

LILLY CONFERENCES

ITLC | International Teaching  
Learning Cooperative, LLC

ITLC Lilly-Austin  
2025



DRAFT

CONFERENCE PROGRAM

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**Welcome!**

Lilly-Austin  
2025



CONFERENCE PROGRAM

# Navigating the Conference

## General Information

### Ethos

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

As a result, we must insist that individuals participating in the conference:

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

### Giveaways

**Conference drawings** will be held during the networking session on Monday afternoon and at the Roundtable Session on Wednesday morning. Drawings include: one free ITLC Lilly conference registration, books (on display at the conference registration area), Educational Blueprint Desktop tools, and swag from *The Scholarly Teacher*!

### Communication

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

## **Name Tags**

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

## **Meals**

Your conference registration includes:

- Monday - Afternoon Refreshments, Poster Reception
- Tuesday - Breakfast, Lunch, Afternoon Refreshments, and Poster Reception
- Wednesday - Breakfast

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

## **Participation**

This is an evidence-based conference. Presenters may ask that you provide a session evaluation at the conclusion of their presentation, either via a paper handout or a QR code. These evaluations are intended for professional growth, and presenters may include the forms in tenure and promotion materials. They are important feedback to the presenters; your feedback is appreciated.

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

We encourage participants to take the evenings off to network and socialize together. Austin is an amazing city with natural beauty, live music, and world-class shopping and restaurants.

## **Lilly Lounge - Dover**

Need a quiet place to decompress, check email, call the office, call home, or continue a conversation with a peer? Stop by the Lilly Lounge set up in Dover. Don't become overwhelmed by the brisk conference pace. Set aside time to tend to your peace of mind, recharge, or connect with others.

Catch some fresh air in the courtyard or have a quiet sit down to

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

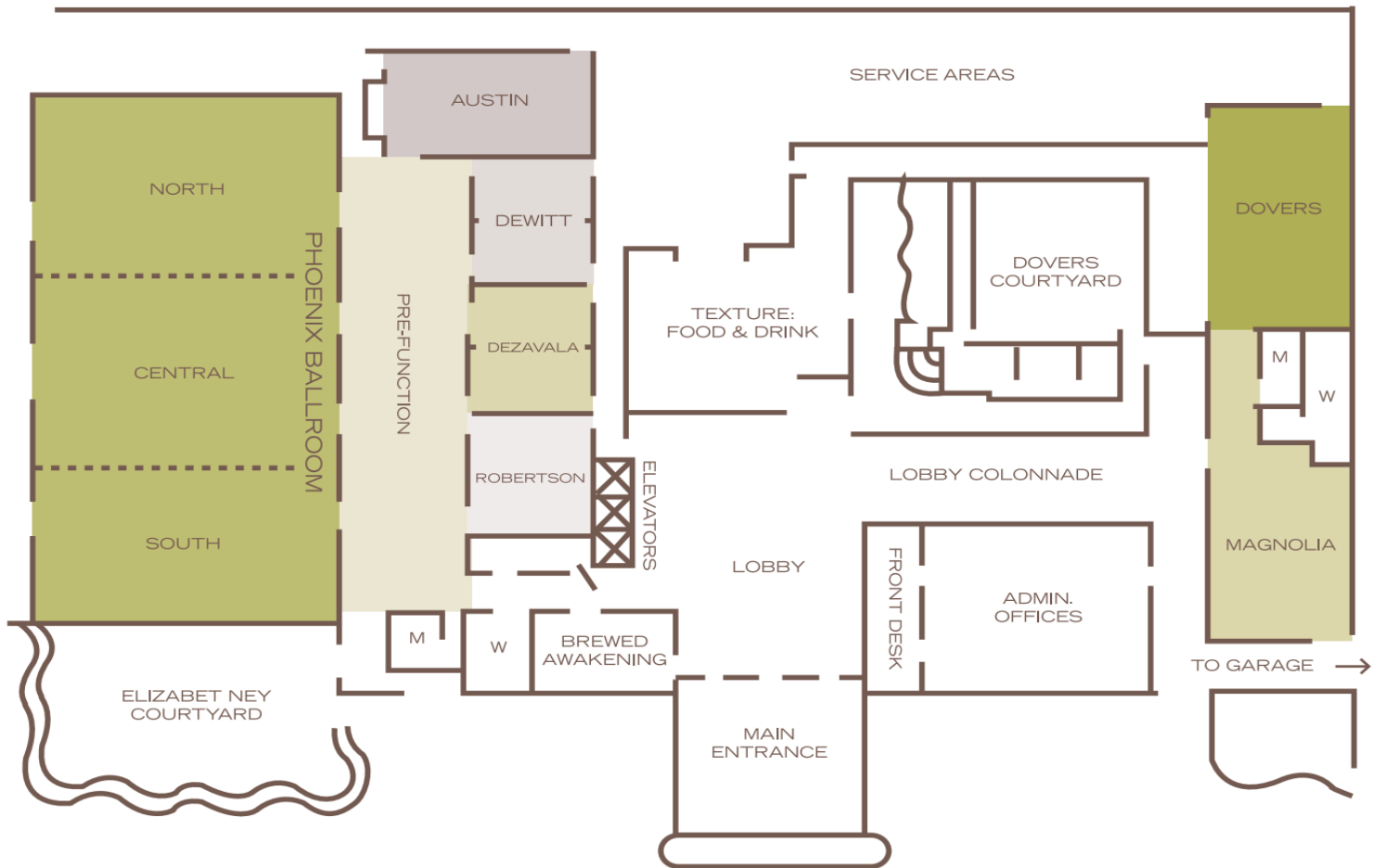
## **Health**

Please use considerate practices while gathering together. Wash your hands using hand sanitizer between sessions, and please wash your hands with soap and water prior to joining the buffet lines or refreshments. If you are not feeling well, we encourage you to rest in your room.

Personal bubble stickers may be applied to nametags as an indicator of desired personal space (e.g., fist bump/handshake welcomed or please wave hello with introductions).

*If you have any concerns during the conference, please come to the conference help desk to speak with an ITLC Lilly Staff Member*

# Conference Venue Overview



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# Agenda

at a glance



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**TO COME**

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# Keynote Address



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# Keynote I

## Monday, May 19, 2025



### **A New Old Game: Breaking Rules for a Different Tomorrow?**

*Laura Pipe, University of North Carolina at Greensboro*

**Key Statement:** Unpack how academia's colonial "rules of the game" exclude many, and discover tools to rewrite, resist, and rethink the "game" of learning.

**Keywords:** UDL, Inclusive Teaching, Decolonial Practice

As educators, we must acknowledge that the academy still “plays by rules” rooted in colonizing practices, leaving many on the sidelines. For decades, we have discussed the symptoms without addressing the root of the problem—the “game” of learning is, indeed, fixed. Under these rules, the academy reproduces systemic approaches that, at best, ignore, and at worst, target the well-being, dignity, and curiosity of many. In this keynote, participants will reflect on their own practices through the lens of tender resistance (Tanaka, 2017), a philosophy that recognizes the tension between participating in a system built to maintain colonization and being critical, hopeful, and active in dismantling it. Together, we will explore potential tools for disrupting the game and engage in both micro and macro action planning that delinks learning from the colonial “promise of modernity” (Mignolo & Walsh, 2018).

#### *Outcomes:*

1. Critically analyze how colonial practices shape the "rules of the game" in academia and their impact on equity and inclusion in learning environments.
2. Explore strategies for implementing tender resistance to challenge systemic inequities while fostering dignity, curiosity, and well-being in educational spaces.

3. Develop actionable plans for disrupting entrenched practices at both micro and macro levels to "rewrite the game" and delink learning from colonial frameworks.

Laura Pipe, Ph.D., directs the University Teaching and Learning Commons at UNC-Greensboro and is a sports sociologist actively teaching in sports studies and kinesiology. As an Indigenous scholar (Haudenosaunee/Tuscarora descent), she focuses on fostering reciprocal, curiosity-driven learning relationships. With over two decades of experience, Laura specializes in integrated learning and high-impact teaching practices. Her scholarly interests include Indigenous and decolonial pedagogies, action sports, and Native traditions in health. Her latest work, *Ignite: A Decolonial Approach to Higher Education through Space, Place & Culture* (Pipe & Stephens, 2023), combines theory, practice, and acts of tender resistance to challenge colonized learning concepts.

# Keynote 2

## Tuesday, May 20, 2025



### **When Students Check Out: 5 Strategies for Student Engagement**

*Lauren Cardon, The University of Alabama*

**Key Statement:** This session focuses on how to engage our students through our instructional methods, assignments, curricular structure, and even the tone we adopt in the classroom.

**Keywords:** Inclusion, Engagement, Access

One of the most common issues facing faculty is student disengagement: students seeming “checked out,” not participating or taking initiative, or even just disappearing from the class. In this workshop, we look at the underlying reasons for this disengagement, as well as why many of our go-to “solutions” don’t seem to work.

Drawing from research in critical pedagogy, cognitive science, and psychology, I discuss how faculty can promote student agency and belonging—the cornerstones of engagement—by integrating four inclusive values. We will then go over five strategies to foster student engagement in the forms of participation, intrinsic motivation, lifelong learning, and critical thinking.

If you have struggled to get students talking, meeting deadlines, paying attention, or even just showing up, this workshop is for you. Join me to develop specific approaches for course design, student-centered learning, and assessment that research has shown can engage students... and keep them tuned in.

*Outcomes:*

1. Explain at least three research-based reasons why students “check out.”
2. Identify (and be able to integrate) four inclusive values that foster student belonging, engagement, and critical thinking.
3. Develop specific in-class activities and instructional methods to promote student engagement and critical thinking.

Lauren S. Cardon is an Associate Professor of English at the University of Alabama, with a PhD from Tulane University. She has authored three academic monographs on American literature, as well as a co-authored monograph on DEI pedagogy titled *Inclusive College Classrooms: Teaching Methods for Diverse Learners* (2022), published by Routledge. In addition, she has published pedagogical articles in *Change: The Magazine for Higher Learning*, *South Atlantic Review*, and the collection *Quick Hits: Teaching with Digital Humanities* (University of Indiana Press), and she runs the website and blog Teaching Interventions with Cassander L. Smith. Currently, she serves as the Director of Graduate Studies in the Department of English at the University of Alabama.

# Keynote 3

## Wednesday, May 21, 2025



### **Leveraging Classroom Formative Feedback: Tools and Techniques for Enhancing Learning**

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

**Key Statement:** Discover practical formative feedback tools and techniques to enhance learning, support diverse student needs, and improve teaching effectiveness in college and university classrooms.

**Keywords:** Formative Feedback, Engagement, Reflection

Formative feedback is a powerful tool that transforms teaching and learning, but many educators struggle with how to effectively integrate feedback mechanisms into their classroom practices. This session explores innovative, practical strategies for using formative feedback tools that cater to diverse student needs across various disciplines. Attendees will discover how feedback, when employed effectively, not only informs students of their progress but also guides instructors in adapting their teaching to foster deeper understanding and engagement.

Participants will engage in hands-on demonstrations of cutting-edge digital tools and low-tech methods that facilitate immediate, actionable feedback. Drawing on research-based approaches, this session will provide actionable insights and adaptable

techniques suitable for large lectures, small seminars, and everything in between. Attendees will leave equipped with new strategies to cultivate a feedback-rich learning environment that drives student success, supports reflective practice, and enhances overall teaching effectiveness.

*Outcomes:*

1. Describe at least three formative feedback tools suitable for diverse classroom settings and student needs.
2. Design feedback strategies that provide actionable insights to students and inform instructional adjustments to enhance learning outcomes.
3. Evaluate the effectiveness of formative feedback techniques in promoting student engagement, understanding, and reflective practice in their own teaching contexts.

Todd D. Zakrajsek, PhD, is an Associate Research Professor in the School of Medicine (SOM) at the University of North Carolina at Chapel Hill. He develops resources for faculty on teaching/learning, leadership, and publishing. Prior to joining the SOM he was a tenured associate professor of psychology and built faculty development efforts at three universities.

Todd has served on many educationally related boards and work groups during his four decades of teaching and faculty development. He has also consulted with organizations such as The American Council on Education (ACE), Lenovo Computer, Microsoft, and the Bill & Melinda Gates Foundation. For the past 20 years, Todd has directed Lilly Conferences on evidence-based teaching and learning and is the editor of *The Scholarly Teacher*, an online resource for faculty in higher education. Todd's recent books include *Classroom Assessment Techniques*, 3rd ed. (2024, with Tom Angelo), *Teaching at Its Best*, 5th ed. (2023, with Linda Nilson); *The New Science of Learning*, 3rd ed. (2022); *Teaching for Learning*, 2nd ed. (2021, with Claire Major and Michael Harris); *Advancing Online Teaching* (2021, with Kevin Kelly); and *Dynamic Lecturing* (2017, with Christine Harrington). Todd has given more than 300 campus workshops, conference presentations, and keynote addresses in 49 states, 12 countries, and 4 continents.

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Monday  
May 19th, 2025

# **Daily Schedule**



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# Monday, May 19th

## Schedule at a Glance

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11:30 am - 5:45 pm

Registration/Help Desk Opens!

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1:00 PM - 1:30 PM

Phoenix Ballroom

Conference Welcome & Opening Remarks  
Todd Zakrajsek

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1:30 pm - 2:30 pm

Phoenix Ballroom

Keynote 1

***A New Old Game: Breaking Rules for a Different Tomorrow?***

Laura Pipe, UNC Greensboro

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2:50 pm - 5:50 pm

Concurrent Sessions 3–6

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5:45 pm - 6:45 pm

Poster Reception I

Dover

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Enjoy Dinner and Evening on Your Own!

Concurrent Session 3  
2:50 pm - 3:30 pm

3a) Phoenix South

**Using AI and LMS Tools to Build a "Create Your Own Adventure" Module for Case-Based Learning**

*Angela G. Clendenin, Texas A&M University School of Public Health*

**Key Statement:** Experiential, case-based learning brings classroom concepts to life. Using AI/LMS integration enables students to explore and apply lessons in a virtual scenario. Come experience the adventure!

**Keywords:** LMS Tools, AI in the Classroom, Case-Based Learning

**Subtheme:** Instructional Methods; AI/Technology in the Classroom

Imagine becoming a public health professional and responding to a disaster without ever leaving the classroom. With the rapid growth and integration of AI into existing Learning Management Systems, the opportunity to use branching scenario technology to bring real world applications to the classroom is here! This session will demonstrate how using AI tools allows students to work through a disaster scenario in teams, making decisions as public health professionals, and then realizing the outcomes through a "create your own adventure" style of case-based learning. Different approaches to assessing student outcomes with this interactive activity will also be presented.

*Outcomes:*

1. Describe the impact of case-based "create your own adventure" activities on student learning outcomes.
2. Analyze different assessment approaches to measure student learning when implementing branching scenario activities into the classroom.
3. Describe potential use-cases for branching scenario implementation in different disciplines and courses.

### 3b) Austin

#### **Feedback in Focus: Understanding and Overcoming Barriers to Effective Communication**

*Jennifer Summers, University of Illinois Chicago*

**Key Statement:** This session explores feedback's complexities, helping participants improve communication, overcome barriers, and enhance skills as both givers and receivers of feedback.

**Keywords:** Professional Communication, Barriers, Resilience

**Subthemes:** Classroom Community/Culture, Grading/Ungrading/Providing Feedback to Students

Giving and receiving feedback is a daily practice in many areas of our lives, but it is more complicated than it may seem. This session draws from social psychology, anthropology, and teaching scholarship to explore the complexities of feedback. We will address barriers like truth, identity, and relationship triggers, using insights from Stone and Heen (2015) to understand their impact on communication. Participants will also analyze common feedback strategies and explore new approaches tailored to the receiver's needs for better integration. Additionally, we'll demonstrate how mastering feedback enhances professional resilience for students, new professionals, and educators alike.

#### *Outcomes:*

1. Identify three types of barriers that impact one's ability to internalize and utilize professional feedback.
2. Differentiate between appreciative, coaching, and evaluative feedback.
3. Apply at least one strategy to give feedback that prompts a greater likelihood of success for feedback integration.

### 3c) DeWitt

#### **How to Improve Team Skills Through Team-Based Learning**

*Heather Hudson, Baylor University*

**Key Statement:** Teaming and collaboration are necessary skills in today's world. Utilizing team-based learning not only helps students to refine these skills but also helps facilitate learning.

**Keywords:** Teaming, Team-Based Learning, Building Teams

**Subtheme:** Instructional Methods; Interactive Instruction

Collaborative and team-based skills are becoming more critical in today's work environment. Group or team work often gets a bad rap and ends in frustration because students as well as members of the workforce are often expected to form a team and then function effectively with little to no real training or practice utilizing these skills. Team-based learning has demonstrated positive outcomes for learners from the perspective of increased engagement with course content, increased confidence, and increased overall learning while also helping students refine collaborative skills. The overarching goal of this presentation is to allow participants to experience team-based learning.

*Outcomes:*

1. Describe team-based learning.
2. Identify a course where team-based learning can be implemented.
3. Practice and apply team-based learning skills.

**3d) DeZavala**

**Building and Strengthening Essential Professional Skills Through Liberal Arts**

**Approaches**

*Anna Kuthy, Brescia University*

**Key Statement:** Business leaders emphasize the urgent need to develop/strengthen essential (critical) employee professional skills. Liberal arts approaches to pedagogy effectively address identified areas for employee development.

**Keywords:** Professional (Essential) Skills, Liberal Arts, Professional Leadership

**Subtheme:** Instructional Skills; Indirect Instruction

Faculty professional development (PD) in teaching and learning (T&L) utilizes practice and application of four skill sets: communication, critical thinking, assessment, and metacognition. On the other hand, business leaders name the same skills as most needed in the employees now and in the future job market. Based on the experience of a successful initiative, this session models the achievement of two goals: (1) how to strengthen faculty's ability to teach essential professional skills and (2) how to turn materials developed for faculty PD into tools for employee professional skills development, thereby connecting universities with community business partners.

*Outcomes:*

1. Recognize the difference between defining, practicing, and teaching essential professional skills.
2. Develop tools to strengthen faculty T&L strategies of essential skills through approaches embedded in liberal arts.
3. Transfer those T&L strategies of critical, professional skills to adult, working populations of employees.

**3e) Robertson**

**Empowering Critical Skills Through Experiential Learning: Transforming Entrepreneurship Education for the 21st Century**

*Maritza Soto, University of Puerto Rico Mayaguez*

*Norma Gomez, University of Puerto Rico Mayaguez*

**Key Statement:** This session explores experiential learning strategies to develop critical skills in entrepreneurship education, fostering student engagement, creativity, and real-world problem-solving for the modern workforce.

**Keywords:** Experiential Learning, Entrepreneurship Education, Skill Development

**Subtheme:** Experiential Learning; Interactive Instruction

This session delves into the integration of experiential learning tools in entrepreneurship education to enhance the development of critical skills such as problem-solving, creativity, and adaptability. By leveraging practical, hands-on activities and real-world challenges, educators can create more engaging and

impactful learning environments that better prepare students for the complexities of the modern entrepreneurial landscape. The session will present both theoretical frameworks and practical approaches to implementing these tools, offering insights for instructors aiming to foster deeper learning and skill acquisition. Attendees will leave with actionable strategies to transform their entrepreneurship courses through experiential, student-centered teaching methods.

*Outcomes:*

1. Design experiential learning activities that foster critical skill development in entrepreneurship education.
2. Evaluate the effectiveness of hands-on, student-centered approaches for enhancing problem-solving, creativity, and adaptability in learners.
3. Apply practical strategies to integrate experiential learning tools into their own teaching practices to improve student engagement and real-world readiness.

**3f) Phoenix North**

**Breaking the Syllabuster: How Interactive Syllabi Spark Student Engagement**

*Sandy Diec, University of Houston*

*Aayna Shamsi, University of Houston*

*Cole Wilder, University of Houston*

**Key Statement:** Tired of the traditional “syllabuster”? This session reimagines syllabi as dynamic tools that transform course introductions, fostering student engagement, curiosity, and deeper human connection.

**Keywords:** Syllabus, Inclusive Course Design, Learner-Centered Teaching

**Subthemes:** Instructional Skills; Classroom Community/Culture

Tired of the traditional “syllabuster”? This session reimagines syllabi as dynamic tools that transform course introductions, fostering student engagement, curiosity, and deeper human connection before day one. Learn how this approach encourages learners to engage with course expectations, reflect on their goals, and ask questions, while providing instructors with valuable insights for creating inclusive learning

environments. Ideal for faculty seeking learner-centered strategies, attendees will leave with ideas to make their syllabi more interactive and impactful.

*Outcomes:*

1. Describe the key features and purpose of an interactive syllabus.
2. Evaluate how the interactive syllabus fosters learner engagement with course expectations and encourages reflection on personal motivation, goals, and challenges.
3. Identify ways to adapt the interactive syllabus to meet learners' needs and create a more inclusive and responsive learning environment.

## Concurrent Session 4

3:50 pm - 4:10 pm

### 4a) Phoenix South

#### **Building Trust to Enhance Learning Outcomes: Strategies for Educators in Higher Education**

*Rachel Gallardo, Blinn College*

**Key Statement:** Faculty can boost student learning by building trust. Transparency, collaboration, and inclusivity create a positive and productive environment for effective learning to occur.

**Keywords:** Trust, Classroom Learning, Student Outcomes

**Subthemes:** Classroom Community/Culture; Instructional Skills

One key component of a productive learning environment is trust, and yet many faculty are lost on how to build this important interpersonal skill with their students. The quality of student-teacher classroom interactions and colleague-colleague comradery is important to sustain a positive learning environment. In my presentation, I will share research to help the audience understand the importance of establishing trust and what to do if this important dynamic is broken.

*Outcomes:*

1. Define trust. Discuss the research surrounding trust in higher education environments as it pertains to faculty burnout, productivity, and engagement.
2. Discuss the key dynamics that influence trust in the classroom and at our institutions.
3. Discuss best practices on how to build trust with our students and colleagues.

#### 4b) Austin

### **Understanding and Managing Emotions in the Classroom Using Zembylas's Research**

*Marilyn Preston, Metro State University*

**Key Statement:** This presentation explores how educators can understand and manage classroom emotions using Zembylas's research, offering practical strategies for fostering positive learning environments.

**Keywords:** Classroom Dynamics, Emotional Labor, Teacher Well-Being

**Subtheme:** Instructional Skills; Resiliency/Self-Care/Mindfulness

Understanding and effectively managing emotions in the classroom is crucial for creating an environment conducive to learning. Drawing on the work of Michalinos Zembylas, this presentation explores the role of emotions in teaching and learning, focusing on how educators can navigate the emotional complexities of the classroom to foster more inclusive and productive educational experiences. Participants will gain practical strategies for recognizing and addressing the emotional dynamics at play in their classrooms, with the goal of enhancing both student engagement and teacher well-being.

#### *Outcomes:*

1. Explore Zembylas's theoretical contributions: Provide an overview of Zembylas's key ideas on the role of emotions in education, including emotional labor, emotional regulation, and the concept of "emotional capital."

2. Apply theory to practice: Offer practical strategies for educators to manage their own emotional responses and support the emotional well-being of their students.
3. Encourage reflective practice: Prompt participants to reflect on their own emotional experiences in the classroom and how these can inform their teaching practice.

4c) DeWitt

### **Negotiating Power Relations Between Professors and Their International Students**

*Ban Phung, Brigham Young University- Hawaii*

**Key Statement:** Using Hofstede's Power Distance Index framework, strategies are offered to enhance communication and respect between teachers and their international students by understanding classroom power dynamics.

**Keywords:** Classroom Community, International Students, Cultural Practices

**Subtheme:** Classroom Community/Culture; Instructional Methods

Using Hofstede's Power Distance Index (PDI), this presentation explores power dynamics between international students and their teachers. High PDI cultures accept hierarchy, while low PDI cultures prefer equality and collaboration. Understanding these power expectations helps teachers improve communication across cultures. Drawing from experience at a highly diverse university with students from over 70 countries, insights are offered for managing cultural diversity in education. Participants will gain strategies to enhance their understanding of power roles, create a supportive learning environment, and discover specific activities to help teachers better navigate power dynamics from both high and low PDI backgrounds.

#### *Outcomes:*

1. Understand Hofstede's Power Distance Index (PDI) and the importance of power expectations within a diverse classroom setting.
2. Learn how to manage hierarchical differences effectively, creating a more inclusive and collaborative classroom environment that respects diverse cultural perspectives on authority.

3. Discover specific activities to help teachers better navigate power dynamics between teachers and their students from both high and low PDI backgrounds.

4d) Dezavala

### **A Practical Application of Relationship-Rich Education in Undergraduate Classrooms**

*Randall D. Swain, Eastern Kentucky University*

**Key Statement:** This analysis examines the results of applying Felten and Lambert's (2020) relationship-rich educational approach to cultivating higher levels of student success in a general education level college classroom.

**Keywords:** Student Success, Student Satisfaction, Content Retention

**Subtheme:** Classroom Community/Culture; Instructional Methods

This analysis examines the results of applying Felten and Lambert's (2020) relationship-rich educational approach to cultivating higher levels of student success in a general education level college classroom. Data compiled from student course evaluations drawn from eight classes over the past two years suggests that while the critique of this approach—the time intensive efforts required to implement the strategy—has merit, the rewards of this approach in terms of student retention of overarching course concepts and overall course satisfaction may outweigh the caveats in the long run.

#### *Outcomes:*

1. Describe Felten and Lambert's relationship-rich educational model.
2. Identify alternatives to cultivating student relationships during and outside of class.
3. Describe your process for enhancing instructor-student relationships on an individual basis during class time.

4e) Robertson

### **Student Success With Industry Professionals as Instructors in Higher Education**

*Jingtian Li, University of the Incarnate Word*

**Key Statement:** Hiring industry professionals to teach classes increases students' understanding of their careers. See how we run a master's program with experts from the field.

**Keywords:** Program Design, Online Learning, Higher Education

**Subtheme:** Course/Curriculum (Re)Design; Teaching Online

This presentation describes how an online master's program is taught mostly by veterans from the industry. Direct connection to the industry improves students' understanding of the field, better prepares them for a successful career, and helps them win the competition in a difficult job market. To ensure the quality of the class, extensive training is required so the instructors know the expectations and format of the courses. Close observations are needed to capture and manage issues. A carefully crafted schedule is needed to avoid time constraints. Although more management is needed, the benefits outweigh the effort.

*Outcomes:*

1. Learn the pros and cons of hiring people from the industry to teach classes.
2. Learn how to manage a team of online faculty and help them teach a good class.
3. Understand the limitations and details of finding a good candidate.

**4f) Phoenix North**

### **Student Engagement in Online/Flexible Classes**

*Tracy Matthies, Blinn College District, Brenham Campus*

**Key Statement:** Having trouble connecting with online students? Join our session for tips and tricks to connect, engage, and create a supportive environment from Day 1.

**Keywords:** Online Learning, Supportive Environment, Timely Feedback

**Subthemes:** Course Design and Instructional Methods ; Teaching With Technology

Student engagement is critical for effective learning and academic success. Engaged students exhibit motivation, participate actively, and demonstrate a deeper understanding of material. Strategies to enhance engagement include interactive teaching methods, real-world relevance, and collaborative projects. Implementation can be challenging in an online teaching model. Online instruction relies on digital platforms, promoting flexibility but requiring robust digital engagement strategies. We will share how, from the first day of class, providing timely, constructive feedback and creating a supportive, inclusive environment also play a key role. By fostering an engaging classroom, we can stimulate students' interest, promote active learning, and improve academic performance.

*Outcomes:*

1. Create connection with their students.
2. Implement teamwork in online settings.
3. Promote self-paced learning.

## Concurrent Session 5

4:20 pm - 5:00 pm

5a) Phoenix South

### **Collaborative Learning in the Age of AI: Transforming Instructional Methods for the Modern Classroom**

*Regina Bobak, Commonwealth University, Bloomsburg*

*Jessica Briskin, Commonwealth University, Bloomsburg*

**Key Statement:** This presentation offers strategies to boost engagement in synchronous online courses, focusing on building online presence, interactive tools, and fostering a connected, motivated learning community.

**Keywords:** Online Learning, Synchronous Learning, Online Presence

**Subtheme:** Teaching Online; Interactive Instruction

This presentation explores effective strategies to boost engagement in synchronous online courses, helping educators create interactive and dynamic learning environments. Emphasizing the importance of online presence, we'll discuss

techniques for establishing a relatable, approachable instructor persona that fosters trust and connection. We'll cover methods such as live polls, breakout rooms, interactive discussions, and collaborative tools to keep students actively involved. Participants will gain insights into balancing lecture time with engaging activities, fostering peer interaction, and using technology to enhance learning outcomes. Practical examples will illustrate sustaining energy, encouraging participation, and building a strong online community for motivated learning.

*Outcomes:*

1. Identify strategies to foster active student participation in synchronous online courses.
2. Develop techniques to establish a strong online presence that enhances student connection.
3. Implement methods to support a sense of community in virtual learning environments.

**5b) Austin**

**Movement: Energizing Activities That Decrease Fatigue and Increase Attention**

*Lynn Meade, University of Arkansas*

**Key Statement:** Movement based learning activities increase engagement and enhance creativity. Come and experience new objective-based movement activities and learn new twists on old classics.

**Keywords:** Active Learning, Engagement, Energizing Activities

**Subtheme:** Interactive Instruction; Experiential Learning

The "mind can only digest what the butt can endure," and our students are asked to endure a lot. I will share research on the cognitive and engagement benefits of incorporating movement into college courses; demonstrate numerous active learning activities that incorporate purposeful movement, suitable for small seminars or large lecture settings; and guide participants through hands-on experiences with original "movement-infused" activities. I will provide new twists on the classics like gallery

walks, be counted, and cross the line, and then facilitate a discussion where participants share their own creative ideas for adding movement to their classes.

*Outcomes:*

1. Explain how strategic movement can positively impact student attention, information retention, and creative thinking in the college classroom.
2. Experience firsthand the effects of movement-infused active learning activities.
3. Discuss strategies for maximizing benefits and overcoming common barriers to incorporating more movement in the college classroom.

**5c) DeWitt**

### **Using Advocacy Exercises to Promote Academic Identity and Ownership**

*Timothy Schoenfeld, Belmont University*

**Key Statement:** Many students fail to connect with their disciplines. Practicing advocacy in a neuroscience class boosted attitudes related to STEM persistence. Come brainstorm for your class!

**Keywords:** Advocacy, STEM, Identity

**Subtheme:** Course/Curriculum (Re)Design; Experiential Learning

Many science students leave their discipline by graduation. To combat this, educators use laboratory and research experiences to foster positive scientific attitudes. Here, a non-laboratory Neuroscience pilot course was structured around advocacy to determine if advocacy-themed exercises would also enhance student attitudes, using the Persistence in the Sciences (PITS) questionnaire. At the end of the semester, students in the advocacy class, but not a comparable control course, scored higher in PITS, suggesting targeting advocacy can enhance students' scientific identity and ownership. Practicing advocacy is applicable to all disciplines, however, and this workshop will help faculty brainstorm ideas for their courses.

*Outcomes:*

1. Compare and contrast how advocacy relates to their academic discipline.
2. Adapt advocacy exercises to fit within the current structure of their class periods.

3. Construct plans for assignments and/or projects for students to practice advocacy online and in their local communities.

## 5d) Dezavala

### **Rules of Engagement: Exploring Learning Barriers Through Games**

*John Burnam, Trinity University*

*Katherine A. Troyer, Trinity University*

**Key Statement:** Experience student learning anxiety through a game without instructions, reflecting on scaffolding's importance, and exploring strategies for clear, empathetic, and accessible course design.

**Keywords:** UDL/DEI, Instructional Methods, Instructional Skills

**Subthemes:** UDL DEIB; Instructional Methods

Understanding student anxiety can transform teaching practices. In this session, participants will engage in a game without instructions to simulate the experience of tackling new material without clear guidance. This activity provides a visceral understanding of how scaffolding and structure can help alleviate anxiety and improve learning outcomes. Framing the conversation around principles of transparency and empathy, attendees will discuss strategies to better support students, create meaningful connections, and design courses with clarity and accessibility in mind.

#### *Outcomes:*

1. Experience and analyze the impact of unclear instructions on learning and engagement.
2. Reflect on the importance of scaffolding and structure in reducing student anxiety.
3. Develop strategies to support students through clear, empathetic course design.

## **Excel-ling in College: Addressing Student Gaps With Practical Data Skills**

*Jeanne Haslam, Georgia College & State University*

**Key Statement:** Across disciplines and meeting a skill need, Excel Bootcamps are helping students bridge the gap with data literacy providing immeasurable essential skills.

**Keywords:** Data Literacy, Cross-Disciplinary, Student Gaps

**Subtheme:** Assessment; Course/Curriculum (Re)Design

As data-driven decision-making becomes increasingly essential across disciplines, proficiency in data management emerged as a fundamental skill for college students. However, a systemic gap in students' knowledge and experience with Excel has created a widespread but siloed challenge across courses, disciplines, and colleges. Might your institution have similar gaps in knowledge that could be addressed more systemically? Discover how one institution is discovering said gaps and creating solutions, across colleges, for their students.

Using Excel as our primary focus, this session will be easily adaptable for other identified knowledge gap needs. With the goal of streamlining faculty efforts, reducing redundant teaching hours, and equipping students with the skills needed, join us to explore how our approach transformed an isolated instructional burden into a cohesive institutional initiative, improving student learning outcomes and maximizing teaching resources.

### *Outcomes:*

1. Be able to determine the need for providing Basic Excel Bootcamps for student success.
2. Construct their own strategy and consider the viability of offering skill-based workshops across disciplines.
3. Have a basic blueprint to develop this impactful student-facing resource.

## **Practical Strategies to Cultivate Resilience in Faculty and Students**

*Lindsey R. Hamilton, Bates College*

*Eric Dyer, Bates College*

**Key Statement:** Learn practical strategies to cultivate resilience in both faculty and students through community-building, effective learning strategies, and reflective teaching practices.

**Keywords:** Resilience, Community, Learning Strategies

**Subthemes:** Resiliency/Self-Care/Mindfulness; Classroom Community/Culture

Resiliency is essential for both faculty and students to navigate the challenges of higher education. This session explores evidence-based strategies for fostering resilience by leveraging community support, integrating effective learning strategies, and modeling reflective practices. Participants will engage in actionable approaches that can be implemented in short time frames to support student success and maintain faculty well-being. By focusing on practical interventions and messaging, educators can create learning environments that promote persistence and engagement, ultimately fostering a culture of resilience for all.

### *Outcomes:*

1. Identify practical strategies educators can implement to cultivate resilience in themselves and their students.
2. Develop an action plan to incorporate community-building and effective study strategies into their teaching practices.
3. Reflect on their current teaching practices and identify opportunities to foster resilience through messaging and classroom interventions.

## **Concurrent Session 6**

5:10 pm - 5:50 pm

**6a) Phoenix South**

### **Addressing Academic and Social-Emotional Needs Through Student Learning Spaces**

*Sarah Hosch, Oakland University*

*Gerard Madlambayan, Oakland University*

**Key Statement:** Come learn how to foster your student's sense of belonging! Pairing academic support with community building can create inclusive learning spaces to promote student success.

**Keywords:** Belonging, Community, Collaborative Learning

**Subthemes:** UDL DEIB; Classroom Community/Culture

A strong sense of belonging is critical for students' academic success and retention, particularly for historically underrepresented students in STEM fields. At our mid-sized public institution, with significant populations of minority (27%), first-generation (28%), and Pell grant recipient (43%) students, the introductory biology course faces concerning DFWI rates and equity gaps. To address both academic and social-emotional student needs, Biological Sciences faculty envisioned and established a novel collaborative space, the BIO Learning Lounge, combining peer-led mentoring with community building. Preliminary findings indicate enhanced student engagement, success, confidence, and sense of belonging, suggesting an effective model for inclusive STEM education.

*Outcomes:*

1. Define the role of sense of belonging in undergraduate student success.
2. Identify key elements of successful learning spaces that contribute to improved student confidence and sense of belonging.
3. Brainstorm strategies to intentionally combine academic support with community building, while maintaining focus on equity and inclusion.

**6b) Austin**

### **Exploring THREE Alternative Grading Strategies**

*Lynn Eaton, University of Mary Hardin-Baylor*

**Key Statement:** Research shows that grades matter greatly to students. WHAT and HOW we grade influences what and how students study and how deeply they learn.

**Keywords:** Alternative Grading, Effective Grading, Nontraditional Grading

**Subthemes:** Grading/Ungrading/Providing Feedback to Students, Course/Curriculum (Re)Design

Research shows that grades matter greatly to students. WHAT and HOW we grade influences what and how students study and how deeply they learn. However, most faculty know that grades are too often inadequate, imprecise, and wildly idiosyncratic indicators of learning. Students complain, cajole, pressure, and sometimes even threaten over grades. They often become gradegrubbers instead of learners. Join us for an engaging session (using Kahoot) exploring nontraditional methods of grading (mastery grading, contract grading, ungrading). Prizes will be presented to the top THREE winners! Don't forget to bring your charged cellphone!

*Outcomes:*

1. Describe three alternative (non-traditional) grading strategies for possible use in their courses.
2. Discuss research claims about learning and grading.
3. Analyze strategies from the session to decide which they may feel most comfortable using with their students.

**6c) DeWitt**

**Fostering Belonging in Asynchronous Online Learning Environments: Unraveling the Impact of Discussion Question Formats**

*Jennifer Vogler, University of Wisconsin-Superior*

**Key Statement:** As education embraces digital transformation, understanding and implementing effective strategies for fostering a sense of belonging in asynchronous online environments becomes imperative for student success. Learn how this can be done!

**Keywords:** Online Learning, Online Discussion Forums, Belonging

**Subtheme:** Classroom Community/Culture; Teaching Online

This presentation delves into the critical exploration of structures that most significantly influence a sense of belonging in this dynamic setting, specifically

emphasizing the role of discussion question formats. This presentation aims to equip educators with actionable insights to enhance the online learning experience by unraveling the intricacies of discussion question formats and their influence on creating a sense of belonging. As education embraces digital transformation, understanding and implementing effective strategies for fostering a sense of belonging in asynchronous online environments becomes imperative for student success.

*Outcomes:*

1. Learn to create a sense of belonging in online learning environments
2. Foster a greater student engagement in discussion forums
3. Develop student perspectives for instructor presence in online discussions.

**6d) Dezavala**

**Student Learning and Satisfaction in Online Communities of Inquiry**

*Wendi L. Benson, Marshall University*

**Key Statement:** Learn about innovative yet feasible research-based strategies for fostering a community of inquiry online synchronously and asynchronously to improve student learning and satisfaction.

**Keywords:** Online Learning, Community of Inquiry, Student Success

**Subtheme:** Classroom Community/Culture; Teaching Online

Results from a quasi-experimental study suggest the effect of community of inquiry (COI) on student satisfaction and learning can depend on class format. This research suggests online instructors can have a substantial impact on students' actual/perceived learning and satisfaction by establishing a strong cognitive presence. They can help students enjoy gaining technical skills by designing an organized course with clear communication (especially in asynchronous classes). They can also improve student performance and course satisfaction by being helpful and encouraging teachers/facilitators. Innovative yet feasible strategies for fostering a COI online to improve student learning and satisfaction will also be presented.

*Outcomes:*

1. Create online classes with a strong cognitive community of inquiry.
2. Create online classes with a strong teaching community of inquiry.
3. Assess the impact of online communities of inquiry on student learning and satisfaction.

**6e) Robertson**

### **Infusing Positive Psychology in the Classroom to Support Well-Being and Student Success**

*Jennifer Graydon, Angelo State University and Austin Community College*

**Key Statement:** Evidence-based positive psychology strategies empower students to identify and utilize their strengths, support well-being, and build the skills needed to persist and thrive. Come see!

**Keywords:** Positive Psychology, Well-Being, Student Success

**Subthemes:** Resiliency/Self-Care/Mindfulness; Classroom Community/Culture

The research suggests rates of student mental health concerns have risen exponentially over the past decades and are linked to poorer outcomes such as lower GPAs and early withdrawal (Abelson, 2022; American College Health Association, 2023; Eisenberg et al., 2009). To address these challenges, evidence-based positive psychology strategies were launched during the SARS-CoV-2 (COVID-19) pandemic to promote student well-being. The purpose of this workshop is to discuss the challenges of college students and the potential of evidenced-based positive psychology interventions to help them to thrive and succeed. When we invest in student well-being and resiliency, we promote thriving communities.

#### *Outcomes:*

1. Summarize national trends and outcomes regarding college and university student mental health and achievement outcomes.
2. Describe common obstacles emerging adults encounter when adjusting to college and university life.

3. Apply and use evidenced-based positive psychology interventions in the classroom to support well-being.

## 6f) Phoenix North

### From Values to Vision: Rethinking Our Approaches to Generative AI

*Troy Hicks, Central Michigan University*

**Key Statement:** Through a writing-to-learn exploration, we will discuss our pedagogical values and consider when, how, and why to integrate Generative AI in disciplinary-specific and ethical ways.

**Keywords:** Generative AI, Active Learning, Pedagogical Values

**Subtheme:** Technology in the Classroom, Classroom Community/Culture

Since ChatGPT revolutionized our understanding of generative artificial intelligence (GenAI) and raised significant concerns about academic honesty, we are settling into a new co-existence with tools like ChatGPT, Gemini, and CoPilot. Still, the use of these tools raises considerable questions for us, both as scholars and educators. Through a writing-to-learn exploration, educators already generally familiar with GenAI tools will articulate their own pedagogical values in relation to GenAI, and then dive deeper into an exploration of when, how, and why they can integrate GenAI in their teaching to support students through disciplinary-specific and ethical approaches.

#### *Outcomes:*

1. Analyze the ethical implications and challenges of integrating generative AI tools in academic settings.
2. Explore pedagogical strategies that align with their values and effectively incorporate generative AI to enhance student learning.
3. Apply disciplinary-specific approaches to using generative AI tools in a manner that promotes academic integrity and supports student development.

Poster Reception I  
5:45 pm - 6:45 pm  
Dover

**(P1) A Community of Practice Aids Implementation of Classroom Undergraduate Research Experiences**

*Carina E. Howell, Commonwealth University - Lock Haven*

**Key Statement:** A Community of Practice (CoP) formalizes collaboration and provides a project framework to implement a publishable undergraduate research experience in a science classroom setting.

**Keywords:** Community of Practice (CoP), Classroom Undergraduate Research Experience (CURE), Technology

**Subthemes:** Experiential Learning, Instructional Methods

Delivering undergraduate courses in genomics at Primarily Undergraduate Institutions (PUIs) is challenging; classroom activities quickly become obsolete as online genome analysis tools are rapidly developed. A Community of Practice (CoP), the Genomics Education Partnership, was developed to provide professional development, software tools, and a project framework that allow PUI faculty to implement publishable research projects in undergraduate courses. The distribution of the research between many undergraduates at many institutions allows the CoP to maximize research productivity and opportunities for up-to-date, hands-on, real-world experiences for undergraduates. An overview of the community, classroom activities, and their pedagogical outcomes will be presented.

*Outcomes:*

1. Identify challenges that come with teaching with technology that is rapidly evolving and how to tackle these challenges.
2. Describe the purpose and the advantages of a Community of Practice (CoP) in the implementation of course-based research projects.
3. Explain how a community of educators in your field can aid one another with professional development and implementation of course based research projects.

## **(P2) Afraid to Excel: A Survey of Student Attitudes and Anxiety Towards Spreadsheets and Microsoft Excel**

*Nadine Gibson, University of North Carolina at Wilmington*

**Key Statement:** Despite its integral role in academic scholarly research, undergraduate students in the social sciences report low proficiency and high anxiety when tasked with analyzing spreadsheets.

**Keywords:** Anxiety, Research Methods, Spreadsheets

**Subtheme:** AI/Technology in the Classroom; Course/Curriculum (Re)Design

Despite the widespread use of spreadsheets in quantitative empirical research, this study finds that undergraduate students report relatively low levels of sophistication and high levels of anxiety when it comes to the use of spreadsheet management software, such as Microsoft Excel. To gauge students' attitudes and anxiety towards spreadsheets, an online survey was administered to 414 undergraduate students enrolled in political science, sociology, criminology, and first-year seminar courses in Fall 2023 through Spring 2025. Preliminary findings highlight the misalignment between the expectations of professors and the reality for many undergraduate students tasked with analyzing spreadsheets.

### *Outcomes:*

1. Identify their own biases when assigning tasks that require the analysis of data in spreadsheets.
2. Learn how to better target resources that meet students' needs for utilizing spreadsheet management software outside of the classroom (i.e., homework).
3. Reimagine the integration of software such as Microsoft Excel and Google Sheets into research methods course curricula.

## **(P3) Can Artificial Intelligence Help Social-Emotional Competence in Teacher Preparation?**

*Lisa Krall, Bemidji State University*

*Lisa Schmitz, Bemidji State University*

**Key Statement:** We studied how a teacher preparation program enhances social-emotional competence by using AI to support problem-solving, healthy practice integration, and classroom task completion.

**Keywords:** Artificial Intelligence, Social Emotional Competency, Teacher Preparation

**Subtheme:** Indirect Instruction; Resiliency/Self-Care/Mindfulness

This study explores the potential of teacher-licensure programs to enhance teachers' social-emotional competence and self-efficacy by incorporating social and emotional regulation techniques, supported by AI conversational agents. Social-emotional competence (SEC) and self-efficacy are essential for effective teaching, as they influence classroom management, student engagement, and overall teacher well-being. This research examines the role of open-source AI in facilitating problem-solving around curriculum issues or promotion of social and emotional competence as framed by CASEL (CASEL, 2024). AI tools serve as a support tool, offering personalized guidance and helping teachers solve daily challenges and complete work.

*Outcomes:*

1. Learn about AI tools and social emotional competency resources to support teaching and learning.
2. Learn how AI tools can support and enhance teacher preparation programs by assisting with idea generation, problem solving, and affirming students' thoughts during the learning process.
3. Gain insights into the potential impact of AI on teacher preparation and professional development.

#### **(P4) Collaborative Cross-Curricular Literature Circles**

*Denise Frazier, Indiana University East*

**Key Statement:** Cross-curricular Science of Reading teaching strategies benefit elementary children and teacher candidates when supported by university collaborations. Apply the strategy in other disciplines!

**Keywords:** Reading, Cross-Curricular, Collaboration

**Subtheme:** Instructional Methods; Interactive Instruction

Prior to the 2024 total solar eclipse, reading and social studies teacher educators collaborated and consulted with the university librarian to co-select *Hidden Figures* (Young Reader's Edition; Shetterly, 2016) to build teacher candidate (TC) background knowledge on the eclipse using the Science of Reading literature circles (LCs) strategy. TCs then used the same text for LCs infield placements for grades 3 through 6 to build local elementary children's background knowledge on the eclipse, 1960's space travel and civil rights. Results indicate that TCs perceive improved confidence in their ability to use authentic texts and evidence-based teaching strategies in upper elementary reading and social studies instruction.

*Outcomes:*

1. Describe the importance of background knowledge in disciplinary reading.
2. Analyze how literature circles could be used outside of teacher education.
3. Identify potential campus collaborations to support course learning objectives.

**(P5) Effects of Online Curriculum on Pre-Service Teachers' Placement Performance**

*Jiawen Wang, Eastern Washington University*

**Key Statement:** Pre-service teachers' mentors cannot recognize if these candidates are from the online sections. We need question the validity of debating online vs. f2f teacher education.

**Keywords:** Teacher Education, Online, Face-to-Face

**Subtheme:** Online/Hybrid/Hyflex Instruction; Course/Curriculum (Re)Design

This study investigates the impact of online versus face-to-face teacher education curricula on pre-service teacher candidates' practicum performance. Despite the convenience of online sections for distant students, questions remain about their quality compared to face-to-face sections. Faculty generally favor face-to-face education, arguing that future teachers will work in traditional classrooms. Through surveys capturing mentors' and students' perceptions, the research aims to provide

evidence to support one side or the other in the ongoing debate of online versus face-to-face education.

*Outcomes:*

1. Describe the advantages and disadvantages of online learning.
2. Describe the challenges of online learning for teacher education.
3. Engage in the debate based on teaching performance in the context of pre-service teacher training.

### **(P6) Engaging Students Through Experiential Social Media Campaigns**

*Timothy McNichols, Institute of Art, Design & Technology*

**Key Statement:** It is difficult to design experiments that reinforce learning concepts. Try setting an assignment to foster experimentation, inquiry, and reflection through creating social media campaigns.

**Keywords:** Social Media Experiments, Experiential, Psychology

**Subtheme:** Experiential Learning; AI/Technology in the Classroom

There is a renewed interest in employing experiential learning in Higher Education (Morris, 2019). To engage undergraduate students and apply psychological principles, an assignment was designed to foster experimentation through creating social media campaigns. Groups of students applied psychological principles to create persuasive social media campaigns. To promote experiential learning, groups were offered freedom to experiment by researching, scripting and videoing social media content. Findings were based on eye-tracking results and reflection of learning. Feedback demonstrated an increased enjoyment and engagement as the assignment progressed. Final class discussion showed more knowledge and insightful engagement than other lessons in the term.

*Outcomes:*

1. Design experiments that reinforce learning concepts.
2. Consider the experiential nature of social media to foster experimentation.
3. Reflect on alternative methods for reinforcing experiential learning.

## **(P 7) Evaluating the Effectiveness of Using Case Studies in Teaching Technology Entrepreneurship**

*Julie De Zutter, Babson College*

*Kirstin Coopride, Babson College*

**Key Statement:** Discover how cases about companies like SpaceX, AquaBounty, EcoWave and Riddell Helmets are transforming science teaching and student learning about technology entrepreneurship.

**Keywords:** Technology Entrepreneurship, Case-Based Learning, Science and Innovation

**Subtheme:** Instructional Methods; Course/Curriculum (Re)Design

Science and scientific research fundamentally drive technology development in the marketplace. Babson College recently added technology entrepreneurship (TE) to the learning goals for foundation level science courses. These learning goals for students are to understand how scientific research translates into innovations and to evaluate science in everyday business decisions. Several TE cases about companies whose journey is based heavily in science, scientific research and technology development, including SpaceX, AquaBounty, Riddell Helmets, and EcoWave Power, were introduced in the introductory science courses. Students examined the scientific and technological advancements that guide the company's entrepreneurial journey and how TE specifically drives their business growth. Student data showed that using a case study approach effectively enhances learning about technology entrepreneurship in these courses.

### *Outcomes:*

1. Explore case-based teaching methods that bridge the gap between science and business.
2. Examine how case studies can highlight a company's entrepreneurial journey, and how technology entrepreneurship specifically drives their business growth.
3. Apply innovative strategies for teaching scientific concepts to non-majors.

## **(P 8) How World Language Teachers Learn to Use Classroom Technology**

*Ayesha M. Coleman Swinton, NC Agricultural & Technical State University*

**Key Statement:** World language teachers seek to effectively integrate instructional technology to improve language acquisition. This study determined how they learn to use classroom technology effectively.

**Keywords:** World Language, Classroom Technology, Mixed Methods Study

**Subtheme:** AI/Technology in the Classroom; Instructional Skills

Globalization continues to grow due to increased technological advances. Therefore, the capacity and effectiveness of teaching world languages must be expanded, especially in the United States (McGinn, 2014), to maximize global engagement. As a result, multi-language learning is growing exponentially. Therefore, world language teachers continually strive to integrate relevant instructional technology into their pedagogical practice to improve language acquisition. The purpose of this study was to identify ways in which K–12 world language instructors learn to effectively use web-enhanced language learning (WELL) in the classroom and ways in which WELL training is applied in the classroom.

*Outcomes:*

1. Analyze effective methods of learning new instructional technologies.
2. Consider if those methods actually support effective K–12 classroom integration.
3. Evaluate current instructional technology professional development opportunities for optimal teacher retention and deployment.

### **(P 9) Project-Based Learning Versus Exams in Introductory Biostatistics**

*Kevin Lutz, University of Texas Southwestern Medical Center*

**Key Statement:** Replacing exams with project-based learning in biostatistics is learner-centered and promotes equity. This approach improves learning outcomes, critical thinking, and student engagement in data analysis.

**Keywords:** Project-Based Learning, Student Assessment, Biostatistics Education

**Subtheme:** Assessment (formative/summative/program); Grading/Providing Feedback to Students

Learner-centered and equitable assessments in biostatistics with programming in R play a crucial role in assessing student understanding and application of statistical concepts. Replacing traditional exams with project-based learning (PBL) may improve learning outcomes. In Fall 2023, graduate-level public health students were assessed using exams, whereas in Fall 2024, student teams in the same course were assessed using PBL with holistic and analytic rubrics. Results indicate that student grades and course evaluations were significantly better overall for PBL, suggesting improved student learning and satisfaction. These findings highlight the benefits of PBL, emphasizing application, collaboration, and critical thinking.

*Outcomes:*

1. Assess the effectiveness of traditional exams versus project-based learning in evaluating student understanding in biostatistics.
2. Analyze the impact of learner-centered and equitable approaches on student engagement, performance, and satisfaction.
3. Adapt project-based learning to any academic course and create holistic and analytic rubrics for equitable assessment of student learning.

**(P 10) Service-Learning Through Summer Camp: Development, Inclusion, and Clinical Reasoning**

*Christene Maas, University of the Incarnate Word*

*Darlene Brooks, University of the Incarnate Word*

*Dailen Castillo, University of the Incarnate Word*

**Key Statement:** Faculty reflect on planning, successes, and lessons learned from a community service-learning experience for occupational therapy students supporting a summer camp for children with disabilities.

**Keywords:** Service-Learning, Inclusion, Lifespan Development

**Subthemes:** Experiential Learning; Course/Curriculum (Re)Design

Service-learning experiences are instrumental in preparing health profession students for practice by connecting course content and deepening clinical reasoning (Vronman et al., 2010). Occupational therapy education includes concepts of social inclusion and participation to support well-being and quality of life (Simplican et al.,

2015; World Health Organization, 2001). Students in occupational therapy programs must learn course content, develop clinical reasoning skills, and understand client-centered practice (AOTA, 2020). Faculty from an occupational therapy program collaborated with a community partner for a service-learning experience to support student learning by planning and organizing camp activities, reflecting on successes and challenges in class assignments.

*Outcomes:*

1. Identify opportunities and a planning process in community partner service-learning opportunities for healthcare profession students.
2. Identify the benefits and challenges of service-learning collaborations.
3. Understand the concept of meaningful, purposeful activities ("occupation-based activities") to support children with disabilities.

**(P 11) Share Your Square: An Exploration of Student Belonging**

*Jason Whetten, Northern Arizona University*

**Key Statement:** Students created a collaborative quilt representing their levels of belonging. Researchers used mixed methods to investigate changes from previous semesters and themes.

**Keywords:** Belonging, Action Research, Peer Support

**Subthemes:** Resiliency/Self-Care/Mindfulness; Experiential Learning

Understanding levels of student belonging in a large enrollment course has been a question in education for a long time. The current project asked students in a large course to design a quilt square to represent their belonging. These quilt squares were accompanied by short narratives. Researchers used mixed methods to investigate themes within the narratives and changes to levels of belonging and social integration between the current semester and past semesters. Uncovered themes included the importance of social connection, physical nature, and diversity. Further, significant changes to isolation and peer-support were seen for those who completed the quilt project.

*Outcomes:*

1. Summarize how students enrolled in a large enrollment course understand belonging.
2. Apply similar creative projects within their own courses to increase feelings of belonging.
3. Critique student data on the connection between physical nature and feelings of belonging.

### **(P 12) Ten Minute Talkies: An Easy Method to Build Classroom Community**

*Benjamin Porter, The University of Texas at Dallas*

**Key Statement:** Social anxiety hampers many students from forming peer relationships. Assigning students to meet broke down social barriers in the classroom and led to networking.

**Keywords:** Student Success, Classroom Community, Student Loneliness

**Subthemes:** Classroom Community/Culture; Resiliency/Self-Care/Mindfulness

Lack of social connectivity can have serious consequences on a student's ability to succeed in college. Although there are many causes associated with student loneliness, one factor is social anxiety about not knowing how to initiate conversation. A simple intervention in the way of a classroom assignment, Ten Minute Talkies (10MT), requiring students to meet with peers breaks down this initial barrier. A one-semester study using the 10MT in a class of 50 students found that the comfort ratings of students talking to each other tripled across all students and increased by a factor of seven for introverts.

#### *Outcomes:*

1. Discuss the prevalence of student loneliness and the impact it has on resiliency and academic achievement.
2. Have a simple tool to use in the classroom for increasing social connectivity and building a classroom community.
3. Understand the limitations of the study and issues to avoid in their own implementation of an intervention.

## **(P 13) The Impact of an Innovative Online Orientation Program on Graduation Among Graduate Nursing Students**

*Lisa Hurley, University of the Incarnate Word*

**Key Statement:** Graduate nursing programs are transitioning to online formats; however, attrition rates remain higher in these settings. Discover how the implementation of an orientation program can boost graduation rates.

**Keywords:** Graduate Nursing Education, Orientation Program, Attrition

**Subthemes:** Teaching Online; Classroom Community/Culture

**Purpose:** This research aimed to examine the impact of an online orientation program on on-time graduation and attrition among online graduate nursing students. As graduate nursing programs increasingly move online to accommodate working nurses, distance education offers flexibility and access to education. However, many students enrolled in online programs fail to complete their studies, raising concerns about attrition.

**Aims:** The study sought to compare on-time graduation and attrition rates between online graduate nursing students who participated in an online orientation program and those who did not, while considering factors such as age, sex, undergraduate GPA, and program track.

**Theoretical Framework:** Tinto's (1993) Model of Student Departure guided the analysis, focusing on the relationship between online orientation participation and student success in graduate nursing programs.

**Data Collection:** The secondary data was gathered from an MSN program at a public university in the southern United States from Fall 2016 to Fall 2018.

**Data Analysis:** Logistic regression models were used to assess the relationship between orientation participation and graduation/attrition, adjusting for demographic and academic variables.

*Outcomes:*

1. Identify factors that contribute to a student's decision to leave school (attrition) according to Tinto's Model of Student Departure.
2. Assess the different characteristics of students and discuss which students' may benefit the most from an orientation program.
3. Create effective orientation programs in online education to address students' needs and decrease attrition.

**(P 14) Thriving Students: Evidence-Based Positive Psychology Interventions for Mental Health and Well-Being**

*Jennifer Graydon, Angelo State University*

**Key Statement:** Many evidence-based positive psychology research studies have been launched at colleges and universities worldwide to support student mental health, well-being, and student persistence. Come and see!

**Keywords:** Positive Psychology, Well-Being, Student Success

**Subtheme:** Resiliency/Self-Care/Mindfulness; Classroom Community/Culture

According to research, student mental health issues have risen exponentially over the past decades and are correlated with poorer academic outcomes (Abelson, 2022; American College Health Association, 2023; Eisenberg et al., 2009).

The purpose of this poster presentation is to describe and discuss what the research suggests regarding the efficacy of positive psychology interventions and their future implementation at colleges and universities. When we invest in student well-being and resiliency, we promote students who persist and thrive.

*Outcomes:*

1. Summarize national trends regarding college and university student mental health and achievement outcomes.
2. Describe the research regarding the common obstacles emerging adults encounter when adjusting to college and university life.
3. Analyze the research evidence and outcomes of positive psychology interventions launched at colleges and universities in the United States and worldwide.

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**Enjoy Dinner and Evening on Your Own**

LILLY CONFERENCES

ITLC

International Teaching  
Learning Cooperative, LLC

Tuesday

May 20th, 2025

**Daily Schedule**



*DRAFT CONFERENCE PROGRAM*

# Tuesday, May 20, 2025

## Schedule at a Glance

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6:45 am - 5:00 pm

Registration Desk Open

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6:45 am - 8:00 am

Private Buffet Breakfast  
*Name Tag Required*

Phoenix Ballroom

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8:20 am - 11:45 am

Concurrent Sessions 8-12

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11:45 am - 1:15 pm

Private Buffet Lunch  
*Name Tag Required*

Phoenix Ballroom

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1:15 pm - 2:30 pm

Phoenix Ballroom

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Keynote 2

***When Students Check Out:***

***5 Strategies for Student Engagement***

Lauren Cardon, University of Alabama

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2:50 pm - 5:30 pm

Concurrent Sessions 14-17

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5:30 pm - 6:30 pm

Poster Presentation Reception II

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Enjoy Dinner and Evening on Your Own!

## Concurrent Session 8

8:20 am - 8:40 am

### 8a) Phoenix South

#### **Walk a Mile in Their Muddy Boots: Equine Service-Learning**

*Jennifer Ingwerson-Niemann, University of Wyoming*

**Key Statement:** Service-learning (SL) delivers unmatched curriculum by embedding student centered reflection and relationships between community and university.

Students gain coveted industry experience and refine hands-on skills.

**Keywords:** Service-Learning, Experiential Learning, Reflection

**Subthemes:** Experiential Learning; Indirect Instruction

Times are changing in agricultural education. Student numbers from rural areas are decreasing, compared with urban areas increasing (Foreman et al., 2018; Rayfield et al., 2013). More students need hands-on experience in agriculture for their career. The National Research Council (NRC) challenged undergraduate agriculture education, calling for Experiential Learning (EL) (2009). Service-learning (SL) answers this call. SL empowers students with unmatched education spanning: application, hands-on skills, relationship building, and more. Goals, reflective journaling and service logs foster problem-based learning, transparency and accountability. SL provides a unique edge in industry while encouraging relationships between university, community and students.

#### *Outcomes:*

1. Define service-learning (SL) and discuss student benefits associated with SL.
2. Build a foundation for an SL course and/or project.
3. Critically analyze, evaluate and implement reflective journaling for SL.

### 8b) Austin

#### **Factsheets, Selfies, Memes, and Podcasts Making Assessments Relevant and Fun**

*Dustin Quirk, Red Deer Polytechnic*

**Keywords:** Alternative Assessments, Work-Integrated Learning, Artificial Intelligence

**Key Statement:** Use alternative forms of assessment to increase class engagement by exposing students to novel and creative ways of demonstrating their knowledge.

**Subtheme:** Assessment; Experiential Learning

Using alternative forms of assessment can not only increase student engagement, but it can also expose students to new and creative ways of demonstrating their knowledge. This session will explore various forms of assessment that create engagement and interest through work-integrated learning tasks (fact sheets), creative expression (selfies and memes), and alternative ways of demonstrating knowledge (podcasts). Examples of assessment guidelines, grading rubrics, and student work will be shared to inspire you to think about different ways to assess course learning outcomes, and maybe even make grading more interesting and enjoyable.

*Outcomes:*

1. Explore the use of work-integrated learning tasks so their students can apply their knowledge in practical, real-world scenarios (factsheets and podcasts).
2. Analyze the effectiveness of alternative assessment strategies to enhance student engagement and creativity.
3. Formulate plans to create unique, expressive projects such as podcasts and memes that will allow students to demonstrate their understanding of course content in innovative ways.

**8c) DeWitt**

**Designing for the Success of Deaf Students Helps Everyone**

*Christopher Cardona, Augustana University*

**Key Statement:** Take some of the guesswork out of creating accessible and challenging lessons for unique students for the benefit of all in the classroom. Experience accessible content creation from a unique perspective.

**Keywords:** Universal Design, Disabilities, Deaf

**Subthemes:** UDL DEIB; Classroom Community/Culture

Universal Design for Learning (UDL) principles can create inclusive lessons for Deaf students in higher education while benefiting all learners. By providing multiple means of representation, expression, and engagement, UDL reduces barriers and promotes equity. These adaptations also support diverse learning styles among all students. Flexible approaches to instruction and assessment allow learners to customize their experience, enhancing engagement and comprehension. By proactively designing for variability, UDL eliminates the need for costly retrofitting and creates a more accessible learning environment for everyone. This approach not only accommodates Deaf students but also improves overall educational outcomes in higher education settings. Learn from one person who holds a student and instructor perspective on UDL benefits and effectiveness.

*Outcomes:*

1. Identify specific UDL strategies that benefit Deaf students.
2. Analyze how UDL approaches for Deaf students can enhance learning experiences for all.
3. Articulate the broader benefits of implementing UDL in higher education, including improved inclusivity, engagement, and learning outcomes for diverse student populations.

**8d) Dezavala**

**Fostering Agency in Doctoral Students Through High-Impact Practices**

*Jaclyn Rivard, University of Southern Mississippi*

*Marki Alexander, University of Tulsa*

**Keywords:** High-Impact Practices, Agency, Doctoral Students

**Key Statement:** This discussion will examine how mentorship and internship opportunities in doctoral education foster student agency through partnership-based course development rooted in high-impact practices.

**Subthemes:** Experiential Learning; Classroom Community/Culture

Creating agency within the classroom is critical; creating agency beyond the classroom can be revolutionary. “Empowering students can transform them from

passive learners to 'active creators of knowledge'" (Kerrigan et al., 2003). Approaching students as partners in doctoral programs directly empowers them to contribute to the program and may strengthen their sense of belonging in academia. This study employs qualitative co-constructed inquiry through partnership between doctoral students and their dissertation chair to explore their experiences in course development as both educative and agentic. Mentorship and internship are examined for their alignment as high-impact practices for doctoral students.

#### *Outcomes*

1. Identify characteristics of high-impact practices that foster doctoral student agency in academic settings.
2. Evaluate the role of student-faculty partnerships in developing doctoral students' agentic development.
3. Apply strategies for integrating mentorship and internship opportunities into doctoral program design.

**8e) Robertson**

#### **Engaging Learners Through Community Partnerships**

*Sydney Bueno, University of Wisconsin-Stevens Point*

*Mariah Pfundheller, University of Wisconsin-La Cross*

**Key Statement:** Students are engaged with the community via professional speakers, field trips, and the application of learning outcomes to enhance their learning and community partnerships.

**Keywords:** Community Partnerships, Student Engagement, High-Impact Practices

**Subtheme:** Instructional Methods; Experiential Learning

High-impact practices (HIPs) are teaching and learning practices that benefit diverse college students (Chittun et al., 2022). HIPs, such as collaborative assignments and community-based learning, increase student learning and engagement. After implementing assignments that required students to attend professional speaker events, participate in field trips, and apply hands-on approaches to the course learning outcomes, students reported being more interested and having higher assignment

completion. These activities deepened their understanding of cultivating meaningful partnerships within the community. By connecting real-world experiences with student engagement and expanding perspectives, these high-impact practices enhance the community experience, making it richer and more meaningful.

*Outcomes:*

1. Connect course and learning outcomes with opportunities for community engagement.
2. Generate potential partnerships within their community.
3. Summarize new information on the high-impact community engagement practice.

**8f) Phoenix North**

**A Little Gratitude Builds Immense Resiliency in College Students**

*Elizabeth Delaney, Ohio University*

**Key Statement:** Perseverance in college students can be fostered through mindfulness behaviors. Brief activities in gratitude can build resilience. Come and share thanks.

**Keywords:** Resiliency, Mindfulness, Gratitude

**Subthemes:** Resiliency/Self-Care/Mindfulness; Classroom Community/Culture

During this twenty-minute session, we discuss appreciation of mindfulness behaviors as they contribute to resiliency. Expression of gratitude as a mindful practice impacts positive outcomes in students' emotional quotients. Three specific gratitude activities will demonstrate how thankfulness builds perseverance. The activities assist the student in embracing the moment. Sharing these activities in the classroom whether in person or online can serve as ice breakers, de-compressors following difficult content instruction, or debriefing at the close of course discussions.

*Outcomes:*

1. Discuss the role of mindfulness behaviors in supporting resiliency.
2. Examine the positive impact of gratitude as a mindfulness behavior.
3. Implement examples of brief gratitude activities.

## Concurrent Session 9

8:50 am - 9:10 am

### 9a) Phoenix South

#### **Bridging the Gap: Financial Literacy as a Tool for Student Success and Equity**

*Alyssa Alvarez, Abilene Christian University*

**Key Statement:** Explore how financial literacy education, tailored to community needs, can alleviate financial stress as a major barrier to student success and promote equitable access to essential life skills in college and high school education.

**Keywords:** Financial Literacy, Student Success, Equity, Curriculum Design

**Subthemes:** Course/Curriculum (Re)Design; UDL DEIB

Financial stress is a significant yet often overlooked barrier to student success. Many financial literacy programs fail to address the real needs of students and marginalized communities due to outdated curricula that lack practical relevance. This presentation highlights the importance of incorporating financial literacy into high school and college education, emphasizing the need for curriculum adaptation to meet the specific financial realities of today's students. Attendees will gain insights into how to design financial education programs that are both actionable and culturally responsive, ensuring they serve the current needs of students and their communities effectively. The presentation will provide practical steps for developing meaningful financial literacy programs that empower students with essential life skills for long-term success.

#### *Outcomes:*

1. Analyze the role of financial stress as a barrier to student success and educational attainment.
2. Explore historical and systemic barriers to financial access for marginalized groups.
3. Identify strategies for designing pragmatic financial literacy programs that meet the evolving needs of students.

## 9b) Austin

### **Improving Scientific Writing Through Guided Learning Modules**

*Mandy Gunlefinger, Thomas Jefferson University*

*Hannah Smith, Thomas Jefferson University*

**Key Statement:** To address challenges in student lab report writing, we developed an interactive learning module that improved writing quality and fostered positive attitudes toward writing.

**Keywords:** STEM, Writing, Guided Learning Modules

**Subthemes:** Indirect Instruction; Teaching Online

Students struggle with writing clear and concise lab reports. To address this, we developed an intervention focused on improving writing in the results section. We created a guided learning module integrating Nearpod and Canvas that included interactive questions with feedback designed to enhance writing quality and encourage positive attitudes toward writing. Students who received the intervention produced higher quality lab reports compared to students in the previous year. Feedback on the activity was positive, and students reported increased confidence in their writing. This session will showcase the module's design and student outcomes, offering strategies for attendees to implement similar interventions.

#### *Outcomes:*

1. Identify common challenges students face with writing and how these gaps impact content mastery across disciplines.
2. Examine the design and interactive features of online learning modules that effectively support student skill development.
3. Feel empowered to implement learning modules as a tool to bridge educational gaps and improve student outcomes in their own courses.

## 9c) DeWitt

### **Empowering Learners Through Virtual Collaboration and Problem-Based Learning**

*Regina Bobak, Commonwealth University of Pennsylvania*

**Key Statement:** This presentation outlines strategies for problem-based learning in synchronous online courses, focusing on fostering collaboration within virtual teams to successfully complete a capstone project.

**Keywords:** Problem-Based Learning, Virtual Teams, Career Readiness

**Subtheme:** Instructional Methods; Teaching Online

This presentation focuses on how problem-based learning (PBL) can help nontraditional students connect their coursework with real-world job experience. I will emphasize the value of virtual collaboration and share strategies for project planning, development, progress monitoring, and final presentations. Key to this approach is maintaining a balance between challenge and skill level, while setting high expectations for learners. I'll also highlight my role as a guide, rather than the sole provider of knowledge, to encourage learner autonomy. Practical examples will demonstrate the effectiveness of PBL in both skill development and professional networking.

*Outcomes:*

1. Identify strategies to foster student collaboration in synchronous online courses
2. Develop techniques to assist students in virtually writing a business proposal and presenting the solution
3. Implement methods for students to connect with business professionals

**9d) Dezavala**

### **Enhancing Learning Engagement Through Game-Based Learning**

*Gengyun Le-Chan, University of Hartford*

*Somaye Seddighikhavidak, University of Hartford*

**Key Statement:** This session explores how game-based learning enhances engagement and retention through interactive simulations, and collaboration in architecture and biomedical science education. Don't miss out!

**Keywords:** Game-Based Learning, Student Engagement, Knowledge Retention

**Subthemes:** Interactive Instruction; Experiential Learning

Game-based learning (GBL) enhances engagement and retention in undergraduate architecture and biomedical science courses through interactive games, simulations, and real-world problem-solving. In architecture, GBL addresses design challenges, bridging theory and practice, while in biomedical sciences, it simplifies complex concepts through virtual labs and anatomy games. Launching in Spring 2025 at the University of Hartford, GBL is integrated into Anatomy & Physiology and Environmental Systems courses. Effectiveness is assessed through surveys, knowledge tests, focus groups, and participation tracking, fostering critical thinking and real-world skills. Supported by NASA CT Space Grant and University Teaching and Learning Grant.

*Outcomes:*

1. Analyze the impact of Game-Based Learning (GBL) on student engagement and retention in architecture and biomedical science education.
2. Apply strategies for integrating interactive games and simulations into course curricula to address discipline-specific challenges and foster critical thinking.
3. Assess the effectiveness of GBL implementation using quantitative and qualitative evaluation methods, including surveys and participation tracking.

**9f) Phoenix North**

**Metacognition and Thinking About Learning in First-Year Seminar**

*Blake Dunshee, Belmont University*

**Key Statement:** Designing and teaching a seminar course for first-year students with the theme “Applied Curiosity and Metacognition” reinforces core aspects of teaching and learning.

**Keywords:** Metacognition, Mindfulness, Seminar

**Subthemes:** Course/Curriculum (Re)Design; Metacognition

A first-year seminar course was designed to give students a peek behind the curtain of teaching and learning in higher education. For students this shifted their internal dialogue while learning. This course design ultimately led to the integration of strategies to teach students how to learn in a multitude of courses.

*Outcomes:*

1. Identify ways in which their students fail to understand their approach to teaching.
2. Discover the gap between amateur and professional learners.
3. Integrate strategies to teach students how to lean into their courses.

Concurrent Session 10

9:20 am - 10:00 am

**10a) Phoenix South**

**The Academy Is Argumentation: Encouraging Engagement Through Student Debate and Deliberation**

*Steven Johnson, Argutopia*

**Key Statement:** Dream of a "noisy classroom" where students engage deeply with course material? Come learn how to design opportunities for students to develop, deliver and evaluate arguments.

**Keywords:** Dialogue, Engagement, Argumentation

**Subtheme:** Instructional Methods; Experiential Learning

All disciplines depend on the robust exchange of arguments in pursuit of truth. Why, then, do we not regularly provide students opportunities to develop their argumentation acuity? Through identification of appropriate areas of disciplinary controversy, effective framing of topics to promote student engagement and deliberate design of structured exchanges, debates and deliberations can enliven your class, promote engagement with course material, and invigorate discussion, all while developing essential skills and dispositions. This session will introduce attendees to

the basics of getting students arguing productively with advice on how to create rewarding peer-led discussions in your classroom.

*Outcomes:*

1. Identify areas of disciplinary controversy that students may explore through the exchange and evaluation of arguments.
2. Prepare a functional topic statement with structured areas of inquiry that guide students' consideration of opposing perspectives.
3. Design assignments and exercises that facilitate students' development of argumentation skills while promoting their deep engagement with course content.

**10b) Austin**

### **Making Group Work Work: Best Practices for Collaborative Learning**

*Gregg Wentzell, Miami University*

**Key Statement:** Implementing best practices for collaborative learning leads to high levels of student engagement and lasting learning.

**Keywords:** Collaborative Learning, Student Engagement, Jigsaw Technique

**Subthemes:** Instructional Methods; Instructional Skills

Do you want to design group work activities that will engage students with course content, build community, and lead to deeper, more lasting learning? In this highly interactive session, participants will explore research-based best practices to promote collaborative learning among students. We'll review what the research says, and, with a focus on implementation, we will evaluate the utility and application of the techniques for our particular instructional goals and course contexts. The aim is to make intentionally designed collaborative learning techniques a more integral part of how we teach so that students learn best.

*Outcomes:*

1. Discuss best practices for collaborative learning.

2. Choose the best collaborative learning techniques for their instructional goals and practices.
3. Access resources for support.

#### 10c) DeWitt

### **Building and Sustaining Strong Classroom Communities to Promote Student Success**

*Amanda Chau, Blinn College*

*Rachel Gallardo, Blinn College*

**Key Statement:** Fostering classroom community drives student success. This session shares interactive strategies to build key connections with instructors, peers, and materials, empowering participants with practical engagement tools.

**Keywords:** Sense of Community, Connections, Student Engagement

**Subthemes:** Classroom Community/Culture; Fostering Student Practice

Research consistently highlights that a sense of community is vital for fostering student engagement and success across all disciplines and course formats. Building a strong classroom community involves establishing and maintaining four key connections: between students and their instructor, students and their peers, students and their peer tutor, and students and the course materials. This session will explore strategies and best practices to develop and sustain these connections throughout the semester. Designed to be highly interactive, participants will be encouraged to share their experiences and strategies, ensuring that everyone leaves with practical tools to enhance and support their learning communities.

#### *Outcomes:*

1. Identify key connections to establish a strong classroom community.
2. Implement strategies to develop and sustain these connections.
3. Establish and maintain a strong classroom community throughout the semester.

#### 10d) DeZavala

## **Understanding and Experiencing the Hidden Curriculum: An Interactive Workshop**

*Katherine A. Troyer, Trinity University*

*Molly C. Mata, Trinity University*

*Ebony E. Graham, Trinity University*

**Key Statement:** Through an activity designed to show how the hidden curriculum impacts learning, together we'll discuss how to make visible what matters most in our classes.

**Keywords:** Hidden Curriculum, Inclusive Teaching, Student Perspective

**Subthemes:** Instructional Skills; UDL DEIB

The hidden curriculum consists of the expectations, values, and messages that, though unspoken, students nevertheless are expected to know. The reality of the hidden curriculum is that even when assigned the same tasks, students have disparate understandings of how to accomplish those tasks. Through a series of interactive activities, workshop participants will experience firsthand what it feels like to learn alongside folks who have very different rules and tools at their disposal. We will use this experience to explore how we can help make visible to students what they need—not just to succeed but to thrive in our classes.

### *Outcome:*

1. Gain deeper insight into what the hidden curriculum is and how it impacts learning.
2. Understand, through firsthand experience, the emotional and cognitive tolls that can emerge when you are expected to learn alongside folks who have been provided with very different rules, support, and tools.
3. Develop teaching strategies that can help students unpack the hidden curriculum and, in the process, create courses that are more inclusive and equitable.

**10e) Robertson**

**Boosting Literacy for Multilingual Learners: Evidence-Based Strategies in Action**

*Jennifer C. Mann, Duke University*

*Leslie M. Babinski, Duke University*

**Key Statement:** In this session, participants will explore evidence-based strategies to improve reading comprehension and support language development for multilingual learners, focusing on collaboration and leveraging cultural strengths.

**Keywords:** Literacy, Multilingual Learners, Evidence-Based

**Subthemes:** Instructional Methods; Classroom Community/Culture

In this session, participants will explore evidence-based strategies for enhancing reading comprehension and supporting multilingual learners' access to academic content. Drawing on insights from Institution of Education-funded randomized controlled trials, we will showcase strategies that integrate language and literacy development. Participants will engage with classroom videos, lesson plans, and collaborative activities to learn effective techniques for literacy instruction to multilingual learners. Emphasis will be placed on fostering strong oral language skills, promoting teacher collaboration, and leveraging a community cultural wealth framework to build on students' strengths. Attendees will leave with practical ideas for how to enhance literacy instruction for multilingual learners.

*Outcomes:*

1. Adapt literacy strategies that integrate language development and academic content for multilingual learners.
2. Generate ideas for fostering teacher collaboration to improve literacy instruction for multilingual students.
3. Recognize and leverage students' cultural assets to strengthen literacy instruction for multilingual learners.

**10f) Phoenix North**

**The Clever Professor: How Generative AI Can Boost Faculty Productivity**

*Mandy Gunlefinger, Thomas Jefferson University*

*Julian Harris, Thomas Jefferson University*

**Key Statement:** From creating exam questions to custom GPTs, this session explores strategies for enhancing faculty productivity with generative AI while addressing its limitations.

**Keywords:** Artificial Intelligence, Productivity, Faculty Support

**Subthemes:** AI/Technology in the Classroom; Instructional Skills

This session discusses simple strategies educators can use to enhance their productivity with generative AI. It will introduce faculty to the time-saving and multifunctional possibilities of generative AI tools including maintaining correspondence, generating exam questions, summarizing journal articles, and building custom GPTs for specific tasks. Attendees will also gain an understanding of AI's limitations, including concerns about bias, hallucinations, and drift. By the end of this session, participants will have a practical understanding of prompt engineering and leave with strategies for optimizing AI output. Implementing these strategies will help participants create efficiencies in their workday and enhance their academic practices.

*Outcomes:*

1. Demonstrate a foundational understanding of prompt engineering.
2. Critically evaluate the limitations of generative AI.
3. Integrate generative AI into academic workflows to increase productivity.

## Concurrent Session 11

10:20 am - 11:00 am

### 11a) Phoenix South

#### **Understanding and Changing Student Behavior to Combat Academic Disengagement**

*Sal Meyers, Simpson College*

*Brian C. Smith, Simpson College*

**Key Statement:** Learn how to identify why your students don't do what you want them to do, and design evidence-based interventions to change their behavior.

**Keywords:** Academic Success, Behavior Change, Evidence-Based Interventions

## **Subthemes:** Fostering Student Practice; Instructional Skills

Want to help your students change their behavior? Whether they're skipping the reading, missing deadlines, or not participating in discussions, the Theory of Planned Behavior can help you understand why—and do something about it. In this interactive workshop, learn how to identify the beliefs preventing your students from doing what you'd like them to do. Then, discover how to design targeted interventions that address those specific barriers. You'll leave with a practical framework for analyzing any student behavior problem and evidence-based strategies for addressing it. Join us to transform your teaching through the science of behavior change.

### *Outcomes:*

1. Use the Theory of Planned Behavior framework to diagnose why students aren't performing desired academic behaviors in their courses.
2. Develop targeted interventions that address the specific beliefs standing in the way of desired student behaviors.
3. Create action plans that help students translate their good intentions into consistent academic behaviors.

**11b) Austin**

## **Student Learning Enhancement: Dispelling the Mystery of Assessment**

*Randy Kohlenberg, University of North Carolina at Greensboro*

**Key Statement:** Assessment is one key to effective student learning. An understandable and less complex approach to assessment can be adapted to an instructional setting—course or program.

**Keywords:** Assessment, Rubric, Validity

**Subthemes:** Assessment; Course/Curriculum (Re)Design

Any mention of assessment brings to mind requirements for institutional accreditation. Cumbersome and complex systems for assessment of student learning can be daunting for instructors with limited experience. Although assessment typically focuses on programs, instituting a system for courses also can impact student learning.

Assessment of student learning beyond grading can enhance outcomes. The session will delve into creating accurate student learning outcomes, writing measures in terms of rubrics, and setting a target in percentage. Following the aggregation of the data, analysis of the information presents a snapshot of learning. Findings are examined to determine how learning can be improved.

*Outcomes:*

1. Be able to construct accurate student learning outcomes (SLOs) that reflect the ability to apply knowledge in a real-life setting.
2. Identify the measure(s) where the assessment of student learning will be undertaken and draft rubrics that represent performance expectations within the measure (course or program).
3. Construct a target or goal that is expected based on the combined SLOs; examine efficient ways of aggregating the data; and analyze, review, and discuss the findings to improve, change, and enhance the instructional setting.

**11c) DeWitt**

**The Role of the Nursing Success Coach to Enhance Student Success**

*Laurie Dillon, Austin Community College*

*Nancy Trigg, Austin Community College*

**Key Statement:** Nursing Success Coaches integrate nursing science, behavioral sciences, and evidence-based coaching to foster growth, empower students, and create success to overcome challenges in Nursing school.

**Keywords:** Nursing, Student Success, Associate Degree in Nursing

**Subthemes:** Metacognition; Assessment

Three full-time Nursing Success Coaches (NSCs) at Austin Community College (ACC) focus on supporting 700 nursing students in Clinical Skills, Theory, and Exams and addressing their psychosocial needs. One NSC is dedicated to high-risk students (those repeating the program) and serves as team lead. The other NSCs support the remaining student population. The NSCs use varied strategies and methods to support the needs of a diverse student body, achieving consistently high success rates among

students who utilize their services. Come learn more about this strategic approach to supporting students.

*Outcomes:*

1. Describe key evidence-based support strategies from the Nursing Success Coach (NSC) model and demonstrate how to effectively implement these strategies within their instructional and mentoring practices.
2. Analyze student performance data and qualitative feedback to assess the effectiveness of the NSC model in improving retention and academic success.
3. Develop and design a structured implementation plan incorporating NSC approaches and principles to support high-risk students.

#### **11d) Dezavala**

##### **Undergraduate Research Enhances Students' Learning at a Community College**

*Felix Villarreal, Austin Community College*

**Key Statement:** Undergraduate research has been shown to increase students' academic success. Come and learn how to implement undergraduate research into your established course.

**Keywords:** Engagement, Collaboration, Student Success

**Subthemes:** Instructional Methods; Experiential Learning

Undergraduate research has been shown to increase students' academic success. Community colleges face challenges due to not having time to develop research programs, not having the dedicated spaces for research, nor the funding to support the undergraduate research experience.

This workshop will discuss how to use course content to develop the laboratory skills to conduct research. I will present my experience using moths as a model for DNA isolation, purification, amplification, and sequencing. Students learn how to form a hypothesis, analyze data, and compose a scientific poster that could be presented at a conference by your students.

*Outcomes:*

1. Understand how to use course and laboratory content to help the students build skills to conduct undergraduate research.
2. Identify how to overcome obstacles that are blocking the use of undergraduate research at your institution.
3. Begin to formulate a plan to systematically implement undergraduate research at your institution.

### **11e) Robertson**

#### **Implementing Emotional Processing in Classes Focused on Trauma and Resilience**

*Gillian Rodriguez, Texas A&M University San Antonio*

**Key Statement:** Acknowledging students' lived experiences and providing a safe forum to share catalyzes the development of emotionally aware professionals. Simulating campfire conversation brings approachability to difficult content.

**Keywords:** Experiential Learning, Social Emotional Learning, Student Professional Development

**Subthemes:** Classroom Community/Culture; Resiliency/Self-Care/Mindfulness

College students learning to become helping professionals may have personal experiences which impact their ability to connect to difficult material. Through creating "campfire"-style sharing circles, students report feeling seen and understood on a deeper level when they are permitted to freely discuss how the course content directly ties into their daily life. By facilitating open and safe sharing anchored to relevant learning objectives, students can increase their own social-emotional awareness and begin engaging in self-care and professional development within the classroom. Participants in this session will learn to identify emotionally activating content and effectively facilitate campfire sharing circles.

*Outcomes:*

1. Identify course content areas that may be emotionally-activating for their students.

2. Engage in experiential learning through participation in a classroom campfire-style sharing circle.
3. Develop interpersonal facilitation skills necessary for anchoring, redirection and reflection.

## 11f) Phoenix North

### Navigating Communication Styles for Deeper Connections

*Theresa Glenn, Austin Community College*

**Key Statement:** Explore four communication styles to enhance self-awareness and adaptability. Learn strategies to foster meaningful student-faculty interactions, strengthen relationships, and create a more collaborative learning environment.

**Keywords:** Communication Styles, Student Relationships, Building Connections

**Subthemes:** Classroom Community/Culture; Instructional Skills

Join us for a transformative workshop where you'll delve into the fascinating world of communication styles. Discover the power of self-awareness as you identify your unique communication style among the four styles. Learn practical strategies to decipher the communication styles of your coworkers and students, paving the way for more meaningful connections. By understanding and adapting to others' preferences, you'll cultivate deeper, more harmonious relationships, both personally and professionally. This workshop isn't just about recognizing differences, though; it's about leveraging them to create a tapestry of understanding. Uncover the keys to effective communication and building bridges between diverse communication styles. Walk away with tools to enhance your interactions and promote collaboration through authentic connections. Don't miss this opportunity to elevate your communication skills and transform your relationships!

#### *Outcomes:*

1. Gain insights into how communication styles influence one's interactions and relationships with others.
2. Identify one's own communication style and that of others.

3. Recognize the value of being versatile and adapting to all communication styles represented in the classroom.

## Concurrent Session 12

11:10 am - 11:30 am

### 12a) Phoenix South

#### **A Paradigm Shift in Education Through a Transformative Potential-Based Lens**

*Trish Harvey, Hamline University*

*Karen Moroz, Hamline University*

**Key Statement:** The presenter will share their Transformative Potential-Based framework, challenging educators to move away from a problem-based approach and adopt a transformative potential-based approach.

**Keywords:** Potential-Based, Research, Mindset

**Subthemes:** Indirect Instruction; Metacognition

The future of education is challenging and demands that all educators engage in the often uncomfortable and all-too-slow work of enacting systemic change. The presenters will share their Transformative Potential-Based framework, one that challenges educators to move away from a problem-based approach and adopt a transformative potential-based approach. Demonstrating how they have implemented this framework and sharing examples of how it is shifting student thinking and classroom dialogue around important social justice and systemic issues will encourage other institutions to integrate the framework in their own work.

#### *Outcomes:*

1. Describe the Transformative Potential-Based Framework and how it could be utilized in their own educational settings.
2. Compare and contrast a problem-based approach and a potential-based approach as it relates to mindset.

3. Reflect on how the activities and the framework modeled in the session could serve as a vehicle for students as they engage with ideas and construct knowledge.

## 12b) Austin

### **Assessing Reflective Writing's Impact on Metacognition and Career Readiness**

*Sheena Choi, Purdue University Fort Wayne*

*Ae-Sook Kim, Quinnipiac University*

**Key Statement:** This study explores how reflective writing and language support technology (e.g., ChatGPT) enhance metacognitive skills and career readiness in an Organizational Behavior course.

**Keywords:** Reflective Writing, Metacognition, Career Readiness

**Subthemes:** Metacognition; Instructional Methods

This survey evaluates the impact of reflective writing on students' metacognitive skills, career readiness, and use of language support technology (e.g., ChatGPT). The assignment will be implemented in an upper-level undergraduate business course, Organizational Behavior (OB). A pre-survey will assess students' baseline understanding of reflective writing, metacognition, career readiness, and technology use. Open-ended questions will explore expectations and challenges in applying OB concepts. A post-survey will measure changes in these areas and students' reflections on the assignment's effectiveness. By identifying initial competencies and progress, the survey helps guide targeted support throughout the course.

#### *Outcomes:*

1. Enhance Metacognitive Skills: Students will develop the ability to reflect on their thinking processes and improve self-regulation in learning.
2. Increase Career Readiness: Students will gain a clearer understanding of how their academic experiences relate to real-world professional skills and career preparedness.

3. Utilize Language Support Technology Effectively: Students will learn how to integrate language support tools (e.g., ChatGPT) to enhance their reflective writing and overall learning experience.

**12c) DeWitt**

### **Designing a Course for Community-Rich Learning**

*Christopher Richmann, Baylor University*

**Key Statement:** The session presents the process and results of a course where students rely deeply on each other both for learning and demonstrating their learning.

**Keywords:** Learning Community, Group Work, Course Design

**Subthemes:** Course/Curriculum (Re)Design; Classroom Community/Culture

Learning is often framed as an individual endeavor—individual responsibility for individual work yielding individual grades. But for many reasons, a community-rich model of learning may be more fruitful. This session presents efforts to design a general education course grounded in “socially dependent learning,” that is, students deeply relying on each other for both learning and demonstrating learning. Following reflections on the results of this experiment and lessons learned, participants will determine where socially dependent learning may be most appropriate in their own contexts and imagine ways to cultivate socially dependent learning in their own courses.

*Outcomes:*

1. Describe in their own words "socially dependent learning."
2. Identify rationale for socially dependent learning.
3. Determine their own contexts in which socially dependent learning may be appropriate.

**12d) DeZavala**

### **Beyond Great Classes: Designing a Cohesive Learning Journey for Student Success**

*Trey Guinn, University of the Incarnate Word*

*Darlene Carbajal, University of the Incarnate Word*

**Key Statement:** Great classes aren't enough. This session explores how to align curriculum, outcomes, and courses to create a cohesive, student-centered learning journey from the first semester to graduation.

**Keywords:** Curriculum (Re)Design, Departmental Goals, Student Learning Outcomes

**Subtheme:** Course/Curriculum (Re)Design; Assessment

Great courses are valuable, but a well-designed curriculum is transformational. How can faculty move beyond isolated classes to create a cohesive learning journey that guides students from their first semester to graduation? This presentation explores the why and how of designing program outcomes and aligning courses to ensure students experience intentional, scaffolded growth. We'll discuss evidence-based strategies for curriculum redesign, course integration, and student success planning. Attendees will leave with practical tools to assess their department's curriculum, identify gaps, and create a roadmap for a more connected, meaningful, and student-centered educational experience.

*Outcomes:*

1. Discuss how to move beyond isolated classes to create a cohesive learning journey.
2. Explore the why and how of designing program outcomes and aligning courses to ensure students experience intentional, scaffolded growth
3. Create a roadmap for a more connected, meaningful, and student-centered educational experience

**12e) Robertson**

**Transforming Teaching Through an Innovative Teaching Fellows Program**

*Kelli Adam, Texas A&M University*

**Key Statement:** Discover how the Innovative Teaching Fellows advances faculty expertise in AI, Canvas, and classroom technology to foster classroom innovation.

**Keywords:** Innovative Teaching, Teaching With Technology, Learning Community

**Subthemes:** AI/Technology in the Classroom; Instructional Methods

Educational developers will present lessons learned and program design of a recently launched Innovative Teaching Fellows program at a single institution. The program supports eighteen disciplinary-diverse faculty members across three technical tracks: AI in Education, Canvas, and Classroom Technology. Facilitators will provide an overview of the program's structure, highlighting its core components, embedded faculty support, and evaluation methods. The session includes a brief presentation from representatives of each track highlighting key successes, challenges, and significant insights gained. Participants will collaborate to brainstorm potential challenges and strategies for designing and implementing faculty development initiatives aimed to advance teaching with technological innovation.

*Outcomes:*

1. Describe the structure and processes of the Innovative Teaching Fellows program.
2. Create strategies to design and adapt faculty learning communities for technology integration and teaching innovation.
3. Evaluate lessons learned from the program to identify best practices and explore future directions.

**12f) Phoenix North**

**Growing Through Mistakes Using Standards-Based Grading in Biochemistry**

*Julian A. Harris, Thomas Jefferson University*

**Key Statement:** Standards-based grading helps students turn mistakes into learning opportunities by allowing multiple attempts to demonstrate understanding. This study examines its impact in undergraduate biochemistry education.

**Keywords:** Standards-Based Grading, Growth Mindset, Biochemistry Education

**Subthemes:** Grading/Ungrading/Providing Feedback to Students; Assessment

Making mistakes is essential during learning. Traditional assessment in higher education, however, does not reward growth over time and students are not incentivized to engage in meaningful review of missed concepts.

Our undergraduate biochemistry course was redesigned using standards-based grading (SBG). Students had multiple attempts to demonstrate proficiency on core standards; only their eventual understanding was reflected in the final grade.

The efficacy of this approach was measured using quantitative outcomes of student performance (final grades and performance on standardized exams). Qualitative surveys explored students' perception of SBG and its impact on self-identified resilience and growth-mindset.

*Outcomes:*

1. Compare and contrast traditional assessment methods with standards-based grading.
2. Analyze the impact of standards-based grading on student performance.
3. Assess how multiple-attempt assessment shapes student approaches to academic challenges.

## Concurrent Session 13

11:40 am - 12:20 pm

### 13a) Phoenix South

#### **The AI Revolution Coming to the Software We Use Most**

*Amy Rutledge, Oakland University*

**Key Statement:** Ready or not, students and faculty will soon access MS Office with Co-Pilot (AI tools in Word, PowerPoint, Excel). Explore its impact on higher education.

**Keywords:** Artificial Intelligence, Instruction, Grading

**Subthemes:** AI/Technology in the Classroom; Grading/Ungrading/Providing Feedback to Students

Ready or not, Co-Pilot is coming to MS Office—one of the most widely utilized software suites. This presentation will analyze Co-Pilot's impact on higher education, compare its benefits and drawbacks, and assess its impact on students' readiness for the future workforce with AI. Additionally, we will critique the ethical considerations

and potential risks of AI in academia and develop strategies to promote academic integrity and create cheat-resistant assignments. A live demo will showcase key features which include automated document summarization for quick insights, smart data insights in Excel for easy data analysis that do not require extensive knowledge of charts or functions, and interactive presentation enhancements in PowerPoint for better engagement.

*Outcomes:*

1. Analyze the potential impact of Copilot in MS Office on higher education, compare and contrast its benefits and drawbacks, and assess how it influences as they transition into the workforce, highlighting the growing demand from employers for these competencies.
2. Apply Co-Pilot's features, such as automated document summarization, smart data insights, and interactive presentation enhancements, to streamline tasks and improve educational outcomes for educators and their students.
3. Critique the ethical considerations and potential risks associated with AI use in academic settings, and develop strategies to promote academic integrity and create cheat-resistant assignments for their students.

**13b) Austin**

**Come Play! An Introduction to the Versatility of Gaming Platforms**

*Matthea Williams, Baylor University*

*Heather Hudson, Baylor University*

**Key Statement:** Games are fun but learning a new technology can be overwhelming. Come play and learn with us in this low-stakes, hands-on session exploring TriviaMaker.

**Keywords:** Active Learning, Student Engagement, Gamification

**Subthemes:** Fostering Student Practice; Interactive Instruction

Teaching is a fun and innately creative endeavor, but lack of familiarity can often be a barrier to implementing a new strategy or technology. The concept of using games for teaching and learning can seem overwhelming without ample context. This

presentation will help familiarize attendees with gamified learning by using an online gaming platform. This interactive presentation will invite attendees to engage as both a game participant and game creator. The presenters aim to de-mystify the process, provide tangible steps and a transferable launch point for course instructors.

*Outcomes:*

1. Identify gaming platform options available.
2. Participate in various online game designs.
3. Practice building an online game.

**13c) DeWitt**

**Leveraging Metacognitive Feedback for Transformative Teaching and Learning**

*Nichole D. Barta, Gonzaga University*

*Juliane Mora, Gonzaga University*

**Key Statement:** This session equips instructors with practical strategies to create and apply metacognitive feedback tools that capture students' reflective insights, guiding instructional refinement to better support student learning.

**Keywords:** Metacognitive Reflection, Student-Centered Feedback Tools, Teaching Effectiveness

**Subthemes:** Metacognition; Assessment

When students engage in metacognitive reflection, their feedback can foster shared responsibility for learning and inform more effective teaching. This session demonstrates how to design metacognitive feedback tools that elicit purposeful, actionable reflections. Participants will explore strategies for integrating reflection prompts into surveys, formative assessments, and mid-term questionnaires to ensure feedback aligns with instructional goals. By applying these tools, instructors can analyze student feedback to collaboratively develop actionable plans that enhance instruction and support improved student learning.

*Outcomes:*

1. Explain core principles of metacognition that inform student-centered feedback.

2. Design feedback tools that guide students to reflect on their learning gains and processes.
3. Apply strategies for analyzing and using feedback to enhance teaching and learning.

### 13d) DeZavala

#### **Perceptions and Pedagogy: Working With Students on the Autism Spectrum**

*Patricia Moran, The University of Texas at Austin*

**Key Statement:** The number of students with disabilities pursuing higher education has increased substantially. Learn how faculty members' perceptions may impact classroom environments and how those perceptions may impact learning for students on the autism spectrum.

**Keywords:** Disabilities, Universal Design, Perceptions

**Subthemes:** Classroom Community/Culture; Course/Curriculum (Re)Design

The number of school-aged children identified with autism spectrum disorder increased from 1.5% in 2000 to 12% in 2021. As a result, the number of students on the autism spectrum who are entering college has grown exponentially. This session will feature research related to faculty members' perceptions of students on the autism spectrum and how those may impact students' engagement in learning, interaction with course material, and connection with fellow classmates. Key findings on application and implementation to both perceptions and pedagogy will be shared.

#### *Outcomes:*

1. Understand faculty members' perceptions of students diagnosed with autism spectrum disorder at a public four-year university.
2. Create a plan to revise pedagogy and/or classroom culture at their home institutions.
3. Bridge theory to practice around universal design, student success, and curriculum

### 13e) Robertson

## **An Investigation of Dialect Variance and Accent Bias With Pre-Service Teachers: A Comparative Study**

*Rebecca M. Nelson, University of Nebraska at Kearney*

**Key Statement:** Exploring how pre-service teachers in two countries perceive accent bias and its impact on their teaching practices, students' learning outcomes, engagement levels, and classroom management.

**Keywords:** Pre-Service Teachers, Dialect Variance, Accent Bias

**Subthemes:** Instructional Methods; Course/Curriculum (Re)Design

Teaching and researching dialect variance and accent bias is essential for pre-service teachers to foster equitable and inclusive classroom environments. Accent bias, a form of linguistic prejudice based on the way individuals speak, can significantly influence educational environments. Educators' awareness of their own biases and acknowledging the diverse linguistic backgrounds of their students are necessary to provide equitable and supportive instruction. This presentation explores how pre-service teachers in two countries perceive accent bias and its impacts on their teaching practices, students' learning outcomes, engagement levels, and classroom management. By addressing accent bias, teachers can create a more equitable learning environment.

### *Outcomes:*

1. Assess their own accent biases and how they might impact their teaching.
2. Identify opportunities to include dialect awareness in their curriculum.
3. Create a plan to make small curricular changes to incorporate dialect variance and accent bias awareness in pre-service teacher courses.

**13f) Phoenix North**

## **Building Self-Regulated Learners: Small Moments, Big Impact**

*Lynn Meade, University of Arkansas*

**Key Statement:** Learn strategic teaching hacks to incorporate self-regulated learning lessons into any class. Small 5-minute lessons with a big impact. When students learn, we all win!

**Keywords:** Metacognition, Self-Regulated Learning, Fostering Student Practice

**Subthemes:** Metacognition; Fostering Student Practice

In this session, discover practical strategies to embed self-regulated learning principles into your classroom with quick, impactful 5-minute lessons. We will start with an overview of self-regulated learning and metacognition but will spend most of the time reviewing examples of how to mix the science of learning with practical strategies that you can use like using distributed practice, racing the clock for writing, leveraging smartphones, and resourcing student learning testimonials. When students know how to learn and when they develop a mindset that they can learn, they are empowered in your classroom and beyond!

*Outcomes:*

1. Incorporate metacognitive strategies and self-regulated learning principles into classroom lessons through intentional 5-minute learning moments.
2. Utilize student narratives and reflections to foster deeper understanding and application of self-regulation techniques.
3. Facilitate purposeful dialogue that promotes growth mindset and encourages students to take ownership of their learning process.

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Lunch 12:30 pm - 1:15 pm

Private Buffet Lunch

*Name Tag Required*

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KEYNOTE PRESENTATION II

1:15 PM - 2:30 PM

***When Students Check Out:  
5 Strategies for Student Engagement***

Concurrent Session 15  
2:50 pm - 3:10 pm

**15a) Phoenix South**

**Exploring the Impact of Authorized Cheat Sheets on Exam Performance**

*Jessica K. Simon, Babson College*

**Key Statement:** Based on a pilot study about cheat sheets, this workshop will help instructors to learn about effective exam aids and association with student anxiety.

**Keywords:** Exam Performance, Learning Strategies, Student Well-Being

**Subthemes:** Assessment; Fostering Student Practice

As an economics instructor, I've tried various exam formats. Recently, I allowed students to create authorized cheat sheets (one double-sided 8.5"x11" piece of paper). Cheat sheets can be handwritten, typed, or mixed and done individually or in groups. Unlike open notes exams, cheat sheets highlight specific information. In Fall 2024, I studied undergraduate students in Managerial Economics to see if cheat sheets enhance learning, enhance confidence, and reduce anxiety. The session will cover effective cheat sheet characteristics, survey results, and a guide for instructors on creating useful cheat sheets, even if not used during exams. This can help all students, especially marginalized groups.

*Outcomes:*

1. Describe the characteristics of effective cheat sheets.
2. Create a "how to" for individual instructors to communicate with students how to create a useful cheat sheet or study guide, even if it cannot be used during the exam itself.
3. Analyze whether an exam aid like a cheat sheet would be an appropriate addition to testing conditions in individual instructor's classes.

## 15b) Austin

### **The Effects of Student Response Systems in University Foundation Courses**

*Grace M. Tuttle, Macmillan Learning*

**Key Statement:** This study explored the use of clickers between clicker and non-clicker groups. Overall findings showed there were significant differences in performance, measured by final grades.

**Keywords:** Polling, Student Participation, Assessment

**Subthemes:** Technology in the Classroom; Assessment

This quasi quantitative study explored the effects of iClicker use and whether it had a significant impact on learners' performance based on final course grades. This study evaluated data with 7,812 participants from Spring 2017 to Fall 2019. Student academic performance was compared between clicker group and non-clicker group. Overall findings showed there were significant differences between students who used iClicker and students who did not use iClicker.

#### *Outcomes:*

1. Describe iClicker technology as a tool to measure students' participation and engagement.
2. Discuss how iClicker technology enhances academic success across diverse groups by engaging students and reinforcing concepts.
3. Understand the relationship between polling activities and final course grades.

## 15c) DeWitt

### **Student Expectations and Engagement in Online Public Speaking**

*Bradley Wolfe, Ridgewater College*

**Key Statement:** This study analyzed student reflections in an asynchronous online public speaking class, revealing expectations for traditional speaking skills and engagement in the course.

**Keywords:** Public Speaking, Online Learning, Student Engagement

### **Subthemes:** Teaching Online; Indirect Instruction

This study examines student expectations and the role of reflections in engagement within an asynchronous online public speaking class. As demand for online education grows, public speaking courses traditionally taught face-to-face are increasingly offered online. This course mirrored traditional content in an asynchronous format, with reflections from 12 students analyzed. Results indicate that although additional technology instruction may be beneficial, students primarily focused on developing traditional public speaking skills transferable to in-person settings. These findings underscore the importance of aligning online course design with students' expectations and the potential for reflections to enhance engagement and learning outcomes.

#### *Outcomes:*

1. Analyze how student reflections can reveal expectations and improve engagement in asynchronous online courses across disciplines.
2. Evaluate strategies for adapting traditional face-to-face course content to meet the needs of online learners.
3. Design reflection-based activities and technology support strategies to enhance student learning and engagement in online teaching environments.

**15d) Dezavala**

### **Engaging Students Through Error Analysis Activities**

*Marcela Chiorescu, Georgia College & State University*

**Key Statement:** Incorporating error analysis activities in a classroom can create a learning environment that enhances analytical thinking, collaborative skills, and communication abilities.

**Keywords:** Analytical Thinking, Collaboration, Communication

**Subtheme:** Indirect Instruction ; Instructional Methods

Error analysis is an instructional strategy in which students are asked to identify, analyze, and correct errors in problems that contain intentional mistakes. Error analysis

has many potential benefits, including enhancing critical thinking skills, promoting a deeper understanding of concepts, cultivating a growth mindset, and fostering collaboration and communication. Three of these benefits - critical thinking, collaboration, and communication - are identified as the 21st century skills a student needs to succeed in today's changing world. This presentation will discuss how error analysis activities were implemented in a Precalculus course and preliminary results.

*Outcomes:*

1. List the benefits of using error analysis activities in the classroom.
2. Explore ways to implement error analysis activities in the classroom.
3. Analyze students' responses from survey data.

**15e) Robertson**

**Enhancing Student Engagement: AI-Assisted Zoom Discussions as an Alternative to Traditional Online Discussion Boards**

*Scott Hamm, Abilene Christian University*

*Cliff Barbarick, Abilene Christian University*

**Key Statement:** Explore how AI-assisted Zoom discussions enhance engagement, foster deeper learning, and replace traditional online discussion boards with meaningful, community-building interactions and detailed feedback.

**Keywords:** Artificial Intelligence, Online Learning, Online Discussion

**Subthemes:** Teaching Online; Instructional Methods

In many online courses, traditional discussion boards lead to perfunctory participation, where students post and reply to two peers without meaningful engagement. This presentation replaces the standard asynchronous discussion board with real-time Zoom discussions monitored by AI. The AI tool observes and analyzes student interactions, providing instructors and students with detailed feedback on participation quality, engagement levels, and key takeaways from the discussion. This AI-assisted approach allows for richer, more dynamic conversations, fostering deeper learning and enhancing digital literacy. Attendees will gain insights into the

implementation, challenges, and outcomes of integrating AI-powered Zoom, and other AI-assisted approaches into online discussions.

*Outcomes:*

1. Analyze AI strategies for online student engagement and participation.
2. Explore practical steps for integrating AI-powered tools into online course design.
3. Build an AI-powered online discussion for your online course.

Concurrent Session 16

3:20 pm - 3:40 pm

**16a) Phoenix South**

### **Resources for Strengthening Standards-Based Grading**

*Rachel Epstein, Georgia College & State University*

**Key Statement:** Standards-based grading has many benefits, but also many challenges. Learn about strengthening grading by using metacognitive reflections and other resources to help students succeed.

**Keywords:** Standards-Based Grading, Alternative Grading, Reflection

**Subthemes:** Grading/Ungrading/Providing Feedback to Students, Metacognition

Standards-based grading, also known as mastery grading, is a type of grading where students are assessed on course standards and have multiple opportunities to demonstrate their learning. Reasons for using standards-based grading include allowing students to learn at their own pace, ensuring students have a deep understanding of the concepts, and supporting a growth mindset. However, it has its challenges. This presentation will discuss the implementation of standards-based grading in a Precalculus course and will introduce resources that can help overcome these challenges by helping students plan for assessments, evaluate their progress, and reflect on how to improve their learning.

*Outcomes:*

1. Identify the benefits and challenges of standards-based grading.

2. Discover multiple resources to help make standards-based grading more successful.
3. Think about how to adapt the resources to their own courses.

## 16b) Austin

### **Multidisciplinary, Semester-Long, Project-Based Course Integration**

*Elizabeth N. Ranieri, The University of North Texas*

**Key Statement:** Project-Based Learning methodologies work! Come learn how our unique project-based program integrates across disciplines and within the “Gold Standard” of PBL.

**Keywords:** Project-Based Learning, Multidisciplinary, Program Integration

**Subthemes:** Course/Curriculum (Re)Design; Instructional Methods

The North Texas NOW! dual credit partnership between The University of North Texas (UNT) and Frisco Independent School District is a cohort-based program taught by faculty of UNT’s Department of Multidisciplinary Innovation in the College of Applied and Collaborative Studies. The program is project-based and multidisciplinary and integrates State of Texas core courses into meaningful, student-run, semester-long projects. This session will discuss best practices of course integration across disciplines by providing examples of past projects and how they fit within the “Gold Standard” of Project-Based Learning.

#### *Outcomes:*

1. Analyze case studies to inform their teaching practice.
2. Adapt PBL Gold-Standards to course projects.
3. Generate ideas for future multidisciplinary integration and collaboration.

## 16c) DeWitt

### **Engaging in Experiential Learning Through Storytelling With Small Data**

*Kelsey Virginia Dufresne, North Carolina State University*

**Key Statement:** Embrace student storytelling through humanistic and data science practices to actionize transdisciplinarity!

**Keywords:** Critical Making, Digital Humanities, Storytelling

**Subthemes:** Experiential Learning; Course/Curriculum (Re)Design

This presentation will explore how and why intentional, critical, and careful tending to and adoption of humanistic learning practices in increasingly pervasive data science spaces can reinforce teaching and learning that is rooted in student-centeredness and transdisciplinarity. This will be illustrated by exploring a Data Science and AI Academy course at North Carolina State University: “Storytelling with Data and AI: The Story of Self.” This class relies upon close reading, storytelling, and argumentative narrative development alongside data collection and analysis to reimagine and actionize a practice of learning that works across disciplines to better reach all students.

*Outcomes:*

1. Analyze the value of storytelling and story sharing pedagogical theories.
2. Reimagine data science practices for all classrooms and work spaces to encourage multiliteracy development in an increasingly data-driven world.
3. Create transdisciplinary activities and imagine opportunities for implementation.

**16d) DeZavala**

### **Introducing the Thesis to the Inexperienced Writer**

*Arna A. Shines, Jackson State University*

**Key Statement:** Developmental composition instruction need not be stressful or intimidating for the instructor or the student. It’s never too late for fun, innovative, and engaging strategies.

**Keywords:** First-Year Instruction, Thesis Development, Developmental Strategies

**Subthemes:** Instructional Methods; Instructional Skills

First-year students begin the year committed to writing the way they did in high school, and the instructor is committed to introducing students to writing academically. Both are noble causes, but only one can prevail. “Introducing the Thesis to the

Inexperienced Writer” offers an interactive, fun, and engaging way of winning the tug-of-war but doing it in a way that lays the foundation for learning the fundamentals of essay development.

*Outcomes:*

1. Complete a thesis table.
2. Recognize the power of one-word brainstorming.
3. Create a one-sentence thesis.

**16e) Robertson**

**Publishing SoTL Work in the *Journal on Excellence in College Teaching***

*Gregg Wentzell, Miami University*

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

**Keywords:** SoTL, Publication, Pedagogical Research

**Subthemes:** Assessment; Fostering Student Practice

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

*Outcomes:*

1. Describe the publication categories, review process, and acceptance criteria for submissions to the *Journal on Excellence in College Teaching* (JECT).
2. Determine whether JECT is a good fit for your work.
3. Locate resources for support.

Concurrent Session 17

4:00 pm - 4:40 pm

**17a) Phoenix South**

**How Generative AI May Improve Writing Instruction (But Not That Way)**

*Benjamin Mitchell-Yellin, Sam Houston State University*

**Key Statement:** This session presents reasons to think that the threat Large Language Models, such as ChatGPT, pose to writing instruction is not entirely new *and* a welcome disruption to the way writing instruction is typically delivered.

**Keywords:** Artificial Intelligence, Writing Instruction, Evidence-Based Best Practices

**Subtheme:** Classroom Community/Culture; Instructional Methods

This session presents reasons to think that the threat Large Language Models (LLMs), such as ChatGPT, pose to writing instruction is not entirely new *and* a welcome disruption to the way writing instruction is typically delivered. This new technology seems to be prompting many instructors to question whether essay responses to paper prompts reflect students' own thinking and learning. This uneasiness is long overdue, and the hope is it leads instructors to explore evidence-based best practices familiar from the scholarship of teaching and learning. We've known for some time how to better teach our students to think and write. Perhaps the arrival of LLMs will get us to put these lessons into widespread practice.

*Outcomes:*

1. Summarize some basics about Large Language Models (LLMs) and their actual and predicted impacts on writing instruction at the college level.
2. Assess some common reactions to the advent of LLMs by writing instructors across disciplines.
3. Create a plan to incorporate some best practices in writing instruction in their own courses and appreciate how and why they work in the age of LLMs.

**17b) Austin**

**Building Strengths-Based Communities Through Appreciative Inquiry and Appreciative Resilience**

*Christina Cederlof, Thompson Rivers University*

**Key Statement:** This session will explore the integration of Appreciative Inquiry and Appreciative Resilience (AR) as frameworks for building a vibrant, strengths-based Community of Practice (CoP).

**Keywords:** Strengths-Based, Appreciative Inquiry, Appreciative Resilience

**Subthemes:** Resiliency/Self-Care/Mindfulness; Classroom Community/Culture

This session will explore the integration of Appreciative Inquiry and Appreciative Resilience (AR) as frameworks for building a vibrant, strengths-based Community of Practice (CoP). Appreciative Inquiry, a transformative approach to change, focuses on identifying and amplifying the best of what already exists, while Appreciative Resilience emphasizes adaptive, proactive strategies for thriving in the face of challenges. Together, these practices form a lens for reimagining how we engage with each other as faculty, staff, students, and community members. We will explore how these approaches can enhance relationships, support resilience, and promote a more inclusive and sustainable campus culture.

*Outcomes:*

1. Describe Appreciative Inquiry and Appreciative Resilience processes
2. Consider strategies from the session that could be applied to your own classroom or workplace
3. Create a plan to use Appreciative Inquiry and/or Appreciative Resilience in your own classroom or workplace

**17c) DeWitt**

**Engaging Students Through Podcasting: A Technology-Driven Approach to Assessment and Active Learning**

*Darlene Carbajal, University of the Incarnate Word*

*Trey Guinn, University of the Incarnate Word*

**Key Statement:** Faculty across disciplines can leverage technology to enhance student engagement. This workshop equips participants to integrate technology into their curriculum as an interactive learning tool.

**Keywords:** Engaging Students, Technology in the Classroom, Interactive Instruction

**Subtheme:** Interactive Instruction; AI/Technology in the Classroom

Students engage more deeply with course content when they actively create and communicate knowledge rather than passively consume it. Podcasting is a powerful, accessible strategy allowing students to demonstrate understanding, develop digital literacy, and enhance peer-to-peer learning while reducing reliance on AI tools.

This interactive workshop guides participants through integrating podcasts into their curriculum as a method of interactive instruction and assessment. Attendees will record a podcast episode with other participants on a topic of their choice—no prior technical experience required. By the end of the session, faculty will leave with practical skills to create student-centered, technology-enhanced learning experiences.

*Outcomes:*

1. Design evidence-based instructional methods using podcasting to enhance student engagement and comprehension, aligning with Course/Curriculum (Re)Design and Instructional Methods.
2. Implement assessment techniques through student-produced podcasts, fostering authentic evaluation of student understanding while supporting Grading/Providing Feedback and Assessment.
3. Cultivate a dynamic classroom culture by integrating technology that promotes collaborative learning and inclusivity, contributing to Classroom Culture/Community

**17d) DeZavala**

**Normalizing the Learning Process and Disrupting Grade Anxiety Through Mastery Grading**

*Michael Callahan, Michigan State University*

**Key Statement:** Mastery grading promotes ultra-transparency, reduces grade anxiety, correlates course grades with achievement rather than learning process, and builds skills in metacognition and executive function. Come and learn!

**Keywords:** Mastery Grading, Humane Assessment, Student Anxiety

**Subthemes:** Grading/Ungrading/Providing Feedback to Students; Assessment

This workshop illustrates the advantages of mastery learning (ML) as demonstrated by a qualitative study in a required, first-year skills course, and empowers participants to implement it within their own teaching contexts. We will explore the following essential features and advantages: detailed tracking toward course proficiencies makes grading ultra-transparent to students; ML fosters a growth mindset and normalizes the nonlinear messiness of the learning process by awarding equal credit to successful first attempts and successful tenth attempts; correlates grades directly with learning by basing final course grades on skill achievement rather than on process adherence (e.g., on-time homework submission); it combats grade and test anxiety and hurry, and promotes an "in-it-together" mindset between students and instructor, by replacing timed, one-shot exams with multiple assessment opportunities spread out across the semester; and it builds skills in metacognition and executive function by asking students to track their progress across the semester and "order off the menu" to choose which proficiencies to attempt on each assessment.

*Outcomes:*

1. Articulate the advantages of mastery grading over traditional grading systems.
2. Summarize the findings of a qualitative SoTL study on student and instructor experiences with mastery grading, and list classroom-tested tips and strategies for maximizing benefits and avoiding pitfalls.
3. Create a personalized plan for employing mastery learning in suitable courses within one's own teaching context.

**17e) Robertson**

**SoTL Project Development 7 Steps for Your SoTL Publication**

*Milt Cox, Miami University Emeritus*

**Key Statement:** Participants will discuss production steps that can help them find and design a teaching and learning project that could become a SoTL presentation and publication.

**Keywords:** SoTL, SoTL publication, SoTL projects

**Subtheme:** Course/Curriculum (Re)Design

There is a growing discipline in higher education that features the scholarship of teaching and learning (SoTL). The presenter of this session has been an editor-in-chief of a journal that publishes SoTL. He will define and discuss the ongoing cycle of scholarly teaching and the scholarship of teaching and learning. In addition, participants will discuss seven steps that can transform a teaching, learning, or institutional problem or opportunity into SoTL.

*Outcomes:*

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

Concurrent Session 18  
4:50 pm - 5:30 pm

**18a) Phoenix South**

**Empowering Educators to Facilitate Civil Discourse in Classrooms and Beyond**

*Gina Amatangelo, University of Texas at San Antonio*

*Rita Mitra, University of Texas at San Antonio*

*Claudia Arcolin, University of Texas at San Antonio*

**Key Statement:** Presenters will share their experience with UTSA's Civil Discourse Faculty Learning Community, an initiative empowering faculty to promote respectful, constructive dialogue in classrooms and beyond.

**Keywords:** Civil Discourse, Civil Engagement, Free Speech

**Subthemes:** Classroom Community/Culture; Resiliency/Self-Care/Mindfulness

In this session, presenters will share their experience with UTSA's Civil Discourse Faculty Learning Community, an initiative empowering faculty to promote respectful, constructive dialogue in classrooms and beyond. This collaborative, interdisciplinary program provides tools and strategies to foster civil discourse, promote critical thinking, and cultivate a compassionate campus climate. This community supports faculty in developing environments where differing perspectives can be shared and heard. Through interactive discussions and activities, participants will discuss best practices and apply practical solutions, enriching the student learning experience to prepare students for their current and future roles as informed and engaged citizens.

*Outcomes:*

1. Define Civil Discourse.
2. Implement effective strategies for promoting respectful dialogue.
3. Identify strategies to create a faculty community of learning and connect with colleagues dedicated to fostering a culture of respect and active listening.

**18b) Austin**

### **Developing a Multimodal Approach to Student Success in a Gateway Math Course**

*Marcela Chiorescu, Georgia College & State University*

*Rachel Epstein, Georgia College & State University*

**Key Statement:** We will discuss strategies that help students develop skills for success in STEM, including inquiry-based learning, reflection assignments, and standard-based grading.

**Keywords:** Study Skills, Standard-Based Grading, Reflection Assignments

**Subthemes:** Fostering Student Practice; Grading/Ungrading/Providing Feedback to Students

Courses such as Precalculus serve as a gateway into the STEM fields, and it is important that students gain skills that will help them succeed throughout their education. In this session, we will discuss what skills we want our students to develop during our courses and how we can help them develop those skills. This will be an interactive discussion, with opportunities for participants to share their own strategies. The presenters will discuss a variety of resources they developed for Precalculus before and after the pandemic. These resources include inquiry-based course materials, standard-based grading, and reflection assignments.

*Outcomes:*

1. Identify ways to help their students build skills for success in STEM courses.
2. Learn how to implement reflection assignments in their courses.
3. Learn about standards-based grading and how to use it to help students learn from feedback.

**18c) DeWitt**

**Cohort-Based Learning Builds Community and Drives Student Success**

*Felix Villarreal, Austin Community College*

**Key Statement:** Cohort-based learning is a method that facilitates the building of community and enhances learning. This session provides insight in implementing cohort-based learning into your course.

**Keywords:** Community Building, Engagement, Student Success

**Subthemes:** Classroom Community/Culture; Instructional Methods

Students learn more effectively when they feel they belong and are accepted by the other members of the course. Cohort-based learning is a method that facilitates the building of community in a course. Enhanced student academic success and engagement have been documented by research when this process is used.

I have implemented a cohort-based learning environment in several different courses. This session will highlight my experiences in incorporating the cohort-based

learning model and explore how participants will be able to navigate the process of using this method in the course they teach.

*Outcomes:*

1. Understand how cohort-based learning is implemented and maintained in a course.
2. Engage in some examples of problem-based activities and projects that can be used in a course.
3. Begin to develop some ideas for the implementation of cohort-based learning in your course.

**18d) DeZavala**

### **Empowering Interdisciplinary Faculty in Preparing a Global-Minded Future Through Technology Integration**

*Stephanie Long, Austin Community College*

**Key Statement:** We will highlight strategies for fostering belonging among students and recognizing their individuality and intersectionality within diverse learning environments using technology.

**Keywords:** Interdisciplinary Integration, Professional Development, Digital & Information Literacy

**Subthemes:** AI/Technology in the Classroom; Experiential Learning

This dynamic session will foster an interactive environment aiming to inspire educators, administrators, and researchers to embrace technology, specifically Geographic Information Systems (digital maps) as a catalyst for inclusive global learning. Attendees will walk away with a renewed sense of innovation and a collection of free digital resources to implement an institute of this scale at their institution. By fostering collaboration, leveraging technology, and promoting intercultural competence, we can empower students to become informed global citizens capable of addressing the complex challenges of the 21st century.

*Outcomes:*

1. Gain insights into a strategic initiative aimed at equipping faculty and students with the necessary skills and competencies to leverage GIS technology in the classroom and beyond.
2. Collaborate with peers, through interactive activities and discussions, to brainstorm ideas, share experiences, and identify potential collaborations for advancing GIS integration in global education at their institution.
3. Explore opportunities for professional development in GIS technology and pedagogy, including workshops, conferences, online courses, and professional networks, to support ongoing learning and growth in this area.

**18e) Robertson**

**Breaking the Barriers to Global Learning Through Collaborative Online International Learning (COIL)**

*Girija Nagaswami, Community College of Philadelphia*

*Ilze Faucette, Community College of Philadelphia*

**Key Statement:** Global learning is an essential component in higher education. Collaborative Online International Learning (COIL) is an innovative, no cost to students, approach! Come and learn!

**Keywords:** Intercultural Competence, Borderless Learning, Social Proximity

**Subthemes:** Instructional Methods; Indirect Instruction

Study Abroad, a high-impact practice introduces students to global learning. While nothing can replace learning in an actual physical setting, Collaborative Online International Learning (COIL) provides a similar learning experience. Cost is a major barrier for students attending community colleges to participate in study abroad. COIL is a no-cost alternative to bring global learning to the classrooms. Engaging in COIL enables students to gain knowledge about another country, interact with students from another culture, and gain a global perspective. Gaining such skills equips the students with the competitive edge needed in today's workforce. Join the presenters to learn all about COIL!

*Outcomes:*

1. Identify what COIL is, why COIL matters, and how to integrate COIL.
2. Employ strategies to offer professional development to faculty to implement COIL.
3. Examine ways to assess the impact of COIL and overcome the challenges involved.

## Poster Reception II

5:30 pm - 6:30 pm

Vestibule

### **(P15) A Well-Being-Focused Educational Development Model to Promote Flourishing Learning Environments**

*Jacquelyn J. Lee, University of North Carolina Wilmington*

*Anastasia Kuz-Grady, University of North Carolina Wilmington*

**Key Statement:** Thriving learning environments depend upon the well-being of students and instructors. This presentation offers a programming model from a Center for Teaching and Learning (CTL) to prepare and support instructors.

**Keywords:** Well-Being, Faculty Development, Resilience

**Subtheme:** Resiliency/Self-Care/Mindfulness; Instructional Skills

The myriad complexities facing higher education give rise to conversations about well-being. Mental health, engagement, student success, resilience, and faculty burnout are of concern. How do instructors balance empathy, academic rigor, and ensuring career-readiness skills? How can we create compassionate, trauma-informed classrooms? How can institutions support instructors to thrive? Importantly—how and where do we privilege the time and space needed to answer questions like these?

Centers for teaching and learning (CTLs) are well-positioned to design instructor, instructional, and organizational development to meet this moment. This presentation offers a new educational development model (and accompanying pedagogical strategies) from a CTL.

*Outcomes:*

1. Identify the rationale for the increased need to focus on well-being in higher education and define relevant concepts such as: well-being, resilience, and trauma-informed pedagogy.
2. Describe a robust model for educational development (i.e., instructor, instructional, and organizational development) to address well-being.
3. Apply relevant aspects of the model in their own contexts.

**(P 16) Adaptive AI Case Study: Enhancing Nursing Education With ChatGPT**

*Judith Caroline Quick, Auburn University*

**Key Statement:** An adaptive AI-driven unfolding case study using ChatGPT provided nursing students with a dynamic, real-time simulation of an ischemic stroke scenario, enhancing critical thinking, clinical decision-making, and bridging the gap between theory and practice.

**Keywords:** Adaptive Learning, Nursing Education, Artificial Intelligence

**Subthemes:** AI/Technology in the Classroom; Instructional Methods

Innovating nursing education, this adaptive AI-driven unfolding case study utilized ChatGPT to simulate a patient experiencing an ischemic stroke. Dividing 112 students into three groups, the study began with ChatGPT providing an EMS report, dynamically generating information from lecture notes. Students engaged in the full nursing process, from assessment to intervention, adapting to evolving patient responses and executing virtual medical orders. ChatGPT graded performance using a pre-established rubric, offering personalized feedback. This method not only reinforced

nursing theory but also honed critical thinking by allowing real-time adaptive learning and decision-making in a controlled, yet realistic, clinical scenario.

*Outcomes:*

1. Summarize AI-driven case scenarios that enable nursing students to engage in comprehensive assessments, analysis, action, and evaluation with an adaptive virtual patient, enhancing practical clinical skills.
2. Critique the effectiveness of AI tools, such as ChatGPT, in delivering personalized feedback and grading, focusing on critical thinking, clinical decision-making, and maintaining academic integrity.
3. Adapt best practices for incorporating AI technologies into nursing education curricula, including developing course materials, executing formative and summative assessments, and promoting interactive learning while managing challenges like accuracy, bias, and over-reliance on AI tools.

**(P 17) Bridging Nursing and Social Work Through Interdisciplinary Learning**

*Christy Watson, Ohio University Zanesville*

*Susan Dowell, Ohio University Zanesville*

**Key Statement:** Bringing nursing and social work students together in an interdisciplinary learning experience offers a meaningful approach to teaching child abuse and neglect management.

**Keywords:** Interdisciplinary Learning, Nursing and Social Work Students, Child Abuse and Neglect

**Subtheme:** Instructional Methods; Experiential Learning

This presentation will describe an innovative, interdisciplinary learning activity implemented with undergraduate nursing and social work students. Nursing and social work students collaborated and considered the unique roles and responsibilities of each discipline when addressing child abuse and neglect. Students from both disciplines engaged in a role-play scenario that simulated a real-life child abuse situation in an emergency department. Exercising interdisciplinary communication, the students discussed findings suggestive of abuse, explored evidence-based approaches to manage the situation, and considered the ethical and legal issues involved.

*Outcomes:*

1. Identify the key elements of an interdisciplinary learning activity involving undergraduate nursing and social work students.
2. Explain how the learning activity facilitated nursing and social work students' understanding of their individual and collaborative roles in identifying, reporting, and managing child abuse and neglect.
3. Summarize the benefits of an interdisciplinary approach to teaching nursing and social work students how to effectively manage child abuse and neglect.

### **(P 18) Collective Transformation Through Individual Excellence**

*Stephanie H. Kamai, University of Hawai'i, West O'ahu*

**Key Statement:** The lesson study professional development approach offers a valuable framework. Pre-service teachers engage in authentic clinical experiences which contribute to a more confident beginning teacher.

**Keywords:** Learning, Teaching, Lesson Study

**Subthemes:** Classroom Community/Culture; Instructional Methods

How does active learning happen for students at a small undergraduate university? Does active learning contribute to a more confident pre-service teacher pursuing a teaching degree? The lesson study approach actively engages students with opportunities to work with a team. Each team writes lesson plans, teaches their lessons, and collects and reviews observational data. The teams lead discussions, collaborate on planning activities, and productively struggle through each task. Students have collective and individual responsibility which is vital for the successful completion of the lesson study project. Retention rates after graduation are high, and feedback from administrators indicates that our students are resilient.

*Outcomes:*

1. Analyze strategies from the session that may be used to identify resiliency in students.
2. Describe factors that contribute to student success in a college classroom.
3. Create a visual journal of key takeaways from the session.

## **(P 19) Developing Community-Based Partnerships Supporting Equitable and Responsive Teaching Practices**

*Amy Sneed, College of Coastal Georgia,*

*Jessica Morris, College of Coastal Georgia*

*Katie Bennett, College of Coastal Georgia*

**Key Statement:** This session highlights strategies used to build and maintain a community-based partnership along with considerations for incorporating this type of project into teacher preparation courses.

**Keywords:** Experiential Learning, Collaboration, Community Impact

**Subtheme:** Experiential Learning; Course/Curriculum (Re)Design

This session highlights a partnership between our Elementary and Special Education program and the Boys and Girls Club to enhance literacy, science, and equitable teaching practices for P-5 students. Teacher candidates designed and facilitated integrated literacy and engineering lessons, using culturally responsive methods. Through cycles of planning, teaching, and reflection, candidates critically examined their beliefs and learned to leverage student diversity to foster high-level learning. We'll discuss strategies for maintaining community partnerships, share resources, and explore how such projects can strengthen teacher readiness to advocate for and support all students' learning in schools and communities.

*Outcomes:*

1. Identify the benefits and impacts of community-based partnerships on teacher candidates' development of equitable and responsive teaching practices.
2. Examine promising strategies, resources, and tools for building community partnerships and supporting in-depth teacher candidate learning and reflection.
3. Reflect on and develop new ideas for using community partnerships in your own teacher preparation pedagogies and practices.

## **(P 20) Implementing TILT Framework to Discourage Inappropriate AI Use**

*Anastasia Kuz-Grady, University of North Carolina Wilmington*

*Jacquelyn Lee, University of North Carolina Wilmington*

**Key Statement:** Using TILT framework, we can design assignments that promote academic integrity by emphasizing purpose, relevance, and transparent evaluation in the age of AI.

**Keywords:** Academic Integrity, Assessment Design, Artificial Intelligence

**Subtheme:** AI/Technology in the Classroom; Metacognition

In the age of GenAI, academic integrity has become an increasingly critical challenge, highlighting the need to rethink assessment design. Transparency in Learning and Teaching (TILT) can be strategically applied to discourage inappropriate AI use in academic work. TILT methods focus on the “how” and “why” behind the learning experiences. By designing student-centered assignments with an explicitly stated purpose, clear long-term relevance, and transparent evaluation criteria, we can guide students in developing metacognitive awareness of their learning and help them see value in uniquely human learning and skills. TILting can help us teach for integrity in the age of AI.

*Outcomes:*

1. Describe key components of the Transparency in Learning and Teaching (TILT) framework.
2. Explain how transparent assignment design can promote metacognitive awareness of student learning.
3. Identify specific strategies that leverage TILT principles to discourage AI misuse in academic assignments.

## **(P 21) Incorporating AI Technology in Instructional Methods in a College**

### **Reading/Writing ESL Class**

*Maren Mitchell, Austin Community College*

**Key Statement:** Follow one professor's journey from gaining AI instructional skills to adapting instructional methods over six weeks. Feedback from students is collected, analyzed, and presented.

**Keywords:** Artificial Intelligence, English as a Second Language, Action Research

**Subtheme:** AI/Technology in the Classroom; Instructional Methods

The emerging field of Artificial Intelligence lays fertile ground for teachers to bridge the divide, taking on the role of researcher as they strive to take advantage of new tools and reflect on their usefulness and application. After attending college-facilitated AI-trainings this spring and conducting initial trials, I created a six-week experiment in one reading and one writing ESL class. In each lesson, I implemented an AI productivity tool, including for instruction, assessment, building community, and student resiliency. Afterward, I conducted surveys and focus groups to refine our collective skills. Findings and implications are shared with participants.

*Outcomes:*

1. Download specific AI tools and develop instructional skills to use them in the classroom.
2. Adapt AI tools to incorporate in their teaching methodology to meet a host of teacher and learner needs.
3. Create assessment tools to monitor the impact of the use of AI on student learning.

**(P 22) Increasing Student Feelings of Belonging Through Classroom Activities**

*Madeleine A. Fugère, Eastern Connecticut State University*

**Key Statement:** Classroom activities designed to facilitate interpersonal closeness, feelings of belonging, interdependence, and perceptions of similarity may improve students' feelings of belonging and class attendance.

**Keywords:** Belonging, Classroom Community, Interactive Classroom Activities

**Subthemes:** Classroom Community/Culture; Interactive Instruction

Student engagement and feelings of belonging may improve following classroom activities designed to promote interpersonal closeness, community-building, interdependence, and similarity. We compared student feelings of belonging as well as objective quiz and exam grades and class attendance in two sections of a Social Psychology course: a control section and a section which completed the activities described. Students in the activity section showed significant improvements in feelings of belonging over the semester as well as significantly increased class attendance and

nonsignificantly higher grades (versus the control condition). Implementing similar activities across disciplines may improve student perceptions of the classroom community.

*Outcomes:*

1. Learn four strategies to increase student feelings of belonging.
2. Apply strategies to courses across disciplines.
3. Plan to introduce these activities in their own courses to increase student participation and enjoyment of courses.

### **(P 23) Online Learning: Enhancing the Student Experience Through Humanization Opportunities**

*Katie Bennett, College of Coastal Georgia*

*Jessica Morris, College of Coastal Georgia*

*Amy Sneed, College of Coastal Georgia*

**Key Statement:** The instructor's ability to develop meaningful instructor-student relationships to promote a sense of connection and belonging in the online setting may increase student engagement.

**Keywords:** Online Learning, Student Engagement, Humanization

**Subtheme:** Teaching Online; Instructional Skills

Online coursework has become a popular method of distance learning in higher education. Its flexibility and convenience have led to rapid growth in online enrollment, especially catering to a large population of non-traditional students balancing work and personal commitments. There are several key areas an instructor should focus on, such as preparing for presence, investing in training, setting students up for success, prioritizing communication, monitoring effectiveness, and welcoming feedback. To establish a strong teaching presence early on, instructors should send announcements, create instructional videos, and actively participate in discussions.

*Outcomes:*

1. Describe strategies to increase humanization in the online setting.

2. Analyze strategies from the session that may be used to increase humanization in the online setting.
3. Explain which strategy they will embed in their course(s).

**(P 24) Program Completers' Perceptions of Accelerated Special Education Licensure Program Effectiveness**

*Nikki Logan, University of Wisconsin - Stevens Point*

*Sydney Bueno, University of Wisconsin - Stevens Point*

*Sawyer Stevens, University of Wisconsin - Stevens Point*

**Key Statement:** In what areas do our online accelerated special education initial licensure graduate program completers indicate they feel prepared? What are some program shortcomings? We'll share!

**Keywords:** Teacher Preparation, Accelerated Teacher Licensure Program, Online Cohort Graduate Program

**Subtheme:** Assessment (formative/summative/program); Teaching Online

Our traditional, mid-sized public university with a growing graduate student population developed an online, accelerated graduate program for initial special education teacher licensure. To evaluate program effectiveness and identify areas of improvement, we surveyed four cohorts of program completers. Results indicated most completers feel "very prepared" to manage student behavior, work with students with disabilities in K–12th grade, use educational and assistive technology, and identify and use evidence-based practices. Participants who indicated they feel less than "very prepared" responded they need additional real-world experiences, a deeper understanding or additional breadth of disabilities, technologies, behavior management techniques, and evidence-based practices.

*Outcomes:*

1. Summarize published research highlighting various models, strengths, and shortcomings of teacher preparation programs.
2. Describe actions an online accelerated special education initial licensure graduate program can take so completers feel prepared to manage student

behavior, work with students with disabilities in K–12th grade, use educational and assistive technology, and identify and use evidence-based practices.

3. State reasons why students enrolled in an online accelerated special education initial licensure graduate program feel unprepared to manage student behavior, work with students with disabilities in K–12th grade, use educational and assistive technology, and identify and use evidence-based practices and the institution's subsequent changes and recommendations for additional adjustments.

### **(P 25) Promoting Critical Thinking and Creativity Through Development of Multiple Choice Questions**

*Ioan Marginean, University of Baltimore*

**Key Statement:** Creating multiple-choice questions encourages higher-order thinking, deep learning, and peer collaboration by engaging students in analysis, organization, and explanation of key concepts.

**Keywords:** Creativity, Critical Thinking, Peer Collaboration

**Subthemes:** AI/Technology in the Classroom; Instructional Methods

Creating multiple-choice questions engages students in higher-order thinking by requiring them to analyze concepts, structure ideas, and explain solutions. While traditional multiple-choice assessments often focus on recall, student-generated questions encourage deeper learning, peer collaboration, and content mastery. The online platform PeerWise supports this process by enabling students to create, answer, and discuss questions, promoting critical thinking and a clearer understanding of course expectations. By shifting from passive question-answering to active question creation, educators can enhance student engagement, improve conceptual connections, and support meaningful learning experiences that extend beyond memorization.

#### *Outcomes:*

1. Understand how multiple-choice questions can be used for purposes other than assessment.
2. Recognize how creating multiple-choice questions promotes student creativity, critical thinking, and deeper understanding of the material.

3. Identify practical steps for integrating PeerWise into their teaching.

### **(P 26) Requiring "Mastery": A Path Toward Improvement**

*Aaron PeeksMease, University of Nebraska-Lincoln*

**Key Statement:** Explore the impact of requiring students to redo assignments when they do not earn at least a 75%.

**Keywords:** Statistics; SOTL; Mastery

**Subtheme:** Assessment; Fostering Student Practice

This study explores the impact of requiring students to redo assignments when they do not earn at least a 75%. Research finds positive impacts for students when mastery-based learning is implemented in a course. These positive impacts include more favorable views toward the content and instruction (Anderson, 1994; Kulik et al., 1990) and students feeling that their work better reflected their knowledge of the topic along with less time spent studying outside of class (Harsy & Hoofnagle, 2020). Results from this study indicate that requiring mastery results in fewer students needing to redo assignments and results in higher exam grades as the semester progresses.

#### *Outcomes:*

1. Understand the positive outcomes that can occur after implementing mastery-based learning.
2. Learn how to manage grade-inflation that is typically associated with mastery-based learning.
3. Learn how to construct a SOTL project that controls for the variability of students from semester to semester.

### **(P 27) Rigor and Relevance Through Practice-Based and Authentic Assessment**

*Jessica Morris, College of Coastal Georgia*

*Katie Bennett, College of Coastal Georgia*

*Amy Sneed, College of Coastal Georgia*

**Key Statement:** Providing relevance through practice-based and authentic assessment in undergraduate courses enhances critical thinking. Join us to learn more about designing meaningful assessment!

**Keywords:** Assessment Design, Practice-Based, Critical Thinking

**Subtheme:** Assessment (formative/summative/program); Fostering Student Practice

Providing rigor and relevance through authentic, practice-based assessments in undergraduate courses strengthens student's critical thinking skills. Through the design of student-centered rubrics and intentional critical thinking reflections, assessment practices are enhanced by providing the potential to receive timely and explicit feedback on their progress towards content mastery throughout the course. On-going instructor data collection and analysis of these authentic content experiences (practice-based tasks) strengthens the student learning experiences in both online and in-person courses.

*Outcomes:*

1. Describe how student-centered rubrics can enhance key assessment practices.
2. Determine how designing meaningful key assessments would impact critical thinking.
3. Analyze how authentic content experiences (practice-based tasks) can enhance student learning experiences.

**(P 28) Service-Learning and the Connection to Engagement, Self-Efficacy, and Motivation**

*Bryn Hammack-Brown, Tarleton State University*

**Key Statement::** Are service-learning projects worth the work? Are students more engaged, motivated, and confident with the course material? Attend this session for more information!

**Keywords:** Service-Learning, Engagement, Self-Efficacy

**Subtheme:** Experiential Learning; Classroom Community/Culture

Service-learning (SL) is a pedagogical strategy where students engage in community or related service to enhance their understanding of course concepts. Research exists regarding positive effects of SL on higher order thinking, empathy, personal/interpersonal development, motivation, and self-efficacy. The connection between SL and its influence on student engagement, motivation, and self-efficacy has been explored, although study designs with control and experiment groups are not common. Also, in the aftermath of the pandemic, educators are attempting to re-engage students in the classroom and remind them of the importance of SL projects. This study examines these outcomes with two groups.

*Outcomes:*

1. Identify positive effects of incorporating service-learning projects into their curriculum.
2. Recall student reflections on what a service-learning project meant to them.
3. Discuss how student engagement, self-efficacy, and motivation were affected by a service-learning project in a business course.

**(P 29) Targeted Interprofessional Education Curriculum for Graduate Students**

*Cody Marie Busch, University of Wisconsin-Whitewater*

**Key Statement:** Collaborating in work settings requires skills/strategies that must be taught, therefore, students benefit from intentional curricular design focused on engaging with various professionals.

**Keywords:** Speech-Language Pathology, Interprofessional Curriculum, Interprofessional Education

**Subthemes:** Course/Curriculum (Re)Design; Instructional Methods

This poster describes the integration of a targeted interprofessional education (IPE) curriculum for speech-language pathology (SLP) graduate students. For the first year of the graduate program, SLP graduate students will complete various activities to support their learning of the Interprofessional Education Collaborative (IPEC) core competencies. Activities include completion of online, asynchronous learning modules with activities targeting each competency, development of an IPE goal with action steps, collaboration with various professionals while participating in experiential

learning activities, and opportunities for reflective writing. Quantitative and qualitative data will be collected throughout the academic year to explore development of SLP graduate student knowledge and attainment of the IPEC core competencies.

*Outcomes:*

1. Summarize the importance of interprofessional education.
2. Describe various methods for teaching interprofessional practice skills.
3. Develop a plan to integrate IPE activities into course design.

**(P 30) Teaching Black Histories Through the Lens of a Single Family**

*Lisa Shutt, University of Virginia*

**Key Statement:** Student engagement in the learning of Black histories can be intensified by teaching through the lens of a single family and connecting to their stories.

**Keywords:** Black History, Student Engagement, Primary Sources

**Subtheme:** Course/Curriculum (Re)Design; Instructional Methods

Educators can introduce students to various Black history topics through the lens of individual families and through the physical spaces of their homes and communities. Teachers at all levels can help students to learn effectively by combining (1) analysis of primary sources in archives and libraries (or digitally), (2) spending time at the family's historical home and community sites (or "visiting" virtually), and (3) engaging students in storytelling, employing stories drawn from oral histories. With this approach, students become invested in topics related to the family (e.g., education, land ownership, foodways) and retain facts and concepts with more confidence.

*Outcomes:*

1. Design a learning experience for students that incorporates multiple, but complimentary, pedagogical methods.
2. Outline a course or learning experience focused on particular learning outcomes that are accessed through one or more generations of a particular family.
3. Devise a strategy for bringing Black histories and stories of Black success and joy to life for students of all levels and backgrounds.

### **(P 31) Teaching for Social Justice in Teacher Education**

*Dipali Puri, Juniata College*

**Key Statement:** This poster explores the intersection of social justice and education, emphasizing educators' roles in advancing equity, inclusivity, and anti-bias practices through interactive methodologies.

**Keywords:** Social Justice, Diversity, Teacher Education

**Subthemes:** UDL DEIB; Course/Curriculum (Re)Design

This work delves into the intersection of social justice and education, critically examining educators' roles in fostering equity, inclusivity, and anti-bias practices. It highlights strategies for integrating social justice into teaching practices and curriculum design, equipping educators to actively address systemic inequities. Through analysis and practical engagement, participants will explore the profound impact of social justice-oriented teaching on student learning and achievement. By emphasizing the principles of social justice and their classroom applications, this work invites educators to reflect on their pivotal role in shaping an equitable and empowering learning environment.

#### *Outcomes:*

1. Describe the ways in which social justice can be integrated into teaching practices and curriculum development.
2. Develop strategies for creating inclusive and culturally responsive classrooms.
3. Create an actionable outline to implement design changes within a course syllabus for improved effectiveness and inclusivity.

### **(P 32) Techniques and Tools to Improve Student Reading Comprehension**

*Kelly Donahue, Century College*

**Key Statement:** Learn simple techniques and review accessibility tools to help strengthen students' reading comprehension, so students can better engage in your course content.

**Keywords:** Reading Comprehension, Accessibility Tools, Increased Engagement  
**Subtheme:** Instructional Skills; Course/Curriculum (Re)Design

Test scores nationwide show declines in student reading comprehension such that many students can't understand texts well enough to engage in course content. This poster shows ways faculty can help students strengthen their reading comprehension.

Learn how to demonstrate and promote reading techniques and accessibility tools, plus add reading quizzes that encourage students to return to texts to answer questions during quizzes, while promoting deeper reading of the texts.

*Outcomes:*

1. Demonstrate simple reading techniques for students to increase their reading comprehension.
2. Demonstrate your LMS accessibility tools for students to increase their reading comprehension.
3. Encourage students to re-read texts to find quiz answers and engage in deeper reading.

**(P 33) Transforming Education: Insights From an Innovative Teaching Fellows Program**

*Kelli Adam, Texas A&M University*

**Key Statement:** Discover an Innovative Teaching Fellows program that empowers faculty to transform teaching and enhance student learning through the LMS, AI, and cutting-edge classroom technologies.

**Keywords:** Innovative Teaching, Teaching with Technology, Learning Community

**Subthemes:** AI/Technology in the Classroom; Classroom Community/Culture

Discover how a single research-intensive university is empowering faculty to transform teaching and enhance student learning through its Innovative Teaching Fellows program. Innovation often involves leveraging tools like Learning Management Systems (LMS), artificial intelligence, and emerging classroom technologies. In Fall

2024, educational developers launched the program as a two-year cohort with 18 faculty members divided equally across three technical tracks. Anchored in the institution's center for teaching and learning, the program goals include developing advanced skills, completing innovation projects, sharing successful practices, and evaluating new tools. Educational developers will share practical insights, proven strategies, and valuable lessons learned.

*Outcomes:*

1. Describe the structure and processes of the Innovative Teaching Fellows program.
2. Create strategies to design and adapt faculty learning communities for technology integration and teaching innovation.
3. Evaluate lessons learned from the program to identify best practices and explore future directions.

LILLY CONFERENCES

ITLC

International Teaching  
Learning Cooperative, LLC

Wednesday  
May 21st, 2025  
**Daily Schedule**



*DRAFT CONFERENCE PROGRAM*

## Schedule at a Glance

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6:45 am - 9:30 am

Registration Desk Open

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6:45 am - 8:00 am

Private Buffet Breakfast  
*Name Tag Required*

Phoenix Ballroom

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8:00 am - 8:30 am

Roundtable Discussions

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8:45 am - 10:00 am

Austin

### Keynote 3

**Leveraging Classroom Formative Feedback:**

**Tools and Techniques for Enhancing Learning**

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

Roundtables  
8:00 am - 8:30 am

**RTA (Com)passion & Community: Thriving Through Change in Teaching and Student Engagement**

*Trey Guinn, University of the Incarnate Word*

*Darlene Carbajal, University of the Incarnate Word*

**Key Statement:** Higher education is evolving. This session explores how (com)passion and humility empower faculty to embrace change, strengthen student engagement, and build resilient COMMunity through evidence-based strategies.

**Keywords:** Department Culture, Embracing Change, Student Engagement

**Subthemes:** Classroom Community/Culture; Course/Curriculum (Re)Design

Higher education is not just changing—it's evolving. Budgets shift, policies adapt, and students bring new challenges and opportunities to the classroom. Instead of resisting these shifts, how can faculty embrace change as a catalyst for stronger teaching, engagement, and departmental culture? This interactive session explores evidence-based strategies that turn uncertainty into innovation. Drawing from successes and failures over the past five years, we'll discuss how (com)passion and humility empower faculty to lead with resilience, reimagine student engagement, and build lasting COMMunity. Attendees will leave with actionable strategies to transform challenges into opportunities for deeper learning and connection.

*Outcomes:*

1. Explore evidence-based strategies that turn uncertainty into innovation.
2. Discuss how (com)passion and humility empower faculty to lead with resilience, reimagine student engagement, and build lasting COMMunity.
3. Gain actionable strategies to transform challenges into opportunities for deeper learning and connection.

**RTB Compass: A Transformative College Experience for Eudaimonia**

*Lizzie Linn, Merrimack College*

*Becca Legro, Merrimack College*

**Key Statement:** Compass is an integrated first-year program organized around incremental development, identifying virtues, building relationships, and developing academic skills including reading, writing, communication, and critical thinking.

**Keywords:** Student Development, College Transition Program, Well-Being

**Subthemes:** Classroom Community/Culture; Course/Curriculum (Re)Design

Arming students with career-related knowledge is a necessary but insufficient aim for education. Higher education should prepare students to live well—to pursue eudaimonia (well-being that includes the satisfaction of living a good life—one of virtue, authenticity, and meaning). In this presentation, we describe Compass, an integrated year-long higher education program that fosters incremental development through identifying virtues, building relationships, and developing academic skills including reading, writing, communication, and critical thinking. This unique program separates itself from other transitional first-year college programs through its scaffolded faculty and staff structure, student cohort experience, and Vygotskian approach to feedback.

*Outcomes:*

1. Learn how to model a program that focuses on personal development, critical thinking, and community.
2. Gain an understanding of eudaimonia and see how it is an important goal of higher education.
3. Reflect on and develop their own strategies for fostering meaningful relationships, personal growth, and student well-being in the higher education classroom.

**RTC Crafting Community-Based Service-Learning to Maximize Impact on Student Learning**

*Marcia L. Montague, Texas A&M University*

**Key Statement:** In a course emphasizing community-based service-learning, student reflections guide design-based decisions, leading to course improvements and enhanced student learning.

**Keywords:** Community-Based learning, Service-Learning, Experiential Learning

**Subthemes:** Experiential Learning; Instructional Methods

Our instructional team has designed a sophomore-level course offering hands-on training for pre-professionals, focusing on collaboration between families, schools, and community services. Students learn to use school and community resources, engage with individuals with exceptional needs, and connect families with necessary services through collaborative strategies and organized tours of local service providers. Reflections on community-based service-learning experiences have guided instructors to make design-based decisions, resulting in course changes aimed at maximizing impact on student learning and engagement. This session will share data from two iterations, instructional design changes, and documented impacts on student learning.

*Outcomes:*

1. Summarize benefits of community-based service-learning experiences for students.
2. Assess applicability and feasibility of design-based scholarship of teaching and learning research in their own pedagogical work.
3. Debate the effectiveness of student reflections on informing continuous course improvement efforts.

**RTD Cues That Facilitate or Hinder Learning in the College Classroom**

*Erin A. Kennedy, Commonwealth University of Pennsylvania*

**Key Statement:** Instructors' verbal and nonverbal cues can facilitate or hinder learning and engagement in face-to-face or online classrooms. And they often do not even realize it!

**Keywords:** Instructor Behavior, Verbal and Nonverbal Cues, Student Engagement

**Subthemes:** Instructional Skills; Classroom Community/Culture

Instructor verbal and nonverbal cues—which may be intentional or unintentional—can facilitate or hinder learning and engagement in face-to-face or online classrooms. Examples of such behaviors include raised voice, slowed speech, repetition of concepts, movement from one spot to another, and closing the door. Many of these behaviors are established from the first day of class and may set the tone for the remainder of the term. Although these behaviors have been considered in PreK-4 and Special Education classrooms, less consideration has been given to these behaviors in postsecondary classes.

*Outcomes:*

1. Analyze positive and negative verbal and nonverbal behaviors displayed by instructors in the classroom.
2. Describe and evaluate their own verbal and nonverbal classroom behaviors.
3. Generate ideas for potential changes that can be made in their classrooms to facilitate student learning and engagement.

## **RTE Enhancing Education With Universal Design and AI**

*Jessica Briskin, Commonwealth University, Bloomsburg*

**Key Statement:** This presentation explores using Universal Design for Learning (UDL) and AI to create inclusive, adaptive learning environments, offering strategies for personalized instruction and meaningful feedback.

**Keywords:** Universal Design, Online Learning, AI

**Subtheme:** UDL DEI; Technology in the Classroom

In an era of rapid educational change, integrating technology offers powerful opportunities to improve learning experiences for all students. This presentation discusses best practices for creating inclusive, engaging, and accessible learning environments by combining Universal Design for Learning (UDL) and Artificial Intelligence (AI). By examining the intersection of these tools, we explore strategies to personalize instruction, deliver meaningful feedback, and empower student agency. Key insights include practical methods for leveraging AI-driven platforms to meet

diverse learning needs and designing universally accessible materials. Educators, instructional designers, and administrators will gain actionable strategies for fostering inclusive environments where all learners can thrive.

*Outcomes:*

1. Identify best practices for integrating Universal Design for Learning (UDL) and Artificial Intelligence (AI) in education.
2. Develop strategies to personalize instruction, provide meaningful feedback, and enhance student agency using UDL and AI.
3. Apply AI-driven tools to create universally accessible learning materials that meet diverse learning needs.

**RTF Facilitating Metacognition Equity Through AI**

*Rosemary Miketa, Henry Ford College*

*Scott Still, Henry Ford College*

**Key Statement:** AI assistance can be used effectively in the classroom to reduce discrepancy in metacognition equity gap between students

**Keywords:** AI, Metacognition, Equity Gap

**Subthemes:** AI/Technology in the Classroom; Metacognition

Economically disadvantaged students often lack access to mentors, who model essential metacognitive thinking skills, contributing to disparities in educational outcomes. This presentation explores how AI-powered tools can bridge this gap in composition and language classes by providing evidence-based practices tailored to diverse student needs. By integrating AI-driven strategies, educators can support metacognitive development, foster personalized learning, and promote equitable access to high-quality resources. Case studies and data will demonstrate how these technologies reduce achievement discrepancies across demographic groups, empowering students with critical thinking and self-regulation skills necessary for academic success. Attendees will leave with actionable insights for implementation.

*Outcomes:*

1. Implement AI-powered strategies to support metacognitive skill development and personalize instruction for diverse learners in composition and language classes.
2. Analyze case studies and data to identify evidence-based practices that effectively reduce achievement gaps
3. Design equitable learning experiences using AI tools to enhance access to high-quality resources and foster critical thinking and self-regulation skills.

## **RTG How USAFA Cadets Value Academic and Military Professionalism in Class**

*Jason Lackey, US Air Force Academy*

**Key Statement:** USAFA instructors are held to high military and academic professionalism standards. We examined how cadets value characteristics of academic and military professionalism in the classroom.

**Keywords:** Professionalism, Military Academy, Instructor Traits

**Subthemes:** Classroom Community/Culture; Instructional Skills

Professionalism is woven into every facet of the US Air Force Academy, both for students and faculty. Cadets are taught what being a professional in the profession of arms means through various training mechanisms. Instructors are held to high standards of professionalism from both military and academic perspectives. We examined how cadets rank characteristics of academic and military professionalism and if cadets value aspects of professionalism differently depending on the faculty member's background. Regardless of background, cadets ranked professionalism second-least important with academically knowledgeable, clearly communicates course content, and ability to inspire students comprising the top three.

### *Outcomes:*

1. Summarize how cadets value the characteristics of academic and military professionalism.
2. Differentiate between values placed on the three traits that apply specifically to either military or academic aspects of professionalism.

3. Compare and contrast if cadets value aspects of professionalism differently depending on if the faculty member is a civilian, military member, or civilian with prior military service.

*The views expressed in this article, book, or presentation are those of the author and do not necessarily reflect the official policy or position of the United States Air Force Academy, the Air Force, the Department of Defense, or the U.S. Government.*

## **RTH Project-Based and Gamification Teaching Strategies in Higher Education**

*Michael Durant, Alvernia University*

**Key Statement:** The changing demographics of college students in the classroom require new and innovative strategies to maintain engagement and encourage learning.

**Keywords:** Gamification, Project-Based Learning, Classroom Innovation

**Subthemes:** Interactive Instruction; Assessment

Current college students are members of Gen Z, individuals born between 1996 and 2010, and are “digital natives” (McKinsey & Company, 2024). The impact of digital and social phenomena on this generation has led these individuals to be socially active and value the expression of individualism (McKinsey & Company, 2024). These generational ideals require the adaptation of instructional methods. Two strategies to consider include project-based learning and gamification. Project-based learning provides students instruction while maintaining a sense of independence and creativity (Guo et al., 2020; Riyanti, 2023). Gamification can supplement traditional instruction to capture students’ attention (Pusztai, 2020).

### *Outcomes:*

1. Define project-based learning and gamification strategies in relation to higher education.
2. Analyze the differences in the new generation of college students and how instruction must shift in response.
3. Formulate strategies to incorporate new and engaging assessments in the classroom.

## **RTI Sustaining and Initiating Faculty Learning Communities**

*Milt Cox, Miami University Emeritus*

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

**Keywords:** Faculty learning communities, Faculty development, Sustaining FLCs

**Subthemes:**

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

*Outcomes:*

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

## **RTJ Transforming Higher Education Through the TILT Framework**

*Jennifer Vogler, University of Wisconsin-Superior*

**Key Statement:** The Transparency in Teaching and Learning (TILT) framework is a transformative approach aimed at enhancing clarity, equity, and effectiveness in higher education. This session will explore how the TILT framework can reshape teaching practices by making instructional goals, assignments, and grading more transparent.

**Keywords:** Transformative Approach, Equitable Learning Environment, Online Learning

**Subtheme:** Course/Curriculum (Re)Design; Instructional Skills

The Transparency in Teaching and Learning (TILT) framework has the potential to profoundly transform the landscape of higher education. The framework is a transformative approach designed to advance clarity, equity, and effectiveness in higher education. This session will provide attendees with a comprehensive understanding of how the TILT framework can revolutionize teaching practices and student learning experiences by making instructional objectives, assignments, and grading criteria more transparent and accessible. This interactive session will provide attendees with the opportunity to engage in hands-on activities designed to help them apply TILT principles to their own teaching practices by analyzing real-life examples and collaboratively critiquing them with peers.

*Outcomes:*

1. Describe two ways to increase transparency in their assignments or assessments.
2. Foster greater student engagement in online classrooms.
3. Promote a more equitable learning environment through transparent practices.

**RTK Understanding Student Experiences in Online and Face-to-Face Research**

**Methods Courses**

*Radhika Viruru, Texas A & M University*

**Key Statement:** Learning research methods is a complex process. Little is known as to how format (online versus face-to-face) impacts this learning. Come see what we found.

**Keywords:** Online Learning, Research Methods, Graduate Education

**Subtheme:** Teaching Online Online/Hybrid/Hyflex Instruction

Recent research on online versus face-to-face learning suggests that online learning has somewhat surprisingly been seen as beneficial to both learning as well as stress reduction. However, most studies have been conducted with undergraduate students, and few have looked at how this difference impacts graduate student learning of research methods. This study compared the experiences of doctoral students in face-to-face versus online classes to further understand the issue. Results

suggest that whereas dialogue and conversations were seen as happening more spontaneously in face-to-face classes, instructor quality rather than course format was seen as the key to learning.

*Outcomes:*

1. Describe the impact of course format on student learning.
2. Connect with graduate student experiences in research methods courses.
3. Generate strategies for increasing student engagement in both online and face-to-face courses.

**Leveraging Classroom Formative Feedback: Tools and Techniques for Enhancing Learning**

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

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

I have always wanted to teach.

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

*Bonni Stachowiak*



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