed.

Session Objectives: (1) Understand the core tenants of Bronfenbrenner's Bioecological Theory (and specifically his PPCT Model) as it has been applied to the study and understanding of human development. (2) Gain insight into how the PPCT model can be applied to inform effective teaching practices. (3) Understand how aspects of the PPCT model are connected to prior SoTL research. (4) Examine how their own approach to teaching and areas of specialization are connected to the PPCT model.



K. Police and the Press: An Experiential-Learning Course & iPad App

Adam Kuban - *Ball State University*

Abstract: Created by student journalists and criminal-justice majors, this multimedia publication is free as an App via Apple and Droid markets and is the capstone assignment for a 16-week experiential-learning course that teaches undergraduates what local police do and how to interact with them. The session begins with rationale for the interdisciplinary course design, identifying student learning outcomes and evaluative measures. The presenters then reveal contents of the App, allowing participants time to experiment with it via iPads. Two undergrads who completed the course will overview Storify and Adobe Digital Publishing Suite, technology utilized for content creation and App publication.

Session Objectives: (1) Identify challenges associated with interdisciplinary course development and how the co-instructors—from journalism & the university police department—constructed it, including students' intended learning outcomes and evaluative measures. (2) See, experiment with, and possibly download the iPad App, a tangible, community-centric deliverable that students generated from the experiential-learning environment. (3) Receive fundamental instructions that outline how to use the technology that facilitated the course learning outcomes, particularly Storify and Adobe Digital Publishing. (4) Hear from undergraduate students who completed the course: what did they do, what did they learn, how will these knowledge & skills help them professionally, and how the course design helped and/or challenged them.



Tuesday Morning Round Table Sessions

8:15am - 8:45am, *Texas 1*

A. Active Online Teaching Strategies: Sharing Best Practices

Belinda Boon - *Kent State University*

Teaching online can be a humbling experience for good classroom instructors. Explore how using active teaching strategies will help to develop an sense of community and engage learners.

Abstract: Many instructors enter the online teaching environment with little or no training or guidance about how to teach effectively. Techniques that work well in the face-to-face environment can fall flat in the online classroom, and often excellent teachers find themselves struggling to connect with their online students. This session will present practical tips and techniques for engaging online students developing a true learning community. Participants will also have the opportunity to share best practices and active online teaching strategies with colleagues.

Session Objectives: Gain:(1) An awareness of specific active online teaching strategies. (2) Practical techniques for developing an online social and teaching presence online to create better learning communities. (3) An opportunity to share and discuss best practices with colleagues in an open forum.

B. Using Reverse Engineering to Design on Online Master's Degree in Athletic Training: Implications for Online Education in the Allied Health Professions

Jordan Hamson-Utley - *University of St. Augustine*

Reverse-engineering will be showcased in the transition of an allied health curriculum from F2F-to-Online. We will examine evidence-based pedagogies, pair these with tools that best enable content delivery and discuss assessment of applied content.

Abstract: Reverse-engineering is one way to redesign courses and entire curriculums in the allied health professions. This talk will expose the attendee to reverse-engineering and related learning theories, and offer a platform for discussion about effective practices in online education across the allied healthcare professions. Various research will be showcased and tools that enable delivery of applied content will be demonstrated. After this session, conference attendees will be able to begin the reverse-engineering process to move allied healthcare curriculum from F2F to Online and employ various apps and techniques to foster and assess online learning.

Session Objectives: (1) Develop an understanding of the utilization of reverse engineering for course and program curriculum design. (2) Examine the effectiveness of various delivery modes for online content of applied nature. (3) Locate tools to assist in the online delivery of applied content. (4) Examine ways to assess online learning of applied content.

C. Youth Leadership Development: The Shelton Leadership Challenge

Kimberly Ingold - *North Carolina A&T State University*

Youth Leadership Development through a six-day residential experience focused on critical thinking, reflection, and values-based decision-making in the course of teamwork and challenge activities.

Abstract: An ethnographic case study documented the experiences and perspectives of high school age participants in the Shelton Challenge, a summer camp designed to inspire values-based, transformative leadership. Critical thinking, values based decision-making, and reflection were program goals. Findings demonstrated that participants took away from the Shelton Challenge the kinds of situated understandings salient to them. Implications for youth development knowledge base include challenging the thought process, experiential engagement, and leadership responsibility. Implications for using ethnographical methods may be pertinent by building a rapport, allowing youth verbalization through conversation, and a relaxed atmosphere with limited distractions to collect authentic data.



Session Objectives: (1) Recent doctoral graduate shares how high school students perceive experiential learning activities in a residential setting. (2) Recent doctoral graduate shares experiential learning based on student informants experiences in areas of: A) values-based decision making; B) critical thinking; and C) reflection. (3) Presenter shares ethnographic methods of working with high school students. (4) Presenter shares experiences of youth that provides impact for all partners: A) Doctoral students learn about research and research ethics; and B) Public school teachers learn strategies for interacting with universities to use strategies in their classrooms.

D. Using Online Technology to Create Communities of Math Learners

Sam Riley - *University of Maryland Baltimore County*

This session demonstrates how online technology can increase the accessibility of developmental mathematics and understanding of the content through building an online and in-person community.

Abstract: Mathematics faculty at UMBC recently completed a 10-year study of the developmental math program which found that students in the last five years, after the implementation of programs using online technologies, did better both in their current and subsequent math courses. Notably, the courses which made the most use of online technology, also found ways to promote group learning and studying. This presentation will argue both for the inclusion of online programs for both their assistance to the students at the individual level, and for their ability to foster a group mentality among students.

Session Objectives: (1) Determine when online technology is appropriate for their courses. (2) Evaluate their classes to decide how to change, supplement, or support the students. (3) Use online technologies to foster group discovery and group learning.

E. ROMPing Through STEM

Jessica White-Phillip¹, Shelly McGee¹, Betty Ann Bailey² - ¹*Our Lady of the Lake University*, ²*HB Group*

The ROMP Method: Integrating Personal Learning Styles. Participants explore the differences between learning styles and design course modules incorporating the four fundamental learning questions.

Abstract: Each of the “Four Learning Styles” approaches learning situations by asking one core question. When examining each core question and considering learning, we find that each group approaches conceptual understanding differently. Integration of these core learning questions creates a framework to teach course concepts from all “four directions”. This framework enables students to build foundations that support conceptual understanding, mechanistic application and pattern-based analysis. Using this method, we enable students to harness their personal strengths and validate their differences while developing communication skills and fostering acceptance for others with different cognitive preferences.

Session Objectives: (1) Become familiar with Individualized Learning Preferences (by type and temperament). (2) Explore personal learning and teaching styles according to type and temperament of the instructor. (3) Learn to incorporate the ROMP method to engage students in STEM disciplines according to type and temperament.



Tuesday Concurrent Sessions

9:00am - 11:00am **Radical Epistemologies: Improving Student Learning by Changing Definitions of Learning**

Stephen Carroll - *Santa Clara University*

Venue: Hill Country A

In this interactive workshop, we'll consider how our epistemologies of learning and the assessment methods they foster subvert our pedagogical practices and hinder student learning.

Abstract: When we went to college, learning mostly meant acquisition of knowledge and skills. And graduation rates were low. Over the past couple of decades, numerous revolutions have reshaped pedagogical practices. Yet the ways we define learning and knowing have not changed—and graduation rates remain low. In this interactive workshop, we'll investigate our own definitions of learning and how those definitions shape the ways we measure and assess learning. We'll also explore new epistemologies of learning based on recent advances in brain-imaging and cognitive science and consider how they might reshape our pedagogical practices and enhance students' ability to succeed.

Session Objectives: (1) recognize and understand some of ways that current definitions of learning and knowing inhibit teachers' ability to teach effectively and students' ability to learn effectively. (2) acquire and practice ways of thinking about learning that will help them overcome these barriers. (3) be motivated to incorporate the latest scientific research/evidence about how people learn into their teaching practices. (4) leave the session with a set of resources and experiences that will allow them to quickly integrate what they've learned into their teaching practices.

9:00am - 10:00am **Cultivating Intercultural Knowledge and Competence on Campus**

Tom Bremer, Anita Davis, and Iris Mosah - *Rhodes College*

Venue: Hill Country B

A workshop to introduce strategies for cultivating intercultural knowledge and competence in faculty and students. Emphasis will be placed on addressing microaggressions in the classroom.

Abstract: This workshop will introduce participants to strategies for cultivating intercultural knowledge and competence on college and university campuses. It is based on the experience of several interrelated institutional efforts to address issues of diversity in the classroom. Participants will learn pedagogical and assessment strategies that can be used to accomplish institutional goals focused on cultivating intercultural knowledge and competence for both faculty and students. Materials will be made available to participants for use on their campuses; participants will identify a specific action step that they will take based on the workshop and develop a timeline for implementing the action.

Session Objectives: (1) Gain greater awareness of how issues of student diversity affect student learning including being able to define and identify microaggressions. (2) Learn possible responses to particular instances where issues of diversity pose challenges to student learning in and beyond their classes. (3) Identify pedagogical and assessment strategies that can be used to accomplish institutional goals focused on cultivating intercultural knowledge and competence for both faculty and students with practical suggestions based on the presenters' experiences. (4) Identify a specific action step that they will take based on the workshop, identify any resources needed to accomplish the action step, and develop a timeline for implementing the action.



9:00am - 10:00am **Online Formative Assessment Through Concept Checks**

Joe Ryan - *Northeastern University*

Venue: Hill Country C

Participants will be introduced to the “concept check,” a formative assessment tool in online courses. Participants will see examples, identify its elements, and write them.

Abstract: Formative assessment, which serves as purposefully placed diagnostic appraisal of student progress, is an element needed in online courses. The asynchronous format of most online learning makes immediate, corrective and supportive feedback in a learning object challenging. Well-written concept checks with constructive feedback can meet this need and create a trail of evidence through the analytics tool of a learning management system.

Session Objectives: (1) Identify the concept check as a tool for formative assessment in online learning objects. (2) Contemplate the need for immediate and supportive feedback for correct and incorrect responses to concept check questions. (3) Identify the elements of a concept check and their purposes. (4) Draft a concept check assessing a learning objective, within a specialty subject area.

9:00am - 10:00am **Cognitive CoachingSM Supporting Professional Development and Student Achievement**

Scott Blackshire and Michelle De Bellis - *The University of Texas at Austin and Thinking Collaborative*

Venue: Hill Country D

This workshop introduces Cognitive CoachingSM and nine research-supported outcomes. Participants experience a coaching conversation followed by group facilitation and exercises that address conference sub-themes.

Abstract: This workshop introduces Cognitive CoachingSM and nine research-supported outcomes. Participants experience a Cognitive CoachingSM conversation followed by group facilitation that addresses conference sub-themes: Student Learning and Creating Communities of Learners, Innovative Pedagogical Approaches, and Multiculturalism/Diversity/Inclusion. Cognitive CoachingSM (resource-developing) mediates thinking and enhances the professional support functions of collaborating, consulting, and evaluating across disciplines and campus strata. Cognitive CoachingSM underscores one’s identity as a mediator of thinking and for classroom leaders, enhances student engagement through the development of self-directedness. Cognitive CoachingSM allows for the (re)discovery of internal and external professional resources and self-directed solutions for now and for the future.

Session Objectives: (1) Observe a Cognitive CoachingSM conversation to experience how a cognitive coach, both verbally and non-verbally, supports thinking. (2) Analyze the format and connect Cognitive CoachingSM tools to individual practices. (3) Create a forum to address conference sub-themes: Student Learning and Creating Communities of Learners are linked through research (Edwards, 2012); Innovative Pedagogical Approaches are found in Cognitive CoachingSM, by honoring individual voices, and recognizing that Cognitive CoachingSM is reciprocal and not limited to any class of educational professional or student; Multiculturalism/Diversity/Inclusion is supported through flexibility and interdependence, and by recognizing communication style preferences and perception filters. (4) Additional exercises and conversation support the group’s learning, as well.



9:00am - 10:00am **Transition Points: Hidden Obstacles to Students Success**

John August - *Texas A&M University*

Venue: Texas 1

Identifying and addressing obvious or hidden transition points in students' education can facilitate academic progress. Corrective strategies will be discussed that enhance student success.

As students progress through their courses of study, they often encounter transition points that can be challenging. Some of these periods of uncertainty, such as examinations, are obvious to the instructor. Other, more subtle transition points, such as gradual changes in class delivery from didactic to student-centered formats, may create significant student stress that often goes unnoticed and yet which may impede expected progress. Providing a safe learning environment, offering additional opportunities for calibration against peers, taking time to acknowledge hidden stress and effort, and enhancing mentoring activities can assist students who are quietly struggling to handle periods of uncertainty.

Session Objectives: (1) Identify hidden transition points in their respective disciplines that may be interfering with student progress. (2) Develop general and discipline-specific strategies to mitigate the adverse effects of these transition points. (3) Define the role of polling technology in helping students cope more effectively with challenges in their education. (4) Create a learning environment that addresses challenging transitions proactively in order to facilitate student progress. (5) Identify mentoring strategies that assist students through stressful phases of their education.

10:20am - 10:40am **Using Multimedia in the Online Classroom to Enhance Teaching Methods**

Rizza Bermio-Gonzalez - *Ashford University*

Venue: Hill Country B

Online instructors are faced with challenges of keeping students engaged and finding innovative ways to communicate information. Using multimedia is a way of conquering these challenges.

Teaching in an online classroom presents unique challenges; particular challenges include trying to keep students engaged in their learning and trying to communicate instructional material and course requirements to students. As a result, it is necessary that instructors find innovative and effective ways in which to communicate. Multimedia uses and combines different types of media such as text, audio, video, and/or animation. Using multimedia in an online classroom can help effectively communicate course material to students and keep them engaged. This presentation will discuss research that has been conducted on using multimedia in the online classroom, and will discuss two multimedia platforms – Prezi and Voki.

Session Objectives: (1) Describe how multimedia can be effectively used in the online classroom. (2) Discuss different ways in which to maintain instructor presence. (3) Identify uses for different types of multimedia. (4) Discuss the pedagogical efficacy of using multimedia. (5) Construct a Voki and a Prezi.



10:45am-11:05am **Using Multi-Media Assignments to Engage Students in Critical Thinking**

Pamela Monaghan-Geernaert - *University of Maryland Baltimore County*

Venue: Hill Country B

Creating an assignment and comprehensive grading rubric in which students use multi-media sources to critically evaluate content and form of contemporary social issues.

Millennials are often called “digital natives” because their familiarity with new technology seems to be incorporated into their DNA. However, colleges have yet to harness this within their students and too often their scholastic output more closely resembles that of their parents’ generation: a series of written words on a page. This presentation provides a comprehensive review of a multi-media student assignment. This assignment was designed to provide a contemporary and engaging opportunity for students in a Sociology of Deviance class. An outline of the assignment will be presented along with a thorough review of the grading rubric used.

Session Objectives: (1) Develop a curriculum that incorporates multi-media technology into student assignments. (2) Evaluate critical thinking skills that can be used to deconstruct contemporary media. (3) Assess a grading rubric for multi-media assignments. (4) Build a resource list of multi - media platforms for student assignments.

10:20am-11:00am **Discovering Our Purpose in Life: Describing a 60 minute Learning Activity**

Cynthia DeMartino and Angela Naginey - *California Lutheran University*

Venue: Hill Country C

Learn about a newly developed learning activity that can help your students (and faculty and staff) contemplate their purpose in life.

Having a sense of purpose in life has extraordinary benefits, including longevity (Hill & Turiano, 2014). Unfortunately there is little academic discussion of how to guide college students in the process of discovering their life’s purpose, and those studies that do, focus on long term approaches (Koshy & Mariano, 2011). This session will take participants through a brief learning activity we developed using religion and positive psychology literature. We will then discuss our preliminary findings on its effectiveness. The activity’s materials will be distributed to all participants; free to use with attribution.

Session Objectives: (1) Describe some of the research around purpose-in-life and happiness. (2) Evaluate the pilot study’s findings. (3) Implement the activity at their respective institutions.

10:20am-11:00am **Learning: Putting Students in the Driver’s Seat**

Angela Reeves - *Mott Community College*

Venue: Hill Country D

These six steps produce active student engagement and help students to see themselves as Learner and the Instructor as Knowledgeable Guide in the learning process.

Visualize a classroom of inquiring minds pursuing knowledge! Incorporate these five steps and create measurable learner gains: 1) Syllabus alignment of course objectives and assignments (incorporates proven Reading Apprenticeship strategies of providing assignment meaning and purpose). 2) Pre- and Post-Test assessments. Pre-Test provides diagnosis, prescription, and degree of prior knowledge. Post Test demonstrates learner



gains. 3) Diagnosis/Prescription. Students describe the Pre-Test focus areas and pertinent areas in the Syllabus. Both student and Instructor/Guide monitor progress. 4) Students assess the degree of change via Post Test. 5) Students discuss this change via Excel Chart and perception of knowledge acquisition.

Session Objectives: (1) Increase student engagement by utilizing five simple steps. (2) Reframe Student/Instructor role definitions to increase learning. (3) Re-arrange the course and syllabus to maximize student learning. (4) Use pre-test and post-test instruments to maximize learning.

10:20am-11:00am **Shaping Students' Reading Skills in a Digital Age**

Scott Ellis - *Southern Connecticut State University*

Venue: Texas 1

We will discuss the myths and facts of students' reading skills and strategies we can use to help students engage with our course readings.

In this session, we will address the myths and facts of students' reading skills, and we will discuss strategies we can use to help students engage more carefully with our course readings and ideas. To do so, we will discuss contemporary debates, current research, and historical analogues about students' reading skills and technological developments. Using this information, we will explore key pedagogical strategies we can incorporate in our classes to utilize students' reading habits to foster learning and to shape these habits to better fit our assumptions and expectations.

Session Objectives: (1) Learn about public discourses (contemporary and historical) that explore the relationship between reading skills and technolog. (2) Learn to recognize college students' reading skills, assumptions, and expectations today. (3) Learn to recognize our own assumptions about students' reading skills. (4) Learn about pedagogical strategies that draw upon and shape students' reading habits in our courses.

11:20am-12:00pm **Working Together to Develop Peer Review of Teaching**

Julie Stewart and Patrick Davis - *University of Texas at Austin*

Venue: Hill Country A

This session explores creation and actions of a multi-disciplinary learning community in development, discussions, and practice of peer review of teaching.

This session explores the development and work of a multi-disciplinary faculty learning community to design and support departmental peer review of teaching that recognizes departments' signature cultures and focuses on developing effective teaching practices.

Session Objectives: (1) Develop knowledge of possible processes for peer review. (2) Explore the role of a cadre of faculty fellows in developing a learning community focused on peer review. (3) Acquire information about developing a learning community.

11:20am-12:00pm **Structuring the Syllabus for Engaging Students in Large Online Courses**

Peggy Semingson - *The University of Texas at Arlington*

Venue: Hill Country B

This session presents ways a syllabus for a large online course can be design to engage learners with course content, peers, and their own learning.



Are you faced with the daunting task of designing a syllabus for a large online course? Do you have course material that relies on demonstrations and technical information? This dialogue-focused presentation provides ideas and insights the instructors have learned from teaching large (100-200+ students) online courses at a large public university. We will share the ways that our syllabuses are carefully designed to differentiate learning for large-scale online courses within an online-only degree program in a teacher education program. Resources, syllabuses, rubrics, and a pre-course planning checklist used by the instructors will be shared.

Session Objectives: (1) Compare and contrast the ways that large-scale online courses are similar to and differ from online courses and face-to-face courses. (2) Learn more about ways to engage and personalize learning for students in large-scale online courses. (3) Explore teaching methods for fostering digital community in large-scale online courses including video-mediated learning and webconferencing. (4) Discuss the applications that can be made towards one's own online course(s) or large face-to-face or blended course(s).

11:20am -12:00pm **The Learning Paradigm: The Heart of Course Transformation**

Michael Wallace and Gail Grabner - *University of Texas at Austin*

Venue: Hill Country C

How can faculty and CTLs collaborate to maximize expertise inside the classroom by deploying instructional practices based on mounting evidence from learning sciences and neuroscience?

Today, despite mounting evidence from the learning sciences, the typical college course focuses on efficiently covering content where students sit passively listening to lectures given by experts then are expected to replicate the thinking and behaviors by completing homework on their own. A critical mass of instructors dedicated to the "learning paradigm" is needed to reach the tipping point where the majority of college courses are designed around high-impact practices and active learning environments. This session explores how a dedicated instructor, who experienced this paradigm shift, collaborated with a center for teaching and learning to transform a Biochemistry course.

Session Objectives: (1) Differentiate the Learning Paradigm from the Instructional Paradigm based on essential characteristics of each paradigm. (2) Describe the essential elements for a learning-centered flipped classroom approach. (3) Explore how techniques used in an Introductory Biochemistry course could positively impact student learning within one's own courses.

11:20am -12:00pm **STEM Career Promotion and Leadership Strategies**

Victoria Fawcett-Adams - *Shenandoah University*

Venue: Hill Country D

This research uniquely asked adults why they chose a science career. Findings are significant and suggest strategies to reform STEM education.

If you are in a leadership position concerned with science, technology, engineering and math (STEM) education, asking the right question is imperative in order to solve the ever concerning, important issue of creating interest in science-based professions and sustaining a skilled workforce. This paper will present findings from an empirical study that explored adults' science career choice and explored the environmental influences that motivated, influenced and shaped these choices. The answers to the research questions suggested strategies which can help STEM leaders tailor solutions to the problem within their organization.



Session Objectives: (1) Understand three major theoretical constructs concerning science career choice. (2) Learn of the environmental influences and motivations for career choice as reported from adults in science careers. (3) Know the findings and resultant strategies suggested from the empirical study on science career choice.

11:20am-12:00pm **Building and Sustaining Centers that Support Faculty Work: From CTLs to Educational Development Centers**

Todd Zakrajsek - *University of North Carolina, Chapel Hill*

Venue: Texas 1

This session is designed to both have a conversation about effective centers and also to point to some resources that exist in this area.

This session is designed to both have a conversation about effective centers designed to support the work of faculty and also to point to some resources that exist in this area. Over the past 20 years, I have founded two centers and had a primary role in reconfiguring a third center. At present I am working in a medical school and have found physicians to be fabulous to work with, but have had to develop a very different approach to delivering resources and consultations. Whether you have an established center on your campus or are thinking about starting one, please come by this session as we learn from one another.

Session Objectives: (1) Identify the major areas a Center supporting faculty might entail. (2) Describe the resources needed to establishing a center that supports faculty work. (3) Review a few print and online resources for those who direct faculty development offices.

12:45pm - 1:45pm **Retention Help: Utilizing Peer Mentors**

Jennifer Simpson, Elizabeth Bradshaw, and Regina Edwards - *Texas A&M University, Corpus Christi*

Venue: Hill Country A

This presentation will include sample lesson plans and specific way to utilize peer mentors along with their benefits for both students and instructors.

Student retention is a huge issue in college, particularly during the first year. One method that has been shown to improve student retention is the incorporation of peer mentors in the classroom. This can be intimidating. This presentation will address how they can be implemented into a small classroom and also a large lecture classroom. Lessons learned from the implementation process insights gained into successes and challenges we've experienced as we work to incorporate peer mentors into the classroom will be shared. Some specific examples on how one can successfully incorporate peer mentors into your classroom will be provided.

Session Objectives: (1) Understand what peer mentors are and the role they play. (2) Understand how they can be utilized in the classroom (both a large lecture and a small classroom) by being given sample lesson plans and presentations. (3) Understand the benefits and challenges of incorporating peer mentors into the classroom along with how to handle those challenges, should they arise.



12:45pm - 1:45pm **Transparent Teaching and Other “High Impact” Practices**
Brooke Flinders, Matthew Dameron, Katherine Kava, and Bethany Flannigan -
Miami University

Venue: Hill Country B

Innovative “transparent teaching” methods and other “high impact” practices (Kuh, 2008) are being used to develop a culture of collaboration and leadership among undergraduate students.

Four undergraduate nursing students (from two regional campuses) will discuss a SoTL study that was initiated in response to their own identified frustrations with course design. We will present the background to our identified problem, our collaboratively designed course structure, results from a two semester study, lessons learned, and we will discuss how this innovative teaching strategy is tied to “high impact” educational practices and sets the stage for our three-tiered undergraduate internship program.

Session Objectives: (1) Recognize some common, student-identified roadblocks to learning and collaboration that teachers and “norms” of a discipline can create. (2) Explore one successful example of an undergraduate leadership structure that utilizes “high impact” principles. (3) Discuss teaching and learning with four energetic undergraduate students.

12:45pm - 1:45pm **Course Design on a Shoestring Budget**
Denille Williams and Ed Queen - *Johns Hopkins University Engineering for Professionals*

Venue: Hill Country C

Faculty can design highly effective courses themselves using a course design blueprint tool called the Course Design Matrix, and in this session, we’ll show how.

Educational institutions often do not have access to instructional design staff to help design or redesign online or face-to-face courses. In these situations, faculty, who are no doubt experts in their content domain, but who may lack the full skillset necessary for effective course design, are left on their own to design a course. Faculty can design highly effective courses themselves, and in this session, we’ll show how.

Session Objectives: (1) Explain the key components of course design. (2) Define alignment, as it pertains to course design. (3) Evaluate course components to determine if they are aligned. (4) Use the Course Design Matrix (CDM) to establish the instructional design foundation for their course.

12:45pm - 1:45pm **High and Low-Tech Ways to Keep Students Motivated and Engaged in ANY Class**

Shayla Wiggins and Avis Washington - *Prairie View A&M University*

Venue: Hill Country D

Participants will explore high and low-tech methods to engage and motivate students who have lost that “lovin’ feelin’” for the academic adventure that is college.

Too often, many students lose that “lovin’ feelin’” for the academic adventure that is college either by the time they reach our campuses or by their first bout with mid-term exams. This session will offer several high-tech and low-tech methods to engage and motivate students.



Session participants will explore creative uses of technology and traditional teaching strategies that can be used to help students reignite their passion for learning. Participants will also devise a plan to even better engage and motivate students in their own classrooms.

Session Objectives: (1) Identify at least one new high-tech and low-tech method they can use to keep students motivated in (or out of) class. (2) Identify at least one new high-tech and low-tech method they can use to increase student engagement in (or out of) class. (3) Use one of the methods learned to create a plan to modify at least one of their existing assignments, projects, or activities to increase student motivation and/or engagement.

12:45pm - 2:40pm **Turn Your Lilly Conference Presentation Into a SoTL Publication**

Milt Cox - *Miami University*

Venue: Texas 1

In this session a SoTL journal editor will discuss ways that your Lilly Conference presentation may be transformed into a published SoTL article.

You have now prepared and delivered (or soon will deliver) a Lilly Conference presentation. In this session a journal editor will discuss four steps to publishing the scholarship of teaching and learning (SoTL) and ways that your presentation may be transformed into a published SoTL article. Also, if you have not yet prepared and made a SoTL presentation, you are welcome to join us and learn about getting started in SoTL.

Session Objectives: (1) Describe four steps to publishing SoTL. (2) Describe guidelines for designing and describing a SoTL project. (3) Describe ways to transform a SoTL presentation into a SoTL publication.

2:00pm - 2:40pm **Motivation Through Collaboration in the Online Teaching and Learning Classroom**

LeAnna Wilson - *Connections Learning*

Venue: Hill Country A

This session will look at how online teaching practices, communication, and collaboration are vital to developing student drive to succeed in the online learning environment.

Keeping students engaged and motivated through the duration of an online course can be cumbersome, if not impossible. While studies have focused on retention and attrition rates of online students, little research has compared student and faculty perceptions regarding student motivation and self-efficacy in the online classroom. This session presentation will provide the participant with not only a brief overview of student and faculty perceptions regarding student motivation from research study results, but implications for practical and effective collaboration strategies that can be utilized to instill high levels of engagement, motivation, and intrinsic drive to learn in the online environment.

Session Objectives: (1) Develop an understanding of the research study results regarding undergraduate student and faculty perceptions of what motivates students to achieve in the online learning environment. (2) Examine implications of the study regarding online student-teacher collaboration and student-student interaction to cultivate intrinsic drive to succeed. (3) Explore various teaching and learning practices that maximize engagement and nurture intrinsic drive to learn in the online classroom



2:00pm - 2:40pm **What We're Learning About Teaching from Online Course Design**
Josh Walker, Stephanie Corliss, Leslie Hall, Holly Custard - *University of Texas at Austin*

Venue: Hill Country B

UT is collectively gleaning insights about best practices for designing, managing, and evaluating learning experiences that have helpful implications for the on-campus classroom as well.

As The University of Texas at Austin more earnestly engages online learning, we are collectively gleaning insights about best practices for designing, managing, and evaluating learning experiences that have helpful implications for the on-campus classroom as well. In this session, we report on the current state of online education at UT Austin and share examples of how key principles of instructional design, assessment planning, and project management have emerged in support of online course development and digital content design. From MOOCs to self-paced modules, from online to in-class, we are learning, "What makes for good teaching?"

Session Objectives: (1) Describe the current state of online learning design at UT Austin. (2) Explain the principles of instructional design, assessment planning, and project management emerging from UT Austin's work with technology-enhanced courses. (3) Analyze where there are unique characteristics of online vs. face-to-face settings and where there is overlap.

2:00pm - 2:40pm **Teaching with Skeletal-Note Workbooks**

Diana Phillips - *Kettering University*

Venue: Hill Country C

This workshop provides participants experience in the use of skeletal-notes in an active-learning classroom.

This workshop will illustrate the benefits of using skeletal-note workbooks in teaching. Workshop attendees will participate in a typical general chemistry class for which skeletal-notes will be provided. The workshop will include active learning exercises and guided participation during which problem solving will be modeled and applied. Participants will observe how the notes are used and experience, first hand, their effectiveness.

Session Objectives: (1) Evaluate the appropriateness of incorporating this model into his/her teaching. (2) Experience learning unfamiliar material with this method. (3) Easily adapt this model to their classrooms. (4) Identify the types of material that best lends itself to Skeletal-note learning. (5) Understand the experience students have when this method is used.

2:00pm - 2:40pm **Beyond the Classroom: Experiential Learning at the Museum**

Alba DeLeon and Nichole McLeod - *Palo Alto College*

Venue: Hill Country D

This session examines a variety of learning strategies such as Problem -Based learning and other museum activities designed to teach the History of Art.

While it is common practice for professors of art history to take students on field trips, Palo Alto College, of Alamo Colleges, has moved beyond the classroom and established a partnership with the San Antonio Museum of Art to offer Art History Survey as a hybrid/blended course. This course holds lecture classes at the museum where students directly experience the artworks.



This session introduces participants to the Museum’s encyclopedic collection and a variety of learning strategies designed to emphasize course content and the Museum’s role in the community. Participants are invited to complete a Problem-Based learning activity in this session.

Session Objectives: (1) Design a hybrid/blended course such as the History of Art to be taught at a local museum. (2) Identify museum activities and personnel that can be incorporated into a History of Art course taught at a local museum. (3) Examine the design of a problem-based learning assignment that has become an effective learning tool in this class and are invited to complete an activity associated with this assignment.

Tuesday Afternoon Plenary Presentation

3:15pm - 4:15pm **Teaching in Blended Learning Environments: Creating and Sustaining Communities of Inquiry**

Norm Vaughan - *Mount Royal University in Calgary, Alberta*

Venue: Texas 1

Blended learning has become an educational epidemic in higher education and this session will provide participants with an opportunity to share and discuss strategies for designing, facilitating, and leading blended learning courses and programs.

According to a survey conducted over ten years ago, more than 80% of higher education institutions in the United States offer courses in a blended format (Arabasz, Boggs & Baker, 2003). In the words of Gladwell (2000), we have gone over the “tipping point”; blended learning has become an educational epidemic. The three societal forces that have converged (the perfect wave) to drive this epidemic are technology, financial constraints, and quality concerns. The blended approaches to learning that have arisen to address these forces have lead to three major non-contradictory affordances – effectiveness, efficiency, and convenience. The result is an era of engagement and sustainable communities of inquiry. This session will provide participants with an opportunity to share and discuss strategies for designing, facilitating, and leading blended learning courses and programs.

Session Objectives: Provide participants with the opportunity to share and discuss strategies for: (1) Designing and organizing a blended course. (2) Facilitating and moderating a blended course. (3) Directing and leading a blended course.

Wednesday Post Conference Workshop

9:00am - 11:00am **The New Science of Learning: How Research is Changing the Way We Teach**

Todd Zakrajsek - *University of North Carolina, Chapel Hill*

Venue: Big Bend AB

Research continues to emerge that explains how humans learn. Applying those concepts to the classroom can be difficult, but when done effectively amazing results emerge.

Research continues to emerge that explains how humans learn. Applying those concepts to the classroom can be difficult, but when done effectively amazing results emerge. In this session we will look very specifically at evidence-based suggestions for both delivering a better educational experience for our students and also methods to help the students to be



more self-regulated learners. Students who better understand effective methods to employ when studying and why learning works the way it does can learn more with less effort. This workshop will provide strategies you can use in your classroom, using the content of student learning as the subject matter.

Session Objectives: (1) List three specific places to find accessible original research pertaining to how students learn. (2) Defend innovative strategies employed in your classroom as evidence-based approaches to creating engaged learning environments for your students. (3) Explain to a colleague one new teaching strategy or method that you will use in your classroom in the coming semester.

EVIDENCE-BASED
TEACHING AND LEARNING

CONFERENCE WORKBOOK



AUSTIN 2015



Goal or Objective 2

a. List session title for any sessions that might directly address this goal. You may wish to contact the facilitator of the session at a later time for additional information.

b. Quick notes about new information gained or the titles of sessions that specifically relate to this goal.

c. Record the names of any attendees you talked to related to this item and a few key words or phrases of what was discussed.



Networking

With whom did you speak and wish to have a follow-up conversation at a later time? If you get the person's name and institution, e-mails will be easy to secure online. Try for 10 new contacts at this conference. Use the space below to organize information about the contacts you have exchanged business cards, with during the day. Simply transfer the contact information from the business card to this worksheet. Note: conference tip- when you acquire a business card with the intent of contacting that individual, jot a quick note on the back of the card pertaining to the issue.

Name	Institution	Issue or Reason for Follow-up
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Reflections

Quick Reflections for Sunday

Aside from notes listed above pertaining to your application responses, list here any new ideas formed, concepts considered, musings, or anything else that might prove helpful to you in the future.

Quick Reflections for Monday

Aside from notes listed above pertaining to your application responses, list here any new ideas formed, concepts considered, musings, or anything else that might prove helpful to you in the future.



Quick Reflections for Tuesday

Aside from notes listed above pertaining to your application responses, list here any new ideas formed, concepts considered, musings, or anything else that might prove helpful to you in the future.

Quick Reflections for Wednesday

Aside from notes listed above pertaining to your application responses, list here any new ideas formed, concepts considered, musings, or anything else that might prove helpful to you in the future.



Action Items

Consider specific things will you do within 2 weeks of the conclusion of the conference. These actions can be based either from your application exercise responses or from your reflections. List at least 5 things you will do upon your return. This is designed to keep the momentum from the conference. These may include individuals to contact, resources to order, or materials to develop.

To Do List

1.

2.

3.

4.

5.



Overall Quick Reflection and Metacognition Check

Consider what you felt was the best information you learned over the past few days. If you were to facilitate a workshop on your campus that summarizes the best information you learned at this Lilly Conference, what would be the title of your session? There is a strict 15-word limit on this title.

Take Home Final Exam

To be completed in January.

Review your One Minute Paper, Application Items, and Reflections from above.

1. What have (or will) you change in your courses or teaching strategies this winter as a direct result of the Lilly Conference in Austin? What impact do you anticipate these changes will have on student learning?
2. Who have you contacted since the conference and what has resulted from those interactions?
3. Did you send the thank you note to the person providing support for your attendance at the conference? If not, please send your note of thanks at this time.
4. Is there something you will be doing in your class that could be a presentation at a future Lilly Conference?

Thank You Note

In fiscally restrictive times, it is important that funds are used in ways that best benefit the institution. To encourage future travel to teaching conferences and to acknowledge financial support provided for this conference, we encourage our participants to send a quick note of thanks to the individual(s) responsible for your attendance. You are welcome to stop by the Conference Registration desk at any time during the conference and select a thank you note, which you may choose to complete on your return trip home. It is particularly helpful to include one or two very specific changes that will be made in the upcoming semester, any anticipated benefit to students, and mention your willingness to offer a workshop on your campus sharing what you learned from this conference. A quick example follows:

Thank you for the support you provided that allowed me to attend the Lilly Conference on Evidence-Based Teaching and Learning in Austin. I was able to network with colleagues from (list one or two peer or aspiration institutions here). Among many things learned at the conference, I discovered (insert achieved personal conference objective; the following sentence is included as an example) a unique method to assign peer projects that I firmly believe will increase the quality of student work in my senior seminar course and have students to produce more work without greatly increasing the time needed on my part to grade the extra material. Thank you again.



Institutions Represented

- Abilene Christian University
- Angelo State University
- Appalachian State University
- Ashford University
- Austin Community College
- AVID
- Ball State University
- Baylor University
- Barry University
- Bloomsburg University of Pennsylvania
- Brigham Young University, Hawaii
- California Lutheran University
- California State University, Chico
- California State University, San Bernardino
- Central Piedmont Community College
- Chatham University
- City University of Seattle
- Clayton State University
- Clemson University
- Concordia University Wisconsin
- Connections Learning
- Cornell College
- CUNY, York College
- CUNY, Queensborough College
- Dalton State College
- DePaul University
- DeVry University
- Drexel University
- Eisenhower Medical Center
- Ferris State University
- GateWay Community College
- Gilmore Charleston County School District
- Graceland University
- Grand Valley State University
- Hamline University
- GB Group
- High Point University
- Huston-Tillotson University
- International Teaching Learning Cooperative
- Johns Hopkins University
- Johnson & Wales University
- Kent State University
- Kent State University, Stark
- Kettering University
- Lamar Institute of Technology
- Miami University
- Michigan State University
- Minnesota State University
- Mott Community College
- Mount Royal University
- Nellis Air Force Base
- North Carolina A&T State University
- North Dakota State University
- Northeastern University
- Northeastern State University
- Ohio State University Agricultural Technical Institute
- Palo Alto College
- Prairie View A&M
- Purdue University
- Rhodes College
- Rice Middle School
- Rose-Hulman Institute of Technology
- Sam Houston State University
- San Antonio College
- Santa Clara University
- San Jacinto College Central
- San Jacinto College North
- San Jacinto College South
- Shenandoah University
- South Puget Sound Community College
- South Texas College
- Southern Connecticut State University
- Southwestern Oklahoma State University
- St. Anthony Family Medicine Residency
- St. Cloud State University
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- University of North Carolina, Pembroke
- University of San Diego
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- University of Tennessee, Knoxville
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- University of Washington, Bothell
- University of Wisconsin, Stevens Point
- US Army Academy of Health Sciences
- US Army Medical Department Center and School
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- Western University
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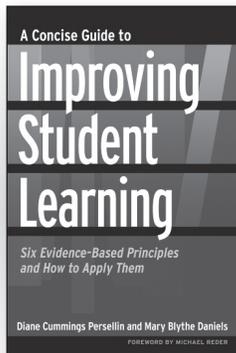
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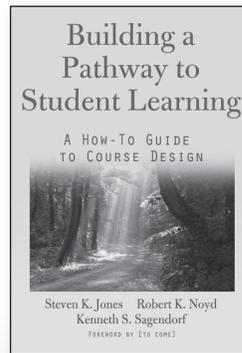
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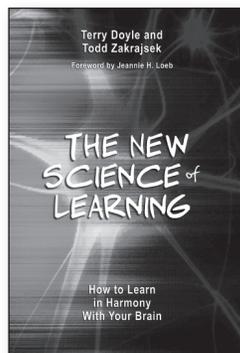
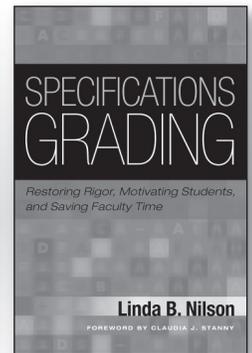
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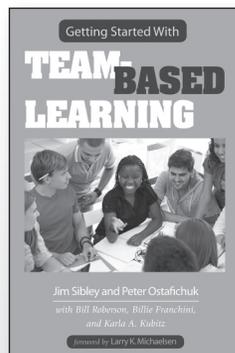
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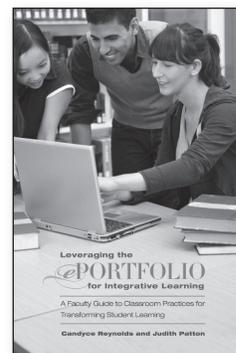


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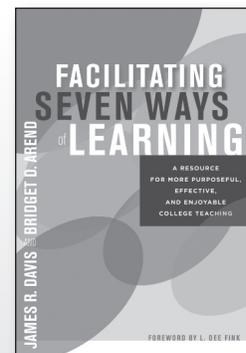


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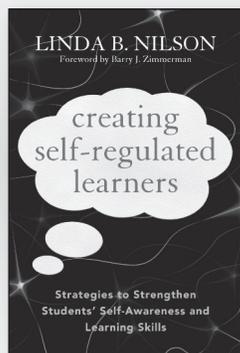
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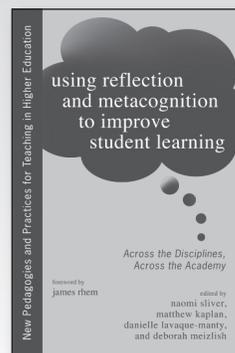
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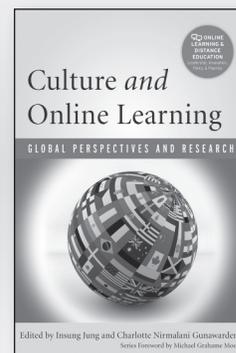
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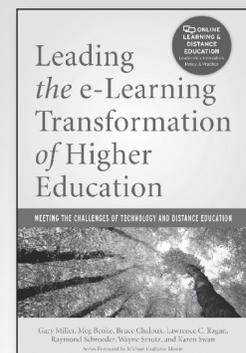


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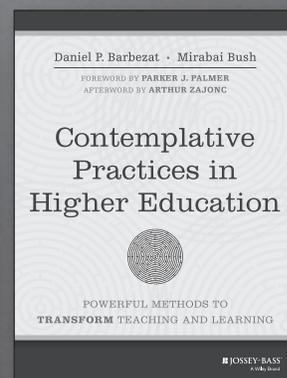
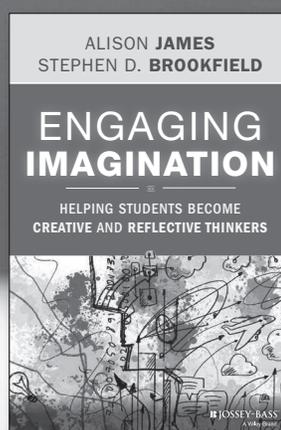
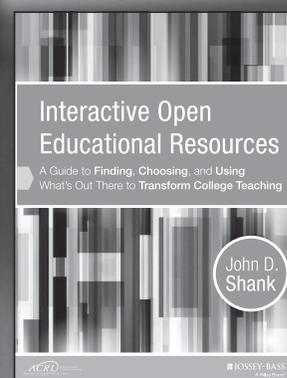
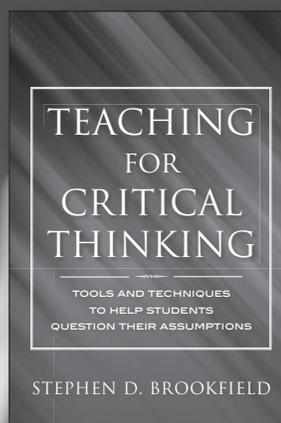
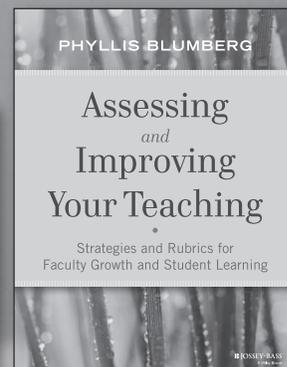
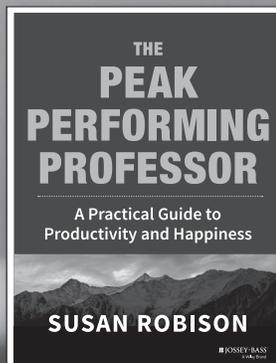
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