

# LILLY CONFERENCES

## ITLC

International Teaching  
Learning Cooperative, LLC

## DRAFT CONFERENCE BOOK

Evidence-Based  
Teaching and  
Learning

*Austin*

May 22 - 24, 2023



Conference Program and Workbook

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# Welcome!

We're Glad You're Here

Welcome to Austin, Texas, and the 2023 ITLC Lilly Conference on Evidence-Based Learning!

Everything truly is bigger in Texas, including this ITLC Lilly Conference, which boasts the highest in-person numbers we have been able to safely celebrate since the COVID-19 pandemic disrupted our personal and professional lives. We acknowledge the difficult years we have come through (indeed, several presentations focus on these struggles), but we also celebrate new opportunities as this year's conference series continues strong!

For nearly a half of a century, faculty from throughout the country have participated, shared, and learned at Lilly Conferences, and in doing so have had a hand in impacting the lives of countless students. At this conference, you are part of that ongoing tradition. This year's plenary presentations are equally forward-looking, focusing on "challenging" (Gregg Wentzell), "empowering" (Marina Smitherman), and "leveling-up" (Todd Zakrajsek). Although eager to take higher education to the next level, we remain grounded in scholarship and evidence of our practices. Whether a 40-minute session, 20-minute session, poster presentation, or roundtable, every presentation is focused on creating effective evidence-based opportunities to enhance student learning.

We also hope that you will take this opportunity to build connections and strategies outside of sessions through evening networking sessions and spontaneous, informal chats with like-minded attendees. Those who have joined us before are sure to meet old friends and make new connections - those who are joining us for the first time are welcomed, and we look forward to soon counting you as old friends!

# Welcome!

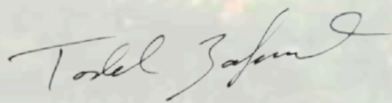
We're Glad You're Here

Austin is particularly well-suited to big ideas. The city is home to one of the country's largest university systems, North America's largest urban bat population, and is "The Music Capital of the World." There is also a world-class shopping center and a range of restaurants from barbecue to Tex-Mex to fine dining.

Thank you for joining us here in Austin to share your scholarship and hone your teaching skills. With subthemes covering such diverse topics as Assessment, Resiliency, Teaching With Technology, Grading/Providing Feedback to Students, Universal Design for Learning, and Diversity, Equity, Inclusion, we truly hope that we have provided a space for our community to come together, grow, and transform their big ideas into big practices.

Please reach out to any member of our conference staff with feedback, questions, comments, or assistance. We are excited to begin the Austin 2023 Lilly Conference!

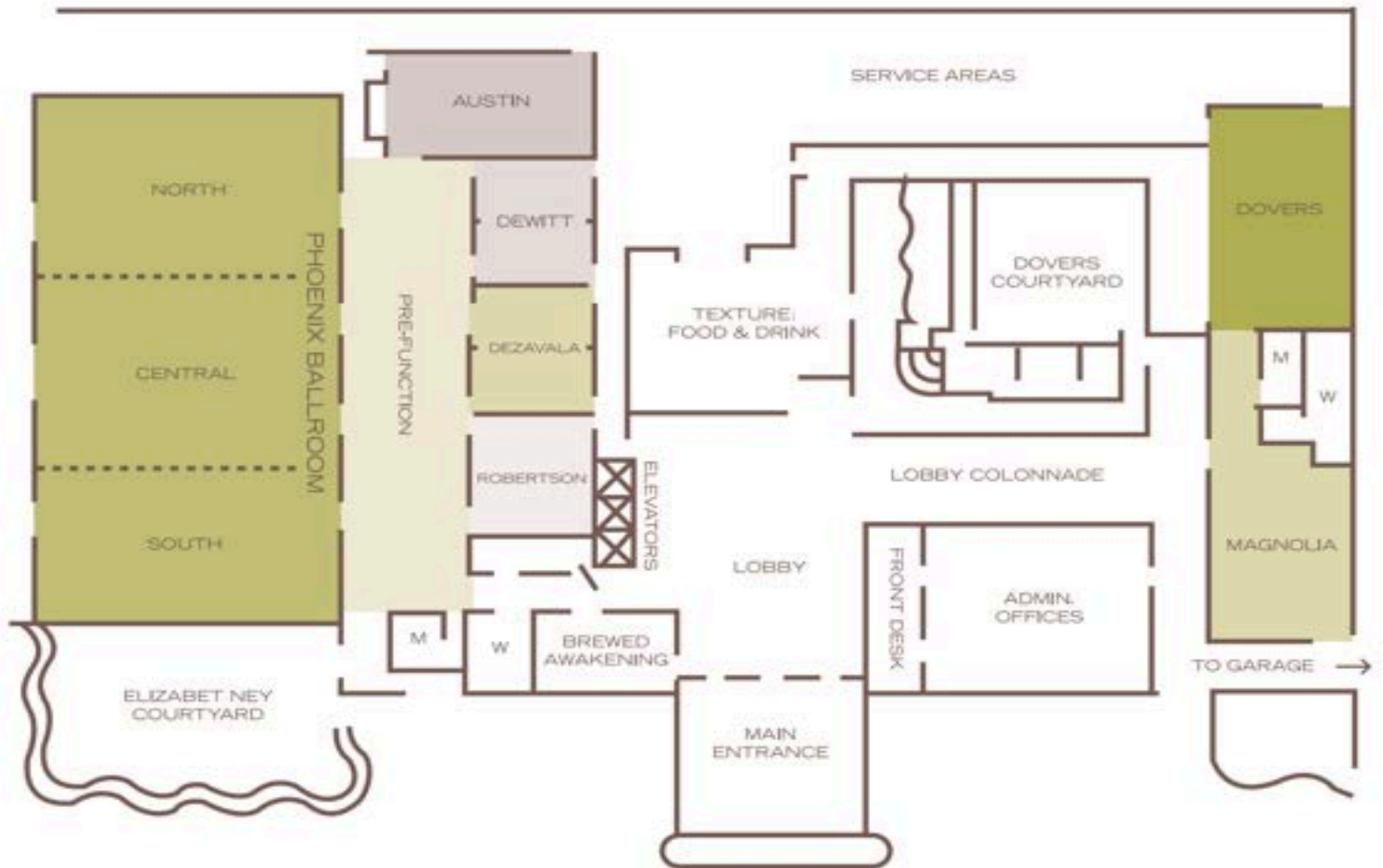
Best,



Todd Zakrajsek  
Conference Director



# Conference Venue Floor Plan



# 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), and Educational Blueprint Desktop tools, and ITLC Lilly swag!

### Communication

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

Keep in the loop with **conference announcements via text using Remind**. Remind lets you stay informed with easy access and up-to-the-minute changes, while keeping your contact information private.

## **Name Badges**

Please wear your name badge at all times during the conference; name badges are required for entrance to all meals and receptions. It is the tradition of ITLC Lilly Conferences to omit titles/credentials on name badges. 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 - Morning Coffee, Lunch, Afternoon Refreshments, Reception
- Tuesday - Breakfast, Lunch, Afternoon Refreshments, and Reception
- Wednesday - Breakfast

Please present your name badge 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. We ask that you complete session evaluations for presentations you attend, using the link from the QR code posted. Evaluations are anonymous, and each presenter receives the packet of session evaluations as submitted following the conference. 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 - Dovers Courtyard**

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 to apply what you learn (complete the workbook pages in the conference program).
- DM a colleague at the conference with whom you want to follow up 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 care and considerate respiratory 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. Masks are no longer mandatory but are encouraged. If you are not feeling well, coughing, or have a fever, please rest in your room and complete a COVID-19 test.

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



# LILLY CONFERENCES

## ITLC

International Teaching  
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## *Agenda* at a glance

Conference Program and Workbook

Monday May 22, 2023						
8:30 AM	REGISTRATION DESK OPEN 7:30 - 5:00					
10:00 - 10:30 AM	Conference Welcome - Todd Zakrajsek, ITLC Lilly Conference Director Phoenix Ballroom					
	Phoenix South	Austin	Dewitt	Dezavala	Robertson	Dover
10:40 - 11:20 AM	<b>1a</b> Course Blueprint: Guiding Your Course Into Alignment - <b>D. L. Amis</b>	<b>1b</b> Enhancing Discussions, Increasing Engagement: Creating Cultures of Discussion in the Classroom - <b>J. D. Thomas</b>	<b>1c</b> Addressing Bigotry in the Classroom and Community - <b>C. Cardinal et al.</b>	<b>1d</b> Mitigating the Academic and Social Post-Covid Effects on First-Year Students - <b>P. Moran Micks</b>	<b>1e</b> The Path to Rigor: Supporting Higher-Order Thinking in the Classroom - <b>K. J. Loescher &amp; B. Campitelli</b>	LILLY LOUNGE
11:20 - 11:30 AM						
11:30a - 12:10 PM	<b>2a</b> Examining the Effectiveness of a Graduate Student Teaching Apprenticeship Model - <b>P. Williams et al.</b>	<b>2b</b> #MissionSuccess: Using Popular Culture to Increase Student Interest and Motivation! - <b>J. L. Seery</b>	<b>2c</b> Transdisciplinary Systems Thinking: Exploring the Uncommon Through the Commonplace Book - <b>M. Pinard &amp; V. L. Rodgers</b>	<b>2d</b> IMPACTing Student Success Through Experiential Learning in a Mentoring Course - <b>A. Sloan &amp; B. Purdum-Cassidy</b>	<b>2e</b> Interdisciplinary Core-Compliant Teaching With Project-Based Learning: Building a Culture - <b>D. Dumaine et al.</b>	LILLY LOUNGE
12:10 - 1:00 PM	Private Buffet Lunch Provided Name Badge Required for Dining Phoenix Central					
1:00 - 2:00 PM	Challenging "Dysfunctional Illusions of Rigor" for More Effective Student Learning - Gregg Wentzell, Miami University					
2:20 - 2:40 PM	<b>3a</b> Interdisciplinary Faculty Team Creates Native American Service-Learning Cultural Immersion Course - <b>J. Shoemaker &amp; R. Chavez</b>	<b>3b</b>	<b>3c</b> Using Polling to Predict Exam Results: Quantitative and Qualitative Analysis - <b>J. T. Zantinga &amp; C. W. Lyons</b>	<b>3d</b> Converting Experiential Learning into Remote Learning in Anthropology Lab Activities - <b>B. Hartenberger</b>	<b>3e</b> Loud and Clear: Using Feedback to Enhance Learner Feedback Interaction - <b>S. Swaim</b>	LILLY LOUNGE
2:50 - 3:10 PM	<b>4a</b> Interactive Feedback Cycles and Student Confidence - <b>K. Hallsten Erickson</b>	<b>4b</b> Should I Stay or Should I Go?: Changing the Toxic Culture of the Academy - <b>C. Stein &amp; D. Hicks</b>	<b>4c</b> Professional Development Week - Boost Students' Employability With Out-Reaching-Focused Class Sessions and Tasks - <b>J. Li</b>	<b>4d</b> Assessment of an Interdisciplinary Climate Change Faculty Learning Community: From Course Redesign to Implementation - <b>E. DeCamp</b>	<b>4e</b> Strategies for Integrating Fun and Play Into Classroom Learning - <b>S. Dean-Scott &amp; P. Haber-Curran</b>	LILLY LOUNGE
3:30 - 4:10 PM	<b>5a</b> The Community of Inquiry Model (COI) in the Online Classroom - <b>J. Kwapy</b>	<b>5b</b> "Do I Belong?": Using Collaborative Learning to Increase Student Success - <b>S. S. Souther</b>	<b>5c</b> Teaching Employability Skills in Higher Education Using Project-Based Learning - <b>C. Loose &amp; S. Ganguli</b>	<b>5d</b> Empowering Students: Actionable, Trauma-Informed Strategies for Every Classroom - <b>L. Luther &amp; L. Cordell</b>	<b>5e</b> Engaging Recent Graduates in Classroom Teaching, Learning, Assessment, and Evaluation - <b>J. Fatzinger</b>	LILLY LOUNGE
4:20 - 5:00 PM	<b>6a</b> Strategies for Facilitating an Inclusive Classroom Culture - <b>D. Castillo et al.</b>	<b>6b</b> How to Get Your Students to Come to Class Prepared - <b>B. Gillette</b>	<b>6c</b> Life Design Giving Meaning to a First Year Seminar - <b>E. L. Case</b>	<b>6d</b> Writing and Publishing Textbooks :Challenges, Opportunities, and Success - <b>S. R. Nair</b>	<b>6e</b> Becoming a Bridge to Belonging - <b>K. Miller-Davis &amp; Le. Butcher</b>	LILLY LOUNGE
5:00 - 6:00 PM	Networking Reception					
	Dinner and Evening on Your Own					



Tuesday May 23, 2023							
REGISTRATION DESK OPEN 6:45 AM - 4:50 PM							
Private Buffet Breakfast Provided Name Badge Required for Dining Phoenix Central							
6:45 - 8:00 AM							
	Phoenix South	Austin	Dewitt	Dezavala	Robertson	Phoenix Central	Dover
8:20 - 8:40 AM	<b>7a</b> Inviting Awkwardness as a Stepping Stone to Student Resiliency - <b>B. Hassman</b>	<b>7b</b> Can't Say I'm Surprised: Acknowledging Emotions in the Classroom - <b>S. Kent &amp; N. Poling</b>	<b>7c</b> Teaching Opportunities for Undergraduate Mathematics Students - <b>B. Dunshee</b>	<b>7d</b> Teaching Human Trafficking and Improving Learning Outcomes Through Service-Learning - <b>H. A. Lim</b>			
9:00 - 9:20 AM	<b>8a</b> Influencing, Interpreting, and Responding to Student Feedback - <b>C. Stein</b>	<b>8b</b> The Impact of ChatGPT on College Courses: Possibilities and Limitations - <b>J. Zantings &amp; C. Lyons</b>	<b>8c</b> Case Study and Blueprint to Improve Course Design Via Collaboration - <b>T. Shaw &amp; L. Bergson</b>	<b>8d</b> Developing Teaching Through Classroom Observations - <b>M. Herridge &amp; C. Richmann</b>	<b>8e</b> A Paradigm Shift in Teaching and Learning: The Future is Here! - <b>O. Hertz</b>		
9:40 - 10:20 AM	<b>9a</b> Group Work in a Post-COVID World: What Are the Rules? - <b>D. Eyrum Anorma et al.</b>	<b>9b</b> Faculty Play Day: Play and Service Unite Through Innovative Pedagogy - <b>D. Kharod et al.</b>	<b>9c</b> The Mountain is High but I Know You Can Climb It: Using the Principles of Wise Feedback to Help Marginalized Students - <b>D. Goebler</b>	<b>9d</b> Better Together: A Collaborative Study of a Campus-Based Wellness Initiative - <b>K. Shaffer et al.</b>	<b>9e</b> Risk, Writing, and Worth - <b>M. Hudson &amp; H. Finch</b>		LILLY LOUNGE
10:40 - 11:20 AM	<b>10a</b> Drawing Conclusions: Note-Taking in a Visual World - <b>M. Shaltout &amp; N. Poling</b>	<b>10b</b> Running on Empty: Getting Students Back to Class - <b>A. Boye</b>	<b>10c</b> What Counts as Knowledge? Evaluating Online Information Through Critical Reflection - <b>A. Kogut &amp; S. Matthews</b>	<b>10d</b> Realizing & Applying Agreements for Self-Care - <b>B. Christie</b>	<b>10e</b> Improving Equitable Outcomes With Evidence-Informed Assessment - <b>B. Cohen</b>		
11:30 AM - 12:10 PM	<b>11b</b> Undergraduate Education Majors' Perceptions of Age and Development on Assessment Autonomy for P-12 Students - <b>E. Hogan</b>	<b>11b</b> Building Faculty Resilience With Reparenting, a Trauma-Informed Self-Care Practice - <b>L. Cordell &amp; L. Luther</b>	<b>11c</b> Get Wild! Gaming Elements Create Immersive, On-Demand Faculty Development - <b>H. Young Mandujano &amp; R. Wiggins</b>	<b>11d</b> Accountability Grouping: An Effective Mentoring Practice for Higher Education - <b>A. Kanade &amp; C. Reid-Brown</b>	<b>11e</b> Constructing Inclusive Classroom Environments: Strategies and Practices for Faculty Development - <b>S. Dean-Scott &amp; P. Haber-Curran</b>	<b>11f</b> Using Questioning and Talk Moves to Support Constructive Text Discussions - <b>M. Kwok et al.</b>	
Private Buffet Lunch Provided Name Badge Required for Dining Phoenix Central							
1:30 - 2:30 PM	"Did We Do Anything Important?": Communicating Purpose to Empower & Engage Students Marina Smitherman, Dalton State College						
2:50 - 3:10 PM	<b>12a</b> Cultivating Embodied Learning Within an English Composition Course - <b>A. Coffee</b>	<b>12b</b> In-Class Activities to Enhance Student Engagement, Connection, and Learning - <b>P. Haber-Curran &amp; S. Dean-Scott</b>	<b>12c</b> Vis-à-Vis to Online Teaching During a Pandemic - <b>S. Busby</b>	<b>12d</b> Finding Balance: Enhancing Student Well-Being with Occupational Justice - <b>T. Divens &amp; A. Fatula</b>	<b>12e</b> Using Digital Badges to Teach College Writing Revision - <b>A. Swing</b>		
3:20 - 3:40 PM	<b>13a</b> Applying Theory Through Practice: Constructionist Letter to a Legislator - <b>N. Mier</b>	<b>13b</b> Building Strong Learning Communities: Strategies to Support Diversity, Inclusion, and Cultural Sensitivity - <b>G. Ekong</b>	<b>13c</b> Equity and Learning Benefits of Course-Embedded Industry Certificates - <b>T. Shaw</b>	<b>13d</b> Integrating the United Nations' Sustainable Development Goals Into College Curricula - <b>S. Moon</b>	<b>13e</b> Teaching Empathy and Restorative Justice to University Students - <b>P. Gitimu</b>		LILLY LOUNGE
4:00 - 4:40 PM	<b>14a</b> From Covid-19 Remote Learning Discrepancies to Increasing Hybrid Course Participation and Engagement - <b>R. Williams Jackson</b>	<b>14b</b> Mental Wellness in Academia: What About Faculty? - <b>L. Eaton &amp; S. Ivy</b>	<b>14c</b> Classroom Management 101: Prevent, Intervene, and Succeed - <b>J. L. Seery</b>	<b>14d</b> Anatomy in String: Interactive Approach to Learning the Brachial Plexus - <b>D. Zamora Kaliski et al.</b>	<b>14e</b> Building a Community of Inquiry that Fosters Cultural Competence - <b>R. Jagielo-Manion</b>		
4:45 - 6:00 pm	Poster Reception Foyer 4:45 - 6:00 pm Private Reception - Namebadge Required						
	P Grit and Learning Mindset in Graduate Health Professions Students - <b>A. Hegamin</b>						
	P Graduate Students' Perception of a Faculty-Facilitated Coping Strategy Program - <b>A. Rodriguez</b>						
	P The Photo Essay as a Medium of Experiential Learning - <b>E. J. Greaux</b>						
	P Reconceptualizing Coursework to Reconstruct Students' Beliefs About Disability - <b>J. Lukins</b>						
	P Whole-Scientist Education in an Authentic Inquiry Laboratory Course - <b>E. Light</b>						
	P Portraiture Education: Utilization of Personal Artifacts in Teaching Leadership - <b>C. Dignam</b>						
	P Student-Centered Curricular Changes Based on Learner Action Research Projects - <b>D. J. Cluphif</b>						
	P An Experiential Approach: Learning Through Case Studies - <b>M. Ficen</b>						
	P Instructional Skills - <b>J. B. Chaumba &amp; J. Chaumba</b>						
	P Service-Learning in a Geology Undergraduate Class - <b>J. Chaumba &amp; J. B. Chaumba</b>						
	P Perceptions of Older Adults and Occupational Therapy Educators on Age-Friendly University Readiness - <b>S. Cleghorn, O. Oldham, R. Patel, C. Dwyer, &amp; G. Poeder</b>						
	P 8 Foolproof Components for Student-Created, Original Case Studies - <b>L. Bergson</b>						
	P Student Engagement with Internships - <b>M. K. Adams &amp; J. Jessup-Anger</b>						
	P Not Quite a CURE - <b>M. Berger &amp; S. Ahmed</b>						
	P Growing Student Resilience Through Discussion and Interactive Online Resources - <b>L. Cizmas</b>						
	P Applying Faculty Personae for Greater Care and Support - <b>B. Christie</b>						
	P Creating Master Adaptive Learners Through Experiential Learning - <b>A. F. Crocker, S. N. Smith, &amp; E. Alaniz</b>						
	P Building Community Using Project-Based Experiential Learning in Biotech Classroom - <b>N. Gadura</b>						
	P Undergraduate Education Majors' Perceptions of Age and Development on Assessment Autonomy for P-12 Students - <b>E. Hogan</b>						
	P Providing Effective Feedback Through a Quiz Tournament - <b>M. Zechariah</b>						
	Dinner and Evening on Your Own						

	Wednesday, May 24, 2023	Dover
6:45 - 9:30 AM	REGISTRATION DESK OPEN	LILLY LOUNGE
6:45 - 8:00 AM	Private Buffet Breakfast Provided Name Badge Required	
8:00 - 8:30 AM	Roundtable Discussions	
RT A	Building Opportunities for Learning and Discovery in Faculty Development - <b>S. Howell &amp; D. Amis</b>	
RT B	Identifying and Overcoming Imposter Syndrome in First-Generation College Students - <b>R. Gallardo</b>	
RT C	Connection, Continuity, and Change as Reflective Practice in the Classroom - <b>N. Parent</b>	
RT D	Accessible and Inclusive Content Creation for a Digital World - <b>L. Peterson</b>	
RT E	Increasing Gateway-Course Student Learning Through Evidence-Based Course Redesign - <b>K. Easley, A. Redding, &amp; M. Koelling</b>	
RT F	Affinity Groups in the Higher Education Classroom - <b>M. Landers-Potts &amp; M. Cataluna</b>	
RT G	Fearful of Building Your Own Microlectures? Gain Confidence Now - <b>D. K. Tennakoon</b>	
RT H	Using Technology to Cultivate Community Among Department Faculty and Students <b>D. Carbajal &amp; T. Guinn</b>	
8:45 - 10:00 AM	It's Time to Level Up Active and Engaged Learning <i>Todd Zakrjsek UNC at Chapel Hill</i>	



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## Poster

# Presentations

Conference Program and Workbook

## Quick Reference Digital Posters

P	Student Engagement With Internships - <b>M. K. Adams &amp; J. Jessup-Anger</b>
P	Not Quite a CURE - <b>M. R. Berger &amp; S. A. Ahmed</b>
P	8 Foolproof Components for Student-Created, Original Case Studies - <b>L. Bergson</b>
P	Instructional Skills - <b>J. B. Chaumba &amp; J. Chaumba</b>
P	Service-Learning in a Geology Undergraduate Class - <b>J. Chaumba &amp; J. B. Chaumb</b>
P	Applying Faculty Personae for Greater Care and Support - <b>B. Christie</b>
P	Growing Student Resilience Through Discussion and Interactive Online Resources - <b>L. Cizmas</b>
P	Perceptions of Older Adults and Occupational Therapy Educators on Age-Friendly University Readiness - <b>S. Cleghorn, O. Oldham, R. Patel, C. Dwyer, &amp; G. Poeder</b>
P	Creating Master Adaptive Learners Through Experiential Learning - <b>A. F. Crocker, S. N. Smith, &amp; E. Alaniz</b>
P	Portraiture Education: Utilization of Personal Artifacts in Teaching Leadership - <b>C. Dignam</b>
P	An Experiential Approach: Learning Through Case Studies - <b>M. Fixen</b>
P	Building Community Using Project-Based Experiential Learning in Biotech Classroom - <b>N. Gadura</b>
P	Grit and Learning Mindset in Graduate Health Professions Students - <b>A. Hegamin</b>
P	Whole-Scientist Education in an Authentic-Inquiry Laboratory Course - <b>E. Light</b>
P	Reconceptualizing Coursework to Reconstruct Students' Beliefs About Disability - <b>J. Lukins</b>
P	Graduate Students' Perception of a Faculty-Facilitated Coping Strategy Program - <b>A. Rodriguez, T. Munecas, &amp; L. Roberts</b>
P	Providing Effective Feedback Through a Quiz Tournament - <b>M. Zechariah</b>

# LILLY CONFERENCES

## ITLC

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# *Roundtable* Discussions

Conference Program and Workbook

## Roundtable Discussions

	Wednesday, May 24, 2023	Dover
6:45 - 9:30 AM	REGISTRATION DESK OPEN	LILLY LOUNGE
6:45 - 8:00 AM	Private Buffet Breakfast Provided Name Badge Required	
8:00 - 8:30 AM	<b>Roundtable Discussions</b>	
<b>RT A</b>	Building Opportunities for Learning and Discovery in Faculty Development - <b>S. Howell &amp; D. Amis</b>	
<b>RT B</b>	Identifying and Overcoming Imposter Syndrome in First-Generation College Students - <b>R. Gallardo</b>	
<b>RT C</b>	Connection, Continuity, and Change as Reflective Practice in the Classroom - <b>N. Parent</b>	
<b>RT D</b>	Accessible and Inclusive Content Creation for a Digital World - <b>L. Peterson</b>	
<b>RT E</b>	Increasing Gateway-Course Student Learning Through Evidence-Based Course Redesign - <b>K. Easley, A. Redding, &amp; M. Keeling</b>	
<b>RT F</b>	Affinity Groups in the Higher Education Classroom - <b>M. Landers-Potts &amp; M. Cataluna</b>	
<b>RT G</b>	Fearful of Building Your Own Microlectures? Gain Confidence Now - <b>D. K. Tennakoon</b>	
<b>RT H</b>	Using Technology to Cultivate Community Among Department Faculty and Students <b>D. Carbajal &amp; T. Gulnn</b>	
<b>RT I</b>	DROP Those Acronyms for More Meaningful Learning - <b>K. Watson</b>	
8:45 - 10:00 AM	<b>It's Time to Level Up Active and Engaged Learning</b> <i>Todd Zakrajsek UNC at Chapel Hill</i>	



# LILLY CONFERENCES

## ITLC

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## *Session*

# Evaluations

Conference Program and Workbook



# SESSION EVALUATIONS

<https://forms.gle/x9k2NC6EUniQSqmm8>

Thank you, in advance, for providing valuable feedback to the presenters. Please use this QR Code to complete a brief online evaluation of each session you attend. Note that you will be asked for the Session ID number and/or session title on the form. Following the conference, each presenter will receive their results from the anonymous evaluations submitted for their specific session. Your comments will be immediately utilized to improve personal and professional pedagogy for future presentations. Presenters are able to include this feedback in promotion and tenure materials. New graduates, post-docs, or those moving from industry to higher education are able to include the feedback summary during their application process. ITLC Lilly Conferences encourages participants to provide this feedback at our conference series, making this community by far one of the most collaborative, encouraging, and supportive in higher education today.

THANK YOU FOR PROVIDING FEEDBACK TO YOUR PEERS

# LILLY CONFERENCES

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# *Plenary*

# **Presentations**

Conference Program and Workbook

Monday, May 22nd, 2023  
Plenary 1: Gregg Wentzell

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1:00 PM - 2:00 PM

Phoenix Central

# Challenging "Dysfunctional Illusions of Rigor" for More Effective Student Learning



**Key Statement:** This session engages participants to critique their beliefs and behaviors regarding what makes their courses challenging in order to promote better student learning.

**Keywords:** Academic Rigor; Course Design; Evaluation of Students

According to Craig Nelson in his article "Dysfunctional Illusions of Rigor: Lessons from the Scholarship of Teaching and Learning," many well-meaning instructors base their teaching practices in unrealistic or inaccurate perceptions of what makes their courses academically challenging. Overcoming these "dysfunctional illusions of rigor" requires instructors to re-examine their beliefs about such teaching issues as grade inflation, students' ability, content coverage, and critical thinking. In this session we'll review Nelson's list of illusions and explore some evidence-based alternative approaches that lead to more effective student learning.

**Outcomes:**

1. Classify these features as dysfunctional or realistic in light of Nelson's "dysfunctional illusions of rigor."
2. Review faculty and student views of rigor as identified in the literature.
3. Reconcile these views to create an academically rigorous but realistic learning goal for your course.



Tuesday, May 23rd, 2023

## Plenary 2: Marina Smitherman, Dalton State College

1:30 PM - 2:30 PM

Phoenix Central



### “Did We Do Anything Important?” Communicating Purpose to Empower and Engage Students

**Key Statement:** Empowering and engaging students is unlikely when learning activities are perceived as busywork. This plenary explores clearly communicating purpose for assignments, courses, programs, and beyond.

**Keywords:** Communicate With Intention; Student Buy In; Engaging Students

Empowering and engaging students in learning is an essential skill for educators. However, students frequently perceive the work of learning as busy work and are not motivated to complete it. “Why?” “What is the point?” “Will this help me?” “Is this important?” This frequently leads to a lack of participation, completion, or students not seeking help or support resources despite poor performance. Through this plenary, participants will explore the importance of clearly communicating purpose at every level of the higher education landscape, and use a model to develop strategies for intentionally sharing purpose for assignments, courses, and programs.

**Outcomes:**

1. Reflect on the importance of clearly articulating purpose to empower and engage your students.
2. Strategies for intentionally communicating purpose from assignment and course through to career for a variety of learning activities using a global model.
3. Identify opportunities for and a plan to intentionally share purpose in all avenues of higher education.

Wednesday, May 24th, 2023  
Plenary 3: Todd Zakrajsek, UNC Chapel Hill

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8:45 AM - 10:45 AM

Phoenix Central

## It's Time to Level Up Active and Engaged Learning



**Key Statement:** It is time to consider how to split active/engaged learning into categories and also how we might differentiate and use introductory levels from advanced levels.

**Keywords:** Active Learning; Engaged Learning; Leveling

It is time to stop thinking of active/engaged learning as an overarching concept, particularly as we better understand its complexity. In the mid-1990s, higher education shifted from teaching to learning, resulting in a valuable drive toward more active and engaged learning. Thirty years later, active learning is still too often thought of as a think-pair-share or simply as students working in groups. To advance active learning, we need to understand better how complex this concept can be. In this session, we will consider how best to split active/engaged learning into categories and, within those categories, consider how we would differentiate and use introductory levels from advanced levels.

**Outcomes:**

1. Differentiate between individual and collaborative engaged learning strategies.
2. Explain how to combine engaged learning strategies in meaningful ways.
3. Create a new adaptation of an existing engaged learning strategy in a way that enhances learning for students.

# LILLY CONFERENCES

## ITLC

International Teaching  
Learning Cooperative, LLC



*Monday*

**May 22nd, 2023**

Conference Program and Workbook

10:00 - 10:30 AM - Conference Welcome

## Concurrent Session 1

10:40 AM - 11:20 AM

1a Phoenix South

### **Course Blueprint: Guiding Your Course Into Alignment**

*Presented by*

*Diana L. Amis, University of Texas at San Antonio*

**Key Statement:** The Course Blueprint is designed to help create an aligned course that will ensure your students have the chance to succeed.

**Keywords:** Alignment, Course Blueprint, Course Design

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

As with anything that is built or created, there is generally a blueprint that guides one through the creation process. The Course Blueprint is no different and is designed to guide you through the steps needed to create a course with objectives, assessments, activities, materials, and tools that are aligned. By using the Course Blueprint, you can ensure your students have the chance to succeed in your course.

*Outcomes:*

1. Utilize the Course Blueprint to help align a course from start to finish.
2. Provide a roadmap for your students.
3. Create an aligned course that can lead to a stronger course with a higher student success rate.

1b Austin

### **Enhancing Discussions, Increasing Engagement: Creating Cultures of Discussion in the Classroom**

*Presented by:*

*J. D. Thomas, University of Texas at Dallas*

**Key Statement:** Looking to enhance your classroom discussions? This presentation will introduce participants to a question-asking framework that



increases student engagement and transforms students into discussion facilitators.

**Keywords:** Classroom Discussions, Student Engagement, Interactive Learning

**Subtheme:** Instructional Strategies, Classroom Community/Culture

“Does anyone have any questions?” If you’ve ever said something like this to a group of students, you’ve probably seen what happens next—blank stares, awkward silence, maybe a half-hearted question or two (if you’re lucky). When discussions don’t go as planned, it’s easy to blame students for their lack of engagement. But we can control engagement through discussions that get students talking and ensure that everyone has a chance to participate. This session will introduce participants to a framework for understanding the question-asking process and to strategies for getting students involved in the discussion-facilitating process.

*Outcomes:*

1. Identify and compare 4 specific types of questions that enhance classroom discussions.
2. Apply and practice the question-asking framework with fellow participants, identifying areas where they succeed and others where they need improvement.
3. Discuss ways to train students as facilitators and incorporate the question-asking framework into their own discussions and assessment practices.

Ic Dewitt

## **Addressing Bigotry in the Classroom and Community**

*Presented by:*

*Christine Cardinal, Sam Houston State University*

*Benita Brooks, Sam Houston State University*

*Adannaa Alexander, Sam Houston State University*

**Key Statement:** Bigotry in the classroom and community can disrupt student success. We provide strategies to help students address bigoted encounters and leave them feeling supported and strong.

**Keywords:** Diversity, Belonging, Community Engagement

**Subtheme:** UDL & Diversity, Equity & Inclusion (DEI)

Student success is facilitated by students feeling a sense of belonging and a celebration of diversity in their classroom and community engagements. Bigotry disrupts this. We provide tools for instructors to use to help their students know how to respond to bigotry and how to be an ally for others. Likewise, we will teach instructors the difference between a microaggression and discrimination and offer tips on how to discuss this while making students feel seen and supported.

*Outcomes:*

1. Explain how they can help prepare students to address bigotry.
2. Define the difference between a microaggression and illegal discrimination.
3. Discuss classroom activities they can use to help students feel seen and supported after an instance of bigotry.

*Id Dezavala*

## **Mitigating the Academic and Social Post-Covid Effects on First-Year Students**

*Presented by:*

*Patricia Moran Micks, The University of Texas at Austin*

**Key Statement:** The pandemic is catching up with students, and they are arriving at our institutions academically and socially malnourished. Both challenges and solutions will be discussed.

**Keywords:** First-Year, Post-Covid, Student Challenges

**Subtheme:** Instructional Strategies, Classroom Community/Culture

The pandemic is catching up with students, and they are arriving at our institutions both academically and socially malnourished. Recent graduates are heading to college after spending half of their high school career in virtual classrooms. In an effort to remedy the pandemic-related trauma they were facing at home, these students may not have not been as academically challenged as before. Delays also increased regarding social skill development, as many students missed out on building relationships in the classroom and refining their ability to operate in an educational setting. Both student stressors and campus supports will be discussed.

*Outcomes:*

1. Describe pandemic and post-pandemic student challenges.
2. Develop teaching and learning techniques to address student challenges.
3. Examine first-year student mindset and learning, and how that differs from college-level learning, especially as it relates to entering college post-pandemic.

Je Robertson

## **The Path to Rigor: Supporting Higher-Order Thinking in the Classroom**

*Presented by:*

*Kristie J. Loescher, The University of Texas at Austin*

*Brandon Campitelli, The University of Texas at Austin*

**Key Statement:** While maintaining or increasing rigor in the classroom, it is vital to include assignments, discussions, and assessments that allow ALL students the opportunity to succeed.

**Keywords:** Critical Thinking, Growth Mindset, Student Engagement

**Subtheme:** Course/Curriculum (Re)Design, Instructional Strategies

This session will provide ideas, strategies, and examples that will allow you to maintain or increase the rigor in your classroom while nurturing the abilities of all students and building an inclusive classroom culture. We will explore how students learn to think critically and then utilize that knowledge to build higher-order-thinking assignments, discussions, and assessments. Finally, we will discuss how to support higher-order thinking with a growth mindset classroom culture that supports inclusion and equity.

*Outcomes:*

1. Participants will analyze their own courses for higher-order versus lower-order thinking activities.
2. Participants will evaluate options for higher-order assignments, discussions, and assessments.
3. Participants will create a classroom culture based on inclusion and a growth mindset philosophy.

## Concurrent Session 2

11:30 AM - 12:10 PM

2a Phoenix South

### **Examining the Effectiveness of a Graduate Student Teaching Apprenticeship Model**

*Presented by:*

*Paige Williams, Texas A&M University*

*Jay Woodward, Texas A&M University*

*Bahman Shahri, Texas A&M University*

**Key Statement:** This presentation will highlight best practices in structuring a collaborative teaching apprenticeship toward enhancing graduate students' pedagogical efficacy and instructional effectiveness in higher education classrooms.

**Keywords:** Individualized Teaching Apprenticeship, Pedagogical Mentorship, Collaborative Teaching and Learning

**Subtheme:** Instructional Strategies, Assessment (Formative or Summative)

From origins to implications, the presentation will be guided by a M.E.N.T.O.R. (Model, Experience, Narrative, Tandem Teaching, Observations, and Reflections) framework, which will provide an alignment of methodology to literature; a differentiation of the apprenticeship experience to a teaching assistantship; the lived experience of a participating graduate student; a collaborative model of mentorship implemented to structure and scaffold the experience; an analysis of artifacts and student feedback; and directives on how this model might be adapted in higher education classrooms regardless of domain or discipline. This session will appeal to those who are looking to enhance graduate students' teaching experience.

*Outcomes:*

1. Describe the difference between a teaching assistantship and a customized collaborative teaching apprenticeship.
2. Identify the major components of a graduate teaching apprenticeship through a pedagogical mentorship model.



3. Interactively explore applicable pedagogical strategies and techniques that can be used to enhance graduate students' teaching experience.

2b Austin

### **#MissionSuccess: Using Popular Culture to Increase Student Interest and Motivation!**

*Presented by:*

*Joshua L. Seery, Walnut Hill College, Ocean County College, Rider University*

**Key Statement:** Come test your own knowledge in popular culture and learn why using popular culture in education can lead to an increase in both student interest and motivation.

**Keywords:** Popular Culture, Student Interest and Motivation, Advanced Teaching

**Subtheme:** Educational Theory/Pedagogy, Instructional Strategies

Do you know what song is currently #1 on the Billboard Top 200? Do you know what the most popular current video game is? Do you know what city hosted the most recent National Hockey League expansion team? These are all examples of popular culture that teachers and staff of all education levels can benefit from knowing. More importantly, keeping up to date on popular culture can build what educational psychologists label as “relatedness,” which has been found to increase both student interest and motivation.

*Outcomes:*

1. State current trending topics in popular culture.
2. Explain why and how using popular culture in education can benefit students.
3. Create and implement various ways to use trending popular culture in lesson plans and on campus.

## **Transdisciplinary Systems Thinking: Exploring the Uncommon Through the Commonplace Book**

*Presented by:*

*Mary Pinard, Babson College*

*Vikki L. Rodgers, Babson College*

**Key Statement:** Using commonplace books to facilitate integrated systems thinking through a sequence of analytical, reflective, and creative assignments linking science and the arts.

**Keywords:** Commonplace Book, Transdisciplinary Systems Thinking, Creative Pedagogy

**Subtheme:** Instructional Strategies

A commonplace book is a dedicated notebook used for collecting a range of knowledge-based information and inspiration and serves as a tool for analytical examination, reflection, and creative expression. As a poet and an ecologist, we co-designed and co-taught a new undergraduate course for non-majors on socio-ecological systems. The goals were for students to: demonstrate ecological understanding of and artistic responses to complex ecosystems, synthesize scientific skills and artistic creativity, and critically reflect on ecological destruction and restoration. We used commonplace books to facilitate these goals through a sequence of assignments that linked ecological principles with visual and literary art.

*Outcomes:*

1. Integrate the use of commonplace books in their own courses.
2. Practice commonplace book prompts that include the application of concept maps, and various poetic forms.
3. Appreciate the benefits of using a commonplace book for iterative thought and the synthesis of transdisciplinary information.

## **IMPACTing Student Success Through Experiential Learning in a Mentoring Course**

*Presented by:*

*Amy Sloan, Baylor University*

*Barbara Purdum-Cassidy, Baylor University*

**Key Statement:** Come learn about a unique method to foster student success using a mentoring course for students nearing graduation that harnesses experiential leadership and mentoring development.

**Keywords:** Online Learning, Experiential Learning, Student Community

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

During this presentation, you will have the opportunity to learn about a mentoring course that serves as the capstone for a fully online EdD program and how we harnessed experiential learning to build a program-wide mentoring program that supports doctoral students through their dissertation journey. Community is critical to any postsecondary program, and building community in online spaces is vital to student success. In this session, we will discuss how to foster community connections while also equipping near-graduates with critical mentoring and leadership skills. We will discuss online engagement, fostering student success, and preparing near-graduates for life after graduation.

*Outcomes:*

1. Explain the value of harnessing a mentoring course to address barriers to student academic success.
2. Articulate how to use experiential learning techniques to foster effective leadership through the development of mentoring skills.
3. Explore ways to build student community and connection in online courses and programs.

2e Robertson

### **Interdisciplinary Core-Compliant Teaching With Project-Based Learning: Building A Culture**

*Presented by:*

*Danielle Dumaine, University of North Texas New College*

*LeeAnn Derdeyn, University of North Texas New College*

*Elizabeth Ranieri, University of North Texas New College*

*Ashley Reis, University of North Texas New College*

**Key Statement:** This presentation examines the first three years of interdisciplinary Project-Based Learning across four core-compliant courses within an innovative dual credit program at an R1 university.

**Keywords:** Project-Based Learning, First-Year Students, Interdisciplinary Core-Curricular Integration

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

We integrate interdisciplinary Project-Based Learning (PBL), creating semester-long experiences of authentic learning, and building students' collaborative and individual critical thinking, research, and communication skills. Over three years, we have developed an adaptive cohort-based, PBL program for dual credit students. Using student survey data, faculty feedback, and anecdotal observations, this presentation provides learners with a case-study of how PBL can be used in a single course or a multi-semester, multi-year program. We will discuss how PBL engages students through unique opportunities for deeper learning and collaboration, trains students in practical critical thinking and real-world team-building, and improves interdisciplinary faculty connections.

*Outcomes:*

1. Understand how to implement interdisciplinary cross-core-course Project-Based Learning into a new or existing course or program.
2. Learn strategies for developing trust and support between instructors in a team-teaching environment.
3. Strategize how to use PBL to create buy-in for core social sciences and humanities classes.



## Concurrent Session 3

2:20 PM - 2:40 PM

3a Phoenix South

### **Interdisciplinary Faculty Team Creates Native American Service-Learning Cultural Immersion Course**

*Presented by:*

*Joy Shoemaker, Otterbein University*

*Ruth Chavez, Otterbein University*

**Key Statement:** Equine Studies, History, and Nursing may appear to be very different, yet faculty from these disciplines created a Native American cultural immersion service-learning course.

**Keywords:** Service-Learning, Interdisciplinary, Cultural Immersion

**Subtheme:** UDL & Diversity, Equity, & Inclusion (DEI), Course/Curriculum (re)Design

The purpose of this presentation is to provide faculty strategies for developing culturally diverse service-learning and interdisciplinary opportunities with a metacognition focus. Preparing culturally sensitive students is challenging for educators. Often college students may complete their studies without ever interacting with people from different socioeconomic and ethnic backgrounds. In an effort to increase diversity awareness, an inter-professional (Equine Studies, History, Nursing), collaborative team of educators from a Midwestern private, liberal arts university who are passionate about social justice and service-learning, organized to develop an immersion service-learning course with online didactic instruction and travel to a Native American reservation.

*Outcomes:*

1. Describe how faculty from three very different disciplines can create a general elective service-learning immersion course.
2. Discuss cultural immersion events the students experienced and how these events influenced the student outcomes.
3. Apply the faculty experience in creating a service-learning, culturally immersive course to their own discipline and verbalize ways they can engage colleagues from different disciplines.

## **Using Polling to Predict Exam Results: Quantitative and Qualitative Analysis**

*Presented by:*

*Jan T. Zantinga, University of Georgia*

*Charles W. Lyons, University of Georgia*

**Key Statement:** This study evaluates the relationship between polling and exam results. Polling results are a poor predictor of exam results, but further analysis yields surprising insights.

**Keywords:** Polling, Student Interaction, Assessment

**Subtheme:** Assessment (Formative or Summative), Educational Theory/Pedagogy

This study evaluates the relationship between student polling results as a proxy for attendance and participation and their subsequent results on exams. This study evaluates data from about 2,500 students across 2 semesters and 5 different courses using the PeerPoll polling software and Brightspace exam data. The main conclusion of the study is that polling results by themselves are not a statistically significant predictor of exam results, but further analysis yields surprising insights. The implications and next steps for educators are proposed and discussed.

*Outcomes:*

1. Describe polling practices as a tool to measure attendance and foster in-class participation.
2. Understand the relationship between polling results and exam results.
3. Understand the relationship between certain types of students, their attendance and participation practices, and their exam results.

## **Converting Experiential Learning Into Remote Learning in Anthropology Lab Activities**

*Presented by:*

*Britt Hartenberger, Western Michigan University*

**Key Statement:** This session will provide guidance on the use of digital 3D models in laboratory-based online instruction, especially building ethical considerations into teaching about human culture.

**Keywords:** Virtual, Experiential, Technology

**Subthemes:** Teaching Online, Instructional Strategies

When faced with the pivot to online courses in Spring 2020, anthropology instructors were confronted with a difficult transition for hands-on laboratory activities. We devised new activities to replicate actively engaging with material culture in a digital space, using the availability of virtual 3D models from open access sources. For example, in archaeology models were used to simulate holding actual artifacts, and in bioanthropology 3D models of the human skeleton were incorporated into instructional activities. Here we consider cultural sensitivity when engaging with these tools, and examples of interdisciplinary instructional methods that could be used where hands-on training is essential.

*Outcomes:*

1. Identify tools for integrating 3D virtual models into instructional design.
2. Recognize ethical issues involved with the use of 3D virtual models of culturally sensitive material.
3. Contrast the benefits and drawbacks of using 3D virtual models compared to traditional hands-on instruction.

## **Loud and Clear: Using Veedback to Enhance Learner Feedback Interaction**

*Presented by:*

*Sara Swaim, Northeastern State University*

**Key Statement:** This session explores the dynamic world of video feedback, provides insight about its benefits, and offers pedagogical considerations surrounding its implementation.

**Keywords:** Feedback, E-learning, Student Engagement

**Subtheme:** Instructional Strategies, Other

Video feedback (veedback or screencast feedback) is an increasingly popular practice that has emerged as a result of the integration of technology within the classroom. Veedback is a multimodal feedback style that combines visual and audio cues to provide students with robust feedback on their assignments. Due to its dynamic nature, veedback can increase clarity and student engagement with feedback and it has been linked to benefits for both students and educators alike. This session exemplifies the use of veedback, explores its benefits, discusses different technological tools for facilitation, and offers considerations for implementation across contexts.

*Outcomes:*

1. Identify the benefits of veedback practices.
2. Evaluate the advantages and limitations of different veedback platforms.
3. Develop strategies for implementation of veedback.

## Concurrent Session 4

2:50 PM - 3:10 PM

4a Phoenix South

### **Interactive Feedback Cycles and Student Confidence**

*Presented by:*

*Kelli Hallsten Erickson, Lake Superior College*

**Key Statement:** This study examines the impacts of interactive feedback cycles on student confidence and development of a revision cycle in an online first year writing course.

**Keywords:** Composition, Feedback, Confidence



**Subtheme:** Instructional Strategies, Educational Theory/Pedagogy

In online first-year writing courses, writing and revision assignments may increase grades but not increase skills. This study examines the impacts of interactive cycles of goal setting, participation, feedback, reflection, and revision on student writing processes and confidence, measuring student perceptions of their confidence and writing skills and improvement in writing based on reflection of feedback. The researcher used survey methods to assess student perceptions of their confidence and reviewed classroom artifacts to assess student writing skills using a qualitative coding process. Data analysis from a semester-long study will be shared including implications for teaching and avenues for further exploration.

*Outcomes:*

1. Examine the process of creating an interactive feedback cycle in first-year writing courses.
2. Connect the confidence students feel in their writing process with the interactive feedback cycle.
3. Explore the relationship between student perceptions of their learning with improvement of actual writing artifacts.

4b Austin

**Should I Stay or Should I Go?: Changing the Toxic Culture of the Academy**

*Presented by:*

*Christine Stein, A. T. Still University*

*Donna Hicks, Aerospace Safety Group*

**Key Statement:** Academics are leaving higher education in alarming numbers. Some are leaving due to a toxic culture. How can one survive and transform this environment?

**Keywords:** Faculty Retention, Culture, Toxic Workplace

**Subtheme:** Other, Classroom Community/Culture

Faculty are leaving academia in alarming numbers. Reasons for leaving include: burnout, low compensation, flexible work options, and recent racial and political unrest. This culture places pressure on relationships and complicates faculty's sense of belonging. Universities may not be able to

address all the faculty concerns; but universities can address the growing problem of toxic culture in the workplace. Changing a toxic workplace takes resilience. Separating emotions from blame takes insight. With courage and preparation, one can change an environment. The key is focusing on behaviors versus labels. In academia, everyone must work together to create a positive work environment.

*Outcomes:*

1. Explain why many faculty and staff are leaving higher education.
2. Learn to recognize a toxic workplace.
3. Gain tools to transform one's own workplace culture.

4c Dewitt

**Professional Development Week: Boost Students' Employability With Out-Reaching-Focused Class Sessions and Tasks**

*Presented by:*

*Jingtian Li, University of the Incarnate Word*

**Key Statement:** Breaking into the industry is critical for student success. Dedicated time for professional development in the curriculum might be the ingredient to help.

**Keywords:** Instructional Design, Student Success, Job Hunting

**Subtheme:** Course/Curriculum (Re)Design, Instructional Strategies

For many disciplines, it is critical for the students to break into the industry as soon as possible after graduation. Dedicated sessions and tasks can be augmented to the curriculum to help improve student's awareness, ability, and confidence in the new world of challenges after school. Professional Development Week is conducted throughout the major courses of a department. The week focuses on outgoing activities, including participation in competitions, internship applications, portfolio preparation and mock interviews, and more. Students are expected to know the importance of the task from the beginning, and grades are heavily weighted on the activities.

*Outcomes:*

1. Understand the Professional Development Week concept.
2. Conduct effective outward going activities.
3. Learn ways to improve students' skill and portfolio.

4d Dezavala

**Assessment of an Interdisciplinary Climate Change Faculty Learning Community: From Course Redesign to Implementation**

*Presented by:*

*Elise DeCamp, Western Michigan University*

**Key Statement:** Interdisciplinary faculty collaboration on course design and pedagogy through a climate change-focused learning community is critical to developing effective, holistic climate pedagogy for undergraduate students.

**Keywords:** Learning Community, Assessment, Course (Re)Design

**Subtheme:** Faculty Development Programming, Course/Curriculum (re)Design

This paper covers an IRB-approved secondary data analysis that serves as a program assessment of the Climate Change Across the Curriculum Learning Community facilitated in Spring 2022. The primary objectives were to evaluate the learning community's (1) success in supporting the integration of the complex topic of climate change across the curriculum through interdisciplinary faculty collaboration and (2) the role of this programming in promoting climate literacy among undergraduate students. Data include pre-/post-survey data on the learning community's faculty participants, session notes, faculty module and course revision plans, faculty reflections on implementation of their plans, and pre-/post-climate literacy quizzes.

*Outcomes:*

1. Describe the potential uses and value of interdisciplinary faculty learning communities for climate change education.
2. Identify the factors that contribute to successful climate pedagogy in higher education.

3. Explain how this program assessment process might be adapted to and implemented at other universities to evaluate both faculty professional development and student learning.

4e Robertson

## **Strategies for Integrating Fun and Play Into Classroom Learning**

*Presented by:*

*Shannon Dean-Scott, Texas State University*

*Paige Haber-Curran, Texas State University*

**Key Statement:** Faculty are often focused on student learning and lose sight of the idea of play. Presenters will provide strategies on integrating play into the classroom to enhance connection, engagement, and learning.

**Keywords:** Play, Active Learning, Adult Learning

**Subthemes:** Instructional Strategies, Other

Faculty are often focused on disseminating information and engaging students in active learning. However, the idea of play and fun are often lost in the midst of the important role in educating. Yet these ideas need not be in opposition to each other. Further, when students enjoy, instead of endure, their learning and educational journey, they're more likely to retain the information. Play encourages creativity, learning, and helps us develop new insights. Presenters will discuss ways in which they have brought play and fun into the classroom and the learning environment and new strategies to implement into the classroom.

*Outcomes:*

1. Participants will be able to identify strategies to create fun and play in the classroom learning environments.
2. Participants will be able to describe ways others have used play to enhance learning.
3. Participants will consider their own teaching practice and ways they have and can continue to bring play into the classroom.



## Concurrent Session 5

3:30 PM - 4:10 PM

5a Phoenix South

### **The Community of Inquiry Model (COI) in the Online Classroom**

*Presented by:*

*Justina Kwapy, Grand Canyon University*

**Key Statement:** The Community of Inquiry framework highlights social, teaching, and cognitive presence as essential elements to facilitate successful educational experiences in online distance learning environments.

**Keywords:** Online Teaching, Diversity, Best Practices

**Subtheme:** Classroom Community/Culture, UDL & Diversity, Equity, Inclusion (DEI)

According to the Community of Inquiry Model, the instructor's presence and engagement with online learners is the most significant variable in teaching and learning effectiveness and satisfaction. Online students require the social presence of the instructor and other students to feel part of the online learning community, reduce feeling isolated, and build community. Teaching presence includes designing and developing the course and guiding and supporting the learners during the course delivery. Active and engaging learning activities are required for the course to be effective. The primary focus of cognitive presence is to develop a higher-order thinking process that integrates existing learning with new learning through reflection, discussion, and feedback.

#### *Outcomes:*

1. Deepen understanding of the Community of Inquiry Model (COI Model).
2. Employ the understanding of the impact social, cognitive and teaching presence has on student achievement.
3. Define how the COI Model influences instructional approaches in the teaching and learning process.

5b Austin

## **“Do I Belong?”: Using Collaborative Learning to Increase Student Success**

*Presented by:*

*Stacey S. Souther, Cuyahoga Community College*

**Key Statement:** This session will explore the effects classroom community and student belonging have on student success and retention. In-class group activities and assessments will be demonstrated.

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

**Subtheme:** Instructional Strategies, Assessment (Formative or Summative)

This session explores the importance of classroom community and student belonging in increasing student success and retention. After discussing how the sense of connection is vital to student success and retention, the presenter will provide concrete group learning strategies designed to build a culture of acceptance and belonging in the classroom. Participants will leave this interactive session with specific in-class activities on how to form teams, exercises to build relationships between classmates, and tools to use group assessment in their own classes.

*Outcomes:*

1. Discuss why belonging matters to students' success and retention.
2. List at least 2 in-class activities to build classroom community.
3. Describe what a group assessment using IF-AT cards looks like.

5c Dewitt

## **Teaching Employability Skills in Higher Education Using Project-Based Learning**

*Presented by:*

*Crystal Loose, West Chester University*

*Subhadra Ganguli, Bloomsburg University*

**Key Statement:** In the constantly changing work environment, it is necessary that we prepare our students for success in the global workforce. Authentic, experiential learning is essential.

**Keywords:** Employability Skills, Project-Based Learning, Teamwork

**Subtheme:** Instructional Strategies

We have moved into the age of personalization called the Fifth Industrial Revolution, a time noted for a multi-level cooperation between people and machines often witnessed at Starbucks. This revolution calls for changes in the classroom setting to focus on relationships between human needs and lived experiences. This qualitative study examined methods of instruction, in a field-based education seminar and business preparatory course, used to cultivate a collaborative, team-oriented learning community. We found that employability skills are learned through team-based presentations or projects where students work together using technology. Providing authentic learning applications for students leads to enhanced employment preparedness.

*Outcomes:*

1. Understand teaching techniques to prepare students for the Fifth Industrial Revolution.
2. Leave with tools to embed project-based learning in their own classroom.
3. Discover how to encourage team-oriented learning and peer evaluation.

5d Dezavala

**Empowering Students: Actionable, Trauma-Informed Strategies for Every Classroom**

*Presented by:*

*Lindsey Luther, APEA - Ascend Learning; Institute for Trauma and Psychological Safety*

*Lee Cordell, Institute for Trauma and Psychological Safety*

**Key Statement:** Learn to recognize disruptive student trauma responses; prevent trauma-related behavioral problems; and practice attunement to create a more peaceful, effective learning environment.

**Keywords:** Empowerment, Trauma-Informed Teaching, Classroom Culture

**Subthemes:** Classroom Community/Culture, Instructional Strategies

All humans have experienced some degree of personal and/or collective trauma. Our patterned responses to these traumas impact the way we relate as individuals and in our communities. In this session, attendees will learn to

recognize common presentations of patterned trauma responses in themselves and their students and to anticipate high-risk situations that precipitate undesirable student behavior in the classroom. Participants will learn actionable strategies for trauma-informed teaching, including the use of container-setting and attunement to improve psychological safety for all members of the classroom community.

*Outcomes:*

1. Describe the process of container-setting as a tool for trauma-informed teaching.
2. Recognize high-risk situations that can produce traumatic outcomes in the classroom.
3. Practice attunement to the holistic needs of the educator and students.

5e Robertson

**Engaging Recent Graduates in Classroom Teaching, Learning, Assessment, and Evaluation**

*Presented by:*

*Jim Fatzinger, Elon University*

**Key Statement:** Recent graduates participate in the workforce, engage with their communities, and contribute service, but they also can contribute to teaching, learning, assessment, and evaluation.

**Keywords:** Graduates, Classroom Engagement, Assessment, Evaluation

**Subtheme:** Instructional Strategies

Our graduates participate in the workforce, engage with their communities, contribute to service organizations, serve as mentors, and represent our institutions in all facets of life. Frequently, our institutions engage with graduates who have achieved high visibility careers and/or serve in notable community leadership roles. Less frequently, however, do we consider the “lessons learned” by more recent graduates who can provide avant-garde applications to new technologies, current workplace practices, and/or curriculum application. Previously featured as part of a Teaching and Learning Innovation series, this workshop provides ideas for engaging recent graduates and promoting effective teaching, learning, assessment, and evaluation.

*Outcomes:*

1. Describe traditional ways institutions engage alumni.
2. Identify new ways of engaging young alumni in the classroom.
3. Describe how young alumni might contribute to teaching, learning, assessment, and evaluation in your classroom.

## Concurrent Session 6

4:20 PM - 5:00 PM

6a Phoenix South

### **Strategies for Facilitating an Inclusive Classroom Culture**

*Presented by:*

*Dailen Castillo, University of the Incarnate Word*

*Monica S. Clark, University of the Incarnate Word*

*Ashley S. Love, University of the Incarnate Word*

*Lourdes Fortepiani, University of the Incarnate Word*

**Key Statement:** You will learn strategies to create and maintain a classroom that promotes an interactive and inclusive intercultural environment for all our students.

**Keywords:** Inclusive Strategies, Culturally Responsive Teaching, Classroom Culture

**Subtheme:** Classroom Community/Culture, UDL & Diversity, Equity & Inclusion (DEI)

Building an inclusive classroom environment is imperative in today's cultural climate due to an increasingly diverse student population. We will explore various evidence-based strategies used to create intercultural inclusiveness in the classroom. We will accomplish this through 1) initiating active self-reflection about current practices, 2) defining and presenting inclusive strategies, and 3) facilitating a discussion to implement those strategies using the 3-2-1 method.



*Outcomes:*

1. Self-reflect on own teaching instruction as it relates to inclusivity in the classroom.
2. Analyze culturally diverse strategies presented.
3. Develop a plan to incorporate at least 3 new strategies into their own classroom environment.

6b Austin

**How to Get Your Students to Come to Class Prepared**

*Presented by:*

*Bob Gillette, University of Kentucky*

**Key Statement:** I explain an interactive teaching model using Class Preparation Assignments along with a definitional grading system to get our students to come to class prepared.

**Keywords:** Prepared Students, Ready to Learn, Sense of Belonging

**Subtheme:** Instructional Strategies, Course/Curriculum (Re)Design

We can get our students to come to class prepared, but it requires a different course design. I explain an interactive teaching model that uses Class Preparation Assignments (CPAs)—guided reading assignments accompanied with informal writing assignments—along with a definitional grading system that makes being prepared for class nonnegotiable. The CPAs serve to inform and stimulate class discussion and free class time for active learning activities.

*Outcomes:*

1. Design a course using an interactive teaching model where students come to class prepared and class time is used for active learning activities.
2. Design a definitional grading system for a course with one of the categories being student preparation for class.
3. Write CPAs to guide students in their reading assignments and to inform and stimulate class discussion.

## **Life Design Giving Meaning to a First Year Seminar**

*Presented by:*

*Eddie L. Case, Wingate University*

**Key Statement:** Investigate how Life Design gives meaning to a First Year Seminar as students plan their college experience and the relevance for students repeating the FYS.

**Keywords:** Design Thinking, Life Design, First Year Seminar

**Subtheme:** Instructional Strategies, Course/Curriculum (Re)Design

When a student fails a First Year Seminar (FYS) designed to provide an extended orientation, acclimate them to campus, and foster relationships, it is a reasonable assumption that the seminar was ineffective the first time and will lack relevance the second time. Life Design courses have proven to be valuable in helping students make the transition from the university to a career. Stanford University has demonstrated that the curriculum can also help students be more intentional in navigating their college experience. Here we investigate how Life Design can be an alternative to the FYS for at-risk students.

*Outcomes:*

1. Identify key elements of design thinking.
2. Show how the Life Design curriculum can facilitate a "College Design."
3. Describe ways a Life Design, or College Design, curriculum can be an effective alternative for students repeating a First Year Seminar.

## **Writing and Publishing Textbooks: Challenges, Opportunities, and Success**

*Presented by:*

*Shree R. Nair, University of the Incarnate Word*

**Key Statement:** The presenter shares her experiences in authoring an undergraduate textbook. She also presents ways to integrate the textbook for enhanced student engagement and success.

**Keywords:** Textbook Author, Writing and Publishing, STEM Academic Success, Undergraduate Student Engagement

**Subtheme:** Instructional Strategies, Classroom Community/Culture

Textbook reading is not popular among STEM students. Students often get nervous about the depth of subject-matter presented in STEM textbooks, especially when it accompanies mathematical formulae and derivations. Students' struggles in comprehending their reading are evident when asked for insights or feedback. Additionally, there is a widespread tendency among instructors to withhold their explanation of subject-matter. Mathematics is not the culprit of students' dislike toward physics; rather it's the way mathematics is being presented in their reading. If topics can be connected to our daily lives and students' majors, a common interest can be developed in understanding the subject.

*Outcomes:*

1. Describe the methodology of drafting a textbook manuscript.
2. Explain the process of collaborating with the publishers in editing and publishing the book.
3. Educate the audience about ways of implementing the textbook into academic curriculum for enhanced student engagement.

6e Robertson

## **Becoming a Bridge to Belonging**

*Presented by:*

*Kim Miller-Davis, San Jacinto College*

*Lesley Butcher, San Jacinto College*

**Key Statement:** The facilitators will guide participants through a series of evidence-based strategies for forging connections, fostering belonging, and facilitating prosocial behaviors.

**Keywords:** Connections, Belonging, Prosocial Behaviors

**Subtheme:** Classroom Community/Culture, Instructional Strategies

Our students live in a post-pandemic world characterized by widespread isolation and loneliness—a world dominated by digital technologies, decreased face-to-face interaction, higher rates of anxiety and

depression, and limited social skills. These factors create an especially challenging task for instructors and administrators seeking to increase students' academic and workforce success. In this session, facilitators will share effective, evidence-based strategies for forging interpersonal connections with students, fostering their sense of belonging, and facilitating the types of prosocial behaviors necessary for academic and workforce success. Strategies include both face-to-face and online instruction.

*Outcomes:*

1. Explain the impact of the current culture on student skill sets.
2. Describe the ways in which a sense of belonging improves learning.
3. Practice, adapt, and implement strategies for forging connections, fostering belonging, and facilitating prosocial skills.

# LILLY CONFERENCES

## ITLC

International Teaching  
Learning Cooperative, LLC



*Tuesday*

**May 23rd, 2023**

Conference Program and Workbook



## Concurrent Session 7

8:20 AM - 8:40 AM

7a Phoenix South

### **Inviting Awkwardness as a Stepping Stone to Student Resiliency**

*Presented by:*

*Benjamin Hassman, University of Iowa*

**Key Statement:** Could we reframe the awkwardness students long to avoid? Let's put it to use building classroom community and as a stepping stone to resilience.

**Keywords:** Awkwardness, Resiliency, Classroom Community

**Subthemes:** Resiliency, Classroom Community/Culture

College students often try to avoid awkwardness at all costs. But as we realize the importance of relationships to learning and to collegiate success, we might recognize that what I will call "awkwardness skills" (being and navigating in the face of awkwardness) can be powerful yet accessible tools in developing and sustaining pivotal relationships. I argue that we can support our students' development by helping them reframe their relationship to awkwardness. Experience directing an informal intercultural conversation program helps show that awkwardness skills can lead to resiliency and growing community especially across perceived differences.

*Outcomes:*

1. Define awkwardness skills and recognize spaces in their teaching for developing them.
2. Understand Watt's Theory of Being and Watt's 8 Defense Modes in Difficult Conversations.
3. Understand the importance of relationships to student success.

7b Austin

### **Can't Say I'm Surprised: Acknowledging Emotions in the Classroom**

*Presented by:*

*Sara Kent, Texas A&M University*

*Nate Poling, Texas A&M University*

**Key Statement:** The way to develop a supportive classroom space is through a focus on emotions, leading to authenticity, transparency, and belonging.

**Keywords:** Emotion, Classroom Culture, Sense of Belonging

**Subthemes:** Classroom Community/Culture, UDL & Diversity, Equity & Inclusion (DEI)

Emotions are fundamental to human existence, and we would be remiss (and downright incorrect) to deny their influence on our thoughts and behaviors. Why, then, is the discussion of emotions so conspicuously absent from higher education? This session proposes that the way to encourage the development of a supportive classroom space is through a focus on emotions, resulting in authenticity, transparency, and a sense of belonging. It highlights foundational theories of emotion, pushes back against the notion of the classroom as a “neutral” space, and discusses the intersection of emotion with diversity, equity, and inclusion.

*Outcomes:*

1. Comprehend the current scope of faculty educational development, as well as instructional and organizational development.
2. Understand and recognize foundational theories of emotion, as well as how emotion is deeply embedded in everything we do.
3. Consider the impact and importance of emotions in the classroom, as well as how they relate to cultivating a sense of belonging.

7c Dewitt

## **Teaching Opportunities for Undergraduate Mathematics Students**

*Presented by:*

*Blake Dunshee, Belmont University*

**Key Statement:** Co-teaching is challenging. Co-teaching with undergraduate students is even harder, but incredibly rewarding. We discuss the benefits and pitfalls of teaching alongside undergraduate students.

**Keywords:** Service-Learning, Co-teaching,

**Subthemes:** Course/Curriculum (Re)Design, Educational Theory/Pedagogy

The saying “the best way to learn is to teach” was the inspiration for a recent collaboration between Belmont University and Vanderbilt Programs

for Talented Youth. Seven Belmont math majors assisted with the design and implementation of a one day discrete math course for talented eighth and ninth grade students. This talk will focus on their experience and how it informs the way we teach discrete math to undergraduate students. We will discuss the benefits and challenges of having students peek behind the curtain into the world of teaching.

*Outcomes:*

1. Imagine ways to incorporate student teaching experiences into their curricular and co-curricular programs.
2. Describe the difference between mathematical intuition, mathematical discipline, and mathematical maturity.
3. Explain the impacts of transparency in course design with undergraduate students.

7d Dezavala

## **Teaching Human Trafficking and Improving Learning Outcomes Through Service-Learning**

*Presented by:*

*Helen A. Lim, California Lutheran University*

**Key Statement:** Teaching about human trafficking is complex. Teaching human trafficking as a service-learning course can deepen and facilitate student engagement in achieving learning outcomes.

**Keywords:** Human Trafficking, Service-Learning, Experiential Learning

**Subthemes:** Educational Theory/Pedagogy, Instructional Strategies

This presentation highlights service-learning in a Human Trafficking course in a Criminology and Criminal Justice program. Teaching about human trafficking is complex. Teaching human trafficking as a service-learning course, however, can facilitate student engagement in achieving learning outcomes. I explain how service in the form of research for an anti-human trafficking organization can deepen course learning outcomes for students and how service-learning may help students develop an appreciation for civic engagement and advocacy work. The presentation also demonstrates how service-learning can help advance the mission of a

community organization and therefore provide a mutual benefit for the student and community.

*Outcomes:*

1. Understand service-learning as a form of experiential education.
2. Understand how service-learning can deepen course learning outcomes.
3. Understand how service-learning can provide a meaningful service and promote civic responsibility.

## Concurrent Session 8

9:00 AM - 9:20 AM

8a Phoenix South

### **Influencing, Interpreting, and Responding to Student Feedback**

*Presented by:*

*Christine Stein, A. T. Still University*

**Key Statement:** Can faculty influence student evaluation forms? How can faculty gain a variety of feedback? How does one decipher student feedback? Get these answers and more!

**Keywords:** Faculty Evaluation, Student Feedback, Assessment

**Subthemes:** Assessment (Formative or Summative), Instructional Strategies

Student evaluation of teaching (SET) instruments are commonly administered by universities to provide feedback to faculty for improvement of teaching. However, these evaluations can be easily influenced. Incentives, such as candy, non-anonymous evaluations, having the instructor present during evaluations, and identifying that the evaluations would be used in promotion and retention all resulted in higher scores. There are other means for faculty to gain feedback besides SETs: peer evaluation, temperature check, midterm feedback, exit tickets, etc. Interpreting faculty feedback from multiple sources can be accomplished through coding qualitative themes. Faculty can reflect on emerging themes to make course changes.

*Outcomes:*

1. Identify how to influence student evaluation of teaching (SET) instruments.
2. Demonstrate a myriad of different methods to gather student feedback.
3. Analyze and interpret student feedback.

8b Austin

### **The Impact of ChatGPT on College Courses: Possibilities and Limitations**

*Presented by:*

*Jan T. Zantinga, University of Georgia*



*Charles W. Lyons, University of Georgia*

**Key Statement:** In this session, the various capabilities of ChatGPT AI, including automated answer generation, feedback, personalized learning, and interactive-question answering, will be presented and reviewed

**Keywords:** Technology, Student Interaction, Assessment

**Subthemes:** Instructional Strategies, Assessment (Formative or Summative)

The integration of Artificial Intelligence (AI) in education has been a topic of discussion for some time now. ChatGPT, a large language model developed by OpenAI, portends significant disruption in higher education, particularly in the manner in which we assess (or perhaps even define) learning. This presentation will explore the impact of ChatGPT on instruction and assessment of learning and will posit the resurrection and reemergence of the objective examination as the most effective and reliable measurement of learning. A demonstration of ChatGPT is contemplated as part of the presentation.

*Outcomes:*

1. Understand ChatGPT as a tool to create content through Artificial Intelligence.
2. Understand the relationship among ChatGPT, course materials, and course evaluation elements.
3. Understand the impact of ChatGPT on the design of course approaches.

8c Dewitt

### **Case Study and Blueprint to Improve Course Design Via Collaboration**

*Presented by:*

*Thomasena Shaw, Bridgewater State University*

*Lisa Bergson, Bridgewater State University*

**Key Statement:** Learn how collaborating with colleagues creates better courses, regardless of discipline. Via case study, presenters highlight challenges, opportunities, and a blueprint for strategic course design.

**Keywords:** Course Design, Collaboration, Experiential Learning

**Subthemes:** Course/Curriculum (Re)Design, Instructional Strategies

This presentation will discuss a unique approach adopted in the design of an innovative, experiential capstone course. Instead of a traditional, solo approach to course development and design, two faculty members collaborated to create a course where students worked with an actual client on a real-world problem. The benefits of a collaborative approach for faculty include enhanced learning and intellectual companionship (Huang, 2014). For students, modeling collaboration makes them more prepared for the workplace (Buenvinida, 2020). Presenters will highlight opportunities and challenges, and a 10-step blueprint to co-designing an experiential-learning course in any discipline.

*Outcomes:*

1. To learn effective ways faculty can collaborate to design and implement a new course.
2. To learn about the benefits (e.g., faculty learning, intellectual companionship) and challenges (e.g., scarcity of administrative and financial support) of collaborating with colleagues.
3. To identify best practices and the 10 steps you can take to co-design and co-develop a new course, regardless of discipline.

8d Dezavala

## **Developing Teaching Through Classroom Observations**

*Presented by:*

*Michelle Herridge, Baylor University*

*Christopher Richmann, Baylor University*

**Key Statement:** We present the results of a study of teaching observations, analyzing pedagogical recommendations and evaluating the impact of one-time observations on long-term instructional behavior.

**Keywords:** Observations, Teaching Consultations, Faculty Development

**Subtheme:** Faculty Development Programming, Other

Classroom observation is a common practice for evaluation and development of college instructors. Addressing a lack of empirical data on the effectiveness of observations for teaching development, we report case study research findings on the types and frequencies of recommendations made by

an expert observer and the rate of implementation by instructors. We find nearly 40% of recommendations are implemented by instructors after the first observation, though there are typically more recommendations made in the second observation report. We assess the usefulness and scalability of observations for teaching development and what protocols may be beneficial across departments and disciplines.

*Outcomes:*

1. Categorize specific instructional recommendations.
2. Determine pertinent and most likely impactful recommendations in a given observational scenario.
3. Articulate how the presented protocol may be implemented in their own institutional settings.

8e Robertson

**A Paradigm Shift in Teaching and Learning: The Future Is Here!**

*Presented by:*

*Oren Hertz, Florida International University*

**Key Statement:** Technology is challenging teaching and learning. We need to reflect on what we have been doing and what needs changing so we are current.

**Keywords:** Technology, Teaching and Learning, Innovation

**Subtheme:** Educational Theory/Pedagogy, Course/Curriculum (Re)Design

As technology is changing at such high speed, we need to review what we have been doing in our classes and what needs to be changed so we are relevant and current. We want to promote higher order thinking in our classes and reduce our own burnout. This presentation will provide participants with ideas on how to catch up with technology and current ways of teaching and learning.

*Outcomes:*

1. Understand how technology is changing the landscape of teaching and learning.
2. Evaluate current teaching practices for potential changes/upgrades.

3. Review future teaching methodologies and how to adapt to the changes.

## Concurrent Session 9

9:40 AM - 10:20 AM

9a Phoenix South

### **Group Work in a Post-COVID World: What Are the Rules?**

*Presented by:*

*Deborah Eyrarn Anornu, Purdue Fort Wayne*

*Laney Blevins, Purdue Fort Wayne*

*Lindsay Butcher, Purdue Fort Wayne*

*Ting Hsuan Lee, Purdue Fort Wayne*

*Lyzbeth Safoah King, Purdue Fort Wayne*

*Raphael Kwaning, Purdue Fort Wayne*

*Marcia D. Dixon, Purdue Fort Wayne*

**Key Statement:** How do rules affect performance and satisfaction in classroom group work? Does modality (face to face, virtual or discussion forum) change which rules matter?

**Keywords:** Group Performance, Group Rules, Modality

**Subtheme:** Instructional Strategies, Teaching Online

The COVID-19 pandemic forced the channels (face-to-face, forums, virtual meetings) for classroom group activities to change. Post-pandemic, these different modalities are here to stay. However, our research indicates that different modalities may need different types of rules for higher group satisfaction and performance. Therefore, to increase positive student experiences in group work, groups need modality-specific guidelines to establish effective rules. Our specific findings of types of rules related to higher group performance and more satisfaction dependent on modality will be explored.

*Outcomes:*

1. Understand types of group rules and their importance in obtaining higher group performance and greater satisfaction with group work.
2. Understand the implications of group rules to improve group work implementation in various modalities.
3. Be able to list the kinds of guidelines they might offer their students to create effective group rules specific to the modality(ies) they are using.

9b Austin

### **Faculty Play Day: Play and Service Unite Through Innovative Pedagogy**

*Presented by:*

*Deepti Kharod, University of the Incarnate Word*

*Emily A. Dow, University of the Incarnate Word*

*Lucretia M. Fraga, University of the Incarnate Word*

*Sandra L. Guzman-Foster, University of the Incarnate Word*

**Key Statement:** A team of university researchers share how their students engaged in joyful, authentic service-learning by designing and facilitating a Faculty Play Day.

**Keywords:** Playful Learning, Service-Learning, Faculty Burnout

**Subtheme:** Educational Theory/Pedagogy, Resiliency

During this interactive session, participants will learn about an interdisciplinary collaboration through which university students created a Faculty Play Day. Students designed, modified, and facilitated games as part of service-learning in courses across three areas: kinesiology, instructional technology, and child development and play. Our case study will share varied applications of playful pedagogies. Session participants will engage with our data by using digital tools and a 3-2-1 strategy to offer insights through open coding, as we investigate instances of student learning, engagement, and risk-taking. We will also explore how playful pedagogies can reduce burnout among students and faculty.

*Outcomes:*

1. Identify elements of playful pedagogy, including gamification and game-based learning.
2. Explain how to modify games using the FAMME model.

3. Identify ways for faculty to incorporate play and games in teaching to decrease burnout.

9c Dewitt

### **The Mountain Is High, but I Know You Can Climb It: Using the Principles of Wise Feedback to Help Marginalized Students**

*Presented by:*

*David Gooblar, The University of Iowa*

**Key Statement:** Wise feedback diminishes the effects of stereotype threat on marginalized students. Can we apply the principles of wise feedback to other aspects of our teaching?

**Keywords:** Inclusive Teaching, DEI, Feedback

**Subtheme:** UDL & Diversity, Equity, & Inclusion (DEI), Instructional Strategies

Wise feedback describes a research-backed model for responding to student work in a way that diminishes the effects of stereotype threat on marginalized students. Established by two influential studies, wise feedback has three main elements: the invoking of high standards, the assurance that the student can reach those standards, and the provision of constructive support to help the student do the work. Participants will learn why these elements work, think together about how to use wise feedback approaches in their own courses, and brainstorm ways to apply the principles of wise feedback to aspects of their teaching beyond feedback.

*Outcomes:*

1. Understand the principles of wise feedback and how they respond to the effects of stereotype threat.
2. Apply wise feedback approaches to feedback in their own courses.
3. Devise teaching strategies that echo the strategies of wise feedback.

9d Dezavala

### **Better Together: A Collaborative Study of a Campus-Based Wellness Initiative**

*Presented by:*

*Kathy Shaffer, Penn State Shenango*



*Angela Pettitt, Penn State Shenango*  
*Jennifer Jewell, Penn State Shenango*  
*Tammy Divens, Penn State Shenango*

**Key Statement:** Are you concerned about student well-being? Our session provides evidence-based strategies, resources and practices that promote student well-being across disciplines, academic units and beyond.

**Keywords:** Student Well-Being, Collaborative Research, Institutional Culture

**Subtheme:** Classroom Community/Culture, Resiliency

Previously, student well-being had been treated largely as the responsibility of support units, such as counseling centers, and service centers, such as advisors. The experience of the global pandemic has brought together those that work with students inside and outside of the classroom. For our project, seven instructors from multiple disciplines worked together to integrate individual and collective well-being across an entire campus. This interactive session will present the results of a mixed-methods study that explored the relationship between well-being, engagement, and student success, while also providing new evidence-based models of engagement that could be replicated at your institution.

*Outcomes:*

1. Apply strategies, practices and resources that promote student well-being inside and outside the classroom.
2. Appreciate the benefits of connecting student well-being approaches across the curriculum and beyond.
3. Critically evaluate the challenges and opportunities of collaborative transdisciplinary research.

9e Robertson

**Risk, Writing, and Worth**

*Presented by:*

*Michael Hudson, Belmont University*  
*Heather M. Finch, Belmont University*

**Key Statement:** General education writing course goals can benefit from a critical exploration of risk and worth to present alternatives for higher engagement with diverse students.

**Keywords:** General Education, Heuristic Thinking, Culturally Responsive Teaching

**Subtheme:** Course/Curriculum (Re)Design, Classroom Community/Culture

Risk, Writing, and Worth is a critical exploration of general education writing course goals to present alternatives for higher engagement with diverse students. Instructors teaching general education writing courses carry a major responsibility to engage all students in writing instruction and reviewing these courses' goals can help consider pedagogical shifts to create stronger writing and learning experiences. In this workshop, participants will consider goals for general education writing courses and will leave with an activity to engage students, a draft of an assignment and rubric, and techniques for one-on-one instruction to be applied to conference meetings and tutoring sessions.

*Outcomes:*

1. Contextualize risk in general education writing courses.
2. Explain current beliefs about writing courses and their purpose
3. Describe how writing course alternatives can impact higher engagement for diverse students.

## Concurrent Session 10

10:40 AM - 11:20 AM

10a Phoenix South

### **Drawing Conclusions: Note-Taking in a Visual World**

*Presented by:*

*Mahmoud Shaltout, Texas A&M University*

*Nate Poling, Texas A&M University*

**Key Statement:** This presentation will discuss and model elements of a faculty educational development workshop on visual learning and note-taking.

**Keywords:** Visual Note-Taking, Visual Learning, Higher Order Skills

**Subtheme:** Instructional Strategies, Other

We live in an increasingly visual world; visual culture is and always has been central to both our biological and socio-cultural beings. Visual learning is the use of such visual cultures within the classroom alongside other modalities, and it improves perception, retention and higher order thinking skills. This session focuses on an interactive faculty educational development workshop studio that aimed to help educators in any discipline with creating effective visual notes to better help their students organize, reflect on, and synthesize information that can support their learning.

*Outcomes:*

1. Identify approaches that can help instructors help their students represent information more effectively and efficiently.
2. Describe visual and multimodal note-taking approaches instructors can share with their students to deepen understanding.
3. Describe the value and implications of visual note-taking.

10b Austin

### **Running on Empty: Getting Students Back to Class**

*Presented by:*

*Allison Boye, Collin College*

**Key Statement:** This session will discuss factors influencing poor post-pandemic student attendance and some practical, evidence-based strategies for getting our students back to class.

**Keywords:** Attendance, Student Engagement and Motivation, Course Policies

**Subtheme:** Classroom Community/Culture, Instructional Strategies

Class attendance seems to have gone off a cliff since the pandemic, but why is that? Have students stopped caring about school, or are there other issues getting in the way? This session will discuss some of the social, emotional, and educational factors influencing poor student attendance post-COVID, and provide some easy, evidence-based, practical strategies for getting our students back in the classroom.

*Outcomes:*

1. Identify factors impacting college student attendance following the COVID-19 pandemic.
2. Analyze and evaluate various attendance policies.
3. Identify strategies for improving student attendance and adapt them to individual teaching circumstances.

10c Dewitt

## **What Counts as Knowledge? Evaluating Online Information Through Critical Reflection**

*Presented by:*

*Ashlynn Kogut, Texas A&M University*

*Sharon Matthews, Texas A&M University*

**Key Statement:** Online source evaluation is essential for students in their coursework and future careers. Hear about using a rubric to help students evaluate online sources.

**Keywords:** Online Source Evaluation, Reflection, Rubric

**Subtheme:** Instructional Strategies, Teaching Online

Explore how an online source evaluation rubric developed for preservice teachers can be utilized in other disciplines. Multiple rubrics and checklists have been developed to help students determine online source quality.

Rather than a quantitative approach, we developed a contextualized approach rooted in student reflection and critical thinking. Developed over several semesters, our evaluation rubric focuses on thinking critically about a particular online source, the content of the source, and how it relates to students' personal learning objectives to begin realizing that what counts as knowledge in their future professional contexts might be different than in their daily lives.

*Outcomes:*

1. Describe the strengths and weaknesses of online source evaluation rubrics in order to decide when to integrate rubrics as a course activity.
2. Examine an online source evaluation rubric created for preservice teachers in order to consider how a similar instructional method could be used in one's context.
3. Construct criteria specific to your discipline to include on an online source evaluation rubric in order to help students reflect on the complexities of online information in your specific disciplinary context.

10d Dezavala

## **Realizing and Applying Agreements for Self-Care**

*Presented by:*

*Brett Christie, Alchemy*

**Key Statement:** Constructing an effective and caring learning environment begins with joy. Come reaffirm what brings you joy for a healthy and productive work-life balance!

**Keywords:** Mindfulness, Care, Joy

**Subtheme:** Classroom Community/Culture, Resiliency

The capacity to construct a caring learning environment begins with educator well-being. The educational climate continues to be one of uncertainty—with educators at the center—meeting the needs of students, institutions, and non-professional responsibilities. How are educators caring for themselves? This session provides a framework, based on the Toltec's Four Agreements, through which educators can evaluate problematic educational narratives that foster negative feelings (joy stealers), and reaffirm what makes them joyful humans and educators. Participants will learn pedagogical

techniques that center trust, and establish a personal-care-plan anchored in mindfulness, to recapture what brings them joyfulness as educators.

*Outcomes:*

1. Begin to apply the Four Agreements (Ruiz) as a framework to identify ways to enact self-care for professional wellness and growth.
2. Identify actions to foster caring relationships in and around the classroom.
3. Learn techniques to be a Warm Demander who leads a purposeful classroom that supports trust, risk, and productive struggles for all students.

10e Robertson

## **Improving Equitable Outcomes With Evidence-Informed Assessment**

*Presented by:*

*Bradley Cohen, Top Hat*

**Key Statement:** By shifting from infrequent high-stakes assessment to frequent low-stakes assessment practices, instructors can close equity gaps and improve outcomes for all students.

**Keywords:** Assessment, Equity, Evidence

**Subtheme:** Assessment (Formative or Summative), Course/Curriculum (Re)Design

Student anxiety aside, relying on high-stakes assessments means we often miss opportunities to provide feedback and encourage the reflection fundamental to effective learning. More concerning, traditional assessments often exacerbate the psychosocial and readiness barriers that keep many students from succeeding. The good news? By shifting to frequent low-stakes assessments, we can create richer, more equitable learning experiences for all. In this session we will review the literature on inequitable outcomes; draw on the science of learning to argue for an evidence-informed assessment practice; and discuss the role technology can play in improving equity, regardless of discipline or class size.

*Outcomes:*

1. Explain the persistence of equity gaps.

2. Advocate for evidence-informed assessment practice.
3. Design assessments that benefit all students.

## Concurrent Session 11

11:30 AM - 12:10 PM

11a Phoenix South

### **Consideration in Preparatory Courses and Policy**

*Presented by:*

*Amanda Holton, University of California-Irvine*

**Key Statement:** New approaches in preparatory programs are necessary to meet diverse needs and reach the learning outcomes necessary to succeed in university-level courses.

**Keywords:** DEI, Metacognition

**Subtheme:** Course/Curriculum (Re)Design, UDL & Diversity, Equity, & Inclusion (DEI)

A scientific approach to determination of skill acquisition in preparatory courses is needed to most adequately help students from a diverse range of educational backgrounds. Frequent assumptions that preparatory remediation would benefit a diverse range of students have been increasingly shown false. Many prerequisite courses fail to help and can also cause harm, leading several states to ban preparatory course requirements. However, the need for skill acquisition persists. We will discuss the negative impacts of preparatory courses, solutions which have been tried and scientifically analyzed, and the solution we successfully implemented in general chemistry courses.

*Outcomes:*

1. Describe the evidence-supported reasons for the removal of preparatory programs.
2. Apply the understanding given in outcome 1 to examine the ways that the preparatory programs in their own departments can be updated to better meet the needs of students.



3. Plan and design methodology which both supports needed preparatory learning outcomes and also supports students in their timely acquisition to degree.

11b Austin

## **Building Faculty Resilience With Reparenting, a Trauma-Informed Self-Care Practice**

*Presented by:*

*Lee Cordell, Institute for Trauma and Psychological Safety*

*Lindsey Luther, Institute for Trauma and Psychological Safety*

**Key Statement:** Educators are bombarded by unrealistic and ineffective recommendations for self-care. This session will provide practical, sustainable, trauma-informed strategies for self-care for educators.

**Keywords:** Self-Care, Trauma-Informed Teaching, Resilience

**Subtheme:** Resilience, Classroom Community/Culture

Educators, school staff, and administrators are told to practice self-care as a way to manage stress and reduce burnout. However, most education professionals have no training in ways to effectively and efficiently practice self-care. Utilizing concepts from the literature in psychology, parenting, and trauma-informed care, this session will explore the ways that personal and collective trauma impact educators in their daily work. Presenters will describe a trauma-informed approach to self-care that can be used by busy educators and school professionals to promote resilience and well-being.

*Outcomes:*

1. Understand how trauma is experienced in the daily professional life of an educator.
2. Explain why a trauma-informed approach to self-care is necessary to foster personal resilience.
3. Apply the three prongs of trauma-informed self-care and reparenting (nurturing, guidance, and boundaries/discipline) to one's personal and professional life.

11c Dewitt

## **Get Wild! Gaming Elements Create Immersive, On-Demand Faculty Development**

*Presented by:*

*Heather Young Mandujano, Cuyahoga Community College  
Rebecca Wiggins, Cuyahoga Community College*

**Key Statement:** Learn how to use game elements and strategies to build immersive, on-demand learning experiences that are as entertaining as they are effective!

**Keywords:** Gamification, Professional Development, Assessment

**Subtheme:** Instructional Strategies, Assessment (Formative or Summative)

Since 2020, the need for engaging, flexible learning opportunities has escalated. In this session, learn how to use game elements and strategies to build immersive, on-demand learning experiences that are as entertaining as they are effective! We will discuss the team approach we used to create an on-demand workshop: Assessment Safari. Game elements like environment, immersion, rules, and conflict can be applied to any learning scenario. Participants will learn what these elements are and how to use them, benefits of advanced planning, and tips for finding free high-quality media to use when creating your own adventures!

*Outcomes:*

1. Use gamification strategies to create engaging learning experiences.
2. Recognize strategies to diversify assessments.
3. Utilize best practices for creative team collaboration.

*11d Dezavala*

## **Accountability Grouping: An Effective Mentoring Practice for Higher Education**

*Presented by:*

*Ashwini Kanade, Commonwealth University of Pennsylvania  
Carolyn Reid-Brown, Commonwealth University of Pennsylvania*

**Key Statement:** In the academic setting, accountability grouping with a relevant mentoring approach can encourage a positive outcome for teaching and learning. Check us out!

**Keywords:** Group Accountability, Higher Education, Mentorship

**Subtheme:** Instructional Strategies, Classroom Community/Culture

Accountability grouping (AG) has become a necessary tool in the field of business, and ethics is often used in professional spaces (Lerner & Tetlock, 1999). AG can be adapted in educational settings, too. The purpose of this study was to assign students to a group where they hold each other accountable for their shared progress in class. The findings of the study revealed that the majority of students attributed their success to the AG. Students revealed that the AG helped them with better academic performance, with improved classroom engagement, to foster positive relationships with classmates, and to foster leadership at various levels.

*Outcomes:*

1. Define accountability grouping.
2. Discuss the results of accountability grouping in a classroom setting.
3. Explain ways in which accountability grouping can be used in higher education.

77e Robertson

### **Constructing Inclusive Classroom Environments: Strategies and Practices for Faculty Development**

*Presented by:*

*Shannon Dean-Scott, Texas State University*

*Paige Haber-Curran, Texas State University*

**Key Statement:** Presenters will share evidence-based strategies for how faculty can consider course design, student engagement, and classroom spaces in developing inclusive environments for student learning.

**Keywords:** Inclusive Pedagogy, Instructional Strategies, Diversity

**Subtheme:** UDL & Diversity, Equity, & Inclusion (DEI), Instructional Strategies

As the diversity among college students continues to increase, there is an expectation and need for faculty members to consider the unique and diverse backgrounds of students and to construct learning environments that are inclusive of students from various backgrounds. The presenters will discuss their qualitative research study that looked at how faculty create

inclusive learning spaces. Strategies will be shared about how faculty can consider course development, student engagement, and classroom spaces in developing inclusive environments for student learning. Participants will walk away with pedagogical practices used by other faculty to foster inclusion in their classrooms.

*Outcomes:*

1. Identify two strategies to create inclusive learning environments.
2. Describe what an inclusive learning environment entails.
3. Consider their own teaching practice in relation to concepts of inclusive learning environments.

11f Phoenix Central

## **Using Questioning and Talk Moves to Support Constructive Text**

### **Discussions**

*Presented by:*

*Michelle Kwok, Texas A&M University*

*Susan Fields, Texas A&M University*

*Sharon Matthews, Texas A&M University*

**Key Statement:** Come practice a range of questioning skills and scaffolded talk moves that will help your students to closely re-examine texts and build authentic dialogue.

**Keywords:** Questioning, Class Discussion, Close Reading

**Subtheme:** Instructional Strategies, Other

A focal point in classroom learning is class discussion; this is where new knowledge is constructed in interaction with others. However, classroom discussions can be difficult to facilitate effectively because of a variety of reasons: uncomfortable silence; the discussion is shallow; students may not know how to begin or build on dialogue; or the discussion strays to a tangential topic. In this session, we will practice a range of questioning skills and scaffolded talk moves to help students to closely re-examine texts and build dialogue to contribute to the discussion for deeper understanding of texts and content.

*Outcomes:*

1. Add to repertoire of questioning and talk moves strategies to engage students in discussion.
2. Apply questioning strategies and talk moves to support learners in deeper discussions of multimodal texts.
3. Increase sophistication in choosing appropriate talk moves or questions to address a given situation during discussion.

## Concurrent Session 12

2:50 PM - 3:10 PM

12a Phoenix South

### **Cultivating Embodied Learning Within an English Composition Course**

*Presented by:*

*Angela Coffee, Century College*

**Key Statement:** Stress and resilience play profound roles in students' relationships with writing and reading. Learn about how an embodied and trauma-informed framework might support college composition.

**Keywords:** Embodied Learning, Composition, Trauma-Informed

**Subtheme:** Resiliency, Classroom Community/Culture

While academic writing is often considered to be primarily an intellectual endeavor governed by personal willpower, stress and trauma can play significant roles in students' ability to be successful in college composition. This experiential and interactive session will introduce somatic- and trauma-informed concepts and practices and share findings from a study embedded within an English Composition course that sought to answer the question: How might embodiment and mindfulness lessons and practices help students recognize and work within their own window of tolerance, bring awareness to their unique stress responses, and cultivate and celebrate resilience?

*Outcomes:*

1. Describe embodied and trauma-informed education.
2. Explain the value of embodied and trauma-informed tools within a composition course.

3. Describe the ways that students perceived embodied and trauma-informed learning to influence their relationship with writing.

12b Austin

### **In-Class Activities to Enhance Student Engagement, Connection, and Learning**

*Presented by:*

*Paige Haber-Curran, Texas State University*

*Shannon Dean-Scott, Texas State University*

**Key Statement:** Walk away with specific in-class learning activities to promote engagement with course readings and content, foster connection with each other, and enhance student learning.

**Keywords:** Teaching Strategies, Student Learning, Student Engagement

**Subthemes:** Instructional Strategies, Classroom Community

Research on learner-centered teaching strategies suggests the value of using a wide range of teaching strategies in the class to facilitate and enhance student learning and engagement with the material (Cornelius-White, 2007; Haber-Curran & Dean-Scott, 2022). The presenters will share specific in-class learning activities that can be used across disciplines and class sizes/formats to engage students with the course readings and course content, connect with each other to foster relationship-building, and enhance student learning. Participants will walk away with four (or more!) strategies to implement now to enhance student engagement and learning in their courses.

*Outcomes:*

1. Describe learner-centered teaching.
2. Identify specific strategies to implement in their classes.
3. Consider how they may modify activities for their contexts.

12c Dewitt

### **Vis-à-Vis to Online Teaching During a Pandemic**

*Presented by:*

*Steven Busby, Belmont University*

**Key Statement:** Institutions of higher learning stand on teaching and learning pedagogies that support what they believe are best practices. Experiential realities may change that mid-semester.

**Keywords:** Pandemic, Online Teaching, Experiential Teaching and Learning

**Subthemes:** Other, Teaching Online

Some higher education institutions suggest that in-classroom learning provides benefits and interactions that are difficult to simulate in an online environment. Other institutions focus on pedagogies they feel are effective yet offer convenience and cost savings by limiting overhead, offering mostly online courses. Others offer hybrid sessions. An institution focusing on vis-à-vis learning experiences was faced with a transition to all online teaching due to the recent global pandemic. Our team conducted a full grounded theory research project to determine how the transition impacted the faculty, students, and learning. Sharing lessons learned may improve preparation and the perceived need thereof.

*Outcomes:*

1. Review and summarize the experiences of a university making a rapid pedagogical shift in teaching and learning.
2. Articulate some of the challenges faced in transition from vis-à-vis to hybrid or online learning.
3. Use experiential and research data to articulate ways institutions can be better prepared for pedagogical shifts.

12d Dezavala

## **Finding Balance: Enhancing Student Well-Being With Occupational Justice**

*Presented by:*

*Tammy Divens, The Pennsylvania State University*

*Amy Fatula, The Pennsylvania State University*

**Key Statement:** Concerned that your students are not spending their time in ways that are healthy? This session uses student time diaries to provide insight into achieving life balance.

**Keywords:** Time Management, Occupational Balance, Occupational Therapy Education

**Subthemes:** Instructional Strategies, Educational Theory/Pedagogy



Occupational therapy (OT) practitioners work with clients to balance how they spend their time, with a focus on healthy habits and routines. In post-pandemic higher education, instructors have reported widespread challenges with student stress and anxiety, suggesting imbalances in how they spend their time. This study utilizes student time diaries (collected over 3 days) to identify patterns in how occupational therapy assistant students (n=30) are spending their time. The findings suggest that occupational justice, or well-balanced daily activities, can significantly enhance student mental health and well-being.

*Outcomes:*

1. Increase their understanding of barriers to student success related to life balance (across all majors and backgrounds).
2. Apply concepts of occupational justice to their own teaching and learning practice.
3. Reflect on their own life balance.

12e Robertson

## **Using Digital Badges to Teach College Writing Revision**

*Presented by:*

*Amy Jo Swing, Lake Superior College*

**Key Statement:** College composition students rarely revise. If students create and earn digital badges, will their writing quality and confidence in their revising processes improve?

**Keywords:** Digital Badging, Revising, Composition

**Subtheme:** Instructional Strategies, Course/Curriculum (Re)Design

Composition instructors indirectly assume that first-year college writers take away revision skills when they often don't. This study assessed an innovative instructional strategy to have students create and earn a digital badge specifically for revising. In the study, students wrote reflections, created the badge as a class, and earned a digital badge for revising. The study used survey methods for collecting data (knowledge surveys) and reviewed classroom artifacts using a qualitative coding process. Analysis of data from a semester-long study will be shared.

*Outcomes:*

1. Identify challenges writing instructors face when teaching revising skills and processes.
2. Examine the connections between digital badging and revision skill development in college writers.
3. Connect the digital badging strategy to their own teaching practice.

## Concurrent Session 13

3:20 PM - 3:40 PM

13a Phoenix South

### **Applying Theory Through Practice: Constructionist Letter to a Legislator**

*Presented by:*

*Nelda Mier, Texas A&M University*

**Key Statement:** Investigation into the design of a constructionist learning experience in which students engaged in argumentation to create a letter to a legislator with real-world impact.

**Keywords:** Constructionist, Experiential, Argumentation

**Subthemes:** Instructional Strategies, Educational Theory/Pedagogy

This presentation investigates the design of a constructionist learning experience in which students engaged in argumentation to create an authentic artifact with real-world impact. According to constructionist learning theory, learning is most powerful when students construct knowledge by constructing artifacts. Furthermore, engagement is optimized when the things students create have meaning, use, and impact beyond the classroom. In this learning activity, public health students evaluated policies relevant to them using empirical evidence. Then students used argumentative reasoning to construct a letter to a legislator advocating for their view and mailed it to the legislator.

*Outcomes:*

1. Explain evidence-based argumentation and be able to engage their students in supporting evidence-based points of view with personal stories and data from credible sources.
2. Explain constructionist learning principles and be able to engage their students in constructing a letter to a legislator and presenting it to an authentic audience.
3. Apply productive communication theory and be able to engage their students in improving their professional communication skills by writing a well-organized and readable letter to a legislator.

13b Austin

## **Building Strong Learning Communities: Strategies to Support Diversity, Inclusion, and Cultural Sensitivity**

*Presented by:*

*Gladys Ekong, Western New England University*

**Key Statement:** Educators are in a great position to build strong learning communities. This presentation will focus on actionable strategies to impact inclusivity in various learning formats.

**Keywords:** Learning Communities, Diversity, Inclusion, Cultural Sensitivity

**Subtheme:** UDL & Diversity, Equity, & Inclusion (DEI)

This session will explore various approaches to foster diversity, inclusion, and cultural sensitivity among college students, faculty, and the larger college community. The COVID-19 pandemic has created a climate of change globally, and institutions of higher learning are adopting innovative approaches to reach and engage students at a deeper level. This presentation will explore evidence-based strategies to build strong campus communities with a focus on diversity and inclusion. The topics discussed will give educators the tools and strategies to positively impact diversity, inclusivity, and cultural sensitivity across remote, hybrid, or in-person course delivery mode.

*Outcomes:*

1. Identify the challenges faced by educators and discuss the role of educators in shaping the narrative on diversity and inclusion in the learning environment.

2. Identify gaps and problem areas to positively impact diversity, inclusion, and cultural sensitivity.
3. Explore evidence-based strategies to build strong learning communities in various learning formats (online, hybrid, or in-person course delivery mode).

13c Dewitt

## **Equity and Learning Benefits of Course-Embedded Industry Certifications**

*Presented by:*

*Thomasena Shaw, Bridgewater State University*

**Key Statement:** This session explores student perceptions of course-embedded industry certifications and how they can help students achieve learning outcomes, increase equity, and enhance career preparedness.

**Keywords:** Instructional Methods, Instructional Strategies, Equity

**Subthemes:** Instructional Strategies, UDL & Diversity, Equity, & Inclusion (DEI)

Industry certifications embedded in degree programs and courses provide significant advantages for college students (Dachner et al, 2021; McCaffery, 2020; Spiller & Tuten, 2019). This session will explore the benefits of the innovative pedagogical tools and present study findings on college student perceptions of them in relation to achieving student learning outcomes and job search and career preparedness. The session also presents best practice solutions for the use of certifications to connect academic and workplace learning in a practical and meaningful way and advance equity, particularly for low-income and minority students.

*Outcomes:*

1. Learn the benefits of industry certifications as pedagogical tools in the college classroom.
2. Explore research findings on student perceptions of the relationship between industry certifications and achieving course outcomes and job search and career preparedness.
3. Identify best practices regarding the use of industry certifications that promote learning and equity in a college classroom.

## **Integrating the United Nations' Sustainable Development Goals Into College Curricula**

*Presented by:*

*Sue Moon, Farmingdale State College*

**Key Statement:** The United Nations' Sustainable Development Goals (SDGs) provides a widely-accepted framework for addressing the world's biggest challenges. This presentation provides an overview of how to integrate the SDGs into college curricula.

**Keywords:** Sustainability, Social Responsibility, Curriculum Development

**Subtheme:** Course/Curriculum (Re)Design, Classroom Community/Culture

The United Nations' Sustainable Development Goals (SDGs) outline 17 of the world's most wicked challenges—from ending poverty, to reducing inequalities, to protecting the planet. Achieving these goals will require innovation and collective effort; from government, business, and education. In addition to a moral obligation of higher education to help address the SDGs, students and prospective employers increasingly demand a mindset attuned to sustainability and familiarity with the SDGs to make changes to organizational behavior. How can colleges educate students to develop a mindset of sustainability? This presentation seeks to outline concepts, frameworks, and approaches to integrate SDGs into college curricula.

*Outcomes:*

1. Describe concepts and frameworks for integrating the United Nations Sustainable Development Goals (SDGs) into college curricula.
2. Outline a systematic approach for SDG integration—from understanding where the curriculum currently is, to setting curriculum goals, to making continuous improvements in the curriculum.
3. Describe how to measure and track progress on the integration of the 17 SDGs in the college curriculum.

## **Teaching Empathy and Restorative Justice to University Students**

*Presented by:*

*Priscilla N. Gitimu, Belmont University*

**Key Statement:** Undergraduate students were indirectly taught empathy and transformative justice through movies, a guest speaker, presentations, and discussions. Reflective concept mapping indicated students acquired the skills.

**Keywords:** Empathy, Transformative Justice, Concept-Mapping

**Subthemes:** Instructional Strategies, Faculty Development Programming

Undergraduate students were indirectly taught empathy and transformative justice through movies, a guest speaker, presentations, discussions, and reflective writing. Students watched movies outside class and attended a guest speaker session. After each activity, the students wrote a reflective paragraph. The students also attended a student-led discussion session on the movies. The instructor's role was to plan for the activities and allow the learners to indirectly find empathy and discover transformative justice. Eventually, the students completed a concept mapping activity individually and in a group. The activity indicated students acquired empathy and learned the principles of transformative justice.

*Outcomes:*

1. Develop empathy for the disadvantaged in society.
2. Recognize what is transformative justice.
3. Be reflective and informed of injustices present in society.

## Concurrent Session 14

4:00 - 4:40 PM

14a Phoenix South

**From Covid-19 Remote Learning Discrepancies to Increasing Hybrid Course Participation and Engagement**

*Presented by:*

*Rebecca Williams Jackson, Ferris State University*

**Key Statement:** The Covid-19 epidemic drastically altered schools and learners in ways that educators continue to explore and document. Learner engagement requires interventions to address these changes.

**Keywords:** Resiliency, Instructional Methods, Hybrid Courses

**Subtheme:** Instructional Strategies, Resiliency

Students have developed increasingly maladaptive strategies toward online engagement during and post pandemic, although online enrollment in college has been on a steady upward trajectory for nearly a decade (Poulin & Straut, 2016; The Condition of Education, 2022). Lack of participation with asynchronous online discussion boards necessitates specific interventions to increase resiliency (Aloni & Harrington, 2018). This presentation will model introducing a new technology to attendees, survey maladaptive behaviors evidenced in the "classroom," and then introduce interventions to address those behaviors that faculty can adopt and employ in their own experiences with problematic online engagement.

*Outcomes:*

1. Describe the contributing factors that influence maladaptive learning strategies.
2. Identify behaviors that interrupt engagement with online coursework.
3. Participate in a modeled community-building activity to increase classroom community and online engagement.

14b Austin

## **Mental Wellness in Academia: What About Faculty?**

*Presented by:*

*Lynn Eaton, University of Mary Hardin-Baylor*

*Samuel Ivy, University of Mary Hardin-Baylor*

**Key Statement:** The mental health of students has been front and center for years. How are YOU feeling? You are not alone. Join us!

**Keywords:** Wellness, Mental Wellness, Mental Health,

**Subtheme:** Resiliency, UDL & Diversity, Equity, & Inclusion (DEI)

The mental wellness and safety of our students has been front and center for the past few years. However, what's there to say about the mental health and safety of those who see themselves as protectors of those students, yet who are suffering from an array of mental maladies themselves? Join us as we take polls to know that we are NOT alone. We will also hear and discuss what we can do to feel more empowered over our own mental health challenges.

*Outcomes:*

1. Reflect upon their mental wellness.
2. Discover (by polling evidence) that they are not alone in their feelings.
3. Discuss ways to improve and sustain their mental wellness.

14c Dewitt

### **Classroom Management 101: Prevent, Intervene, and Succeed**

*Presented by:*

*Joshua L. Seery, Walnut Hill College, Ocean County College, Rider University*

**Key Statement:** Basic classroom management strategies can help you prevent issues, intervene when required, and succeed in creating what educational psychologists refer to as a “productive learning environment.

**Keywords:** Classroom Management, Productive Learning Environment, Pedagogy

**Subtheme:** Classroom Community/Culture, Educational Theory/Pedagogy

Students #1 and #2 are side-chatting during lecture...student #3 opens a bag of chips and begins chomping away...student #4 is engaged, but drops some foul language while participating...does this sound familiar or are you wondering what to do if it does happen? Research shows that classroom management is the #1 challenge for teachers and is an enduring concern for both administrators and the public. However, basic classroom management strategies can help you prevent issues, intervene when required, and in turn you can succeed in creating what educational psychologists refer to as a “productive learning environment”.

*Outcomes:*



1. Describe the concept of a productive learning environment.
2. Explain the importance of a productive learning environment.
3. Plan for effective classroom management and implement effective classroom management strategies.

14d Dezavala

## **Anatomy in String: Interactive Approach to Learning the Brachial Plexus**

*Presented by:*

*Debora Zamora Kaliski, University of the Incarnate Word*

*Mona Bains, University of the Incarnate Word*

*Daniel E. Coffeen, University of the Incarnate Word*

*Mario A. Garcia Jr., University of the Incarnate Word*

*Joseph A. Hibner, University of the Incarnate Word*

*Heng Vay, University of the Incarnate Word*

**Key Statement:** The brachial plexus board is a 3-dimensional teaching tool that leverages kinesthetic learning to explore the anatomy of the nerves of the upper limb.

**Keywords:** Brachial Plexus, Anatomy in String, Kinesthetic Learning

**Subtheme:** Instructional Strategies, Educational Theory/Pedagogy

Anatomy is a difficult subject for many students to master, yet mastery is essential in the development of evidence-based practitioners. The brachial plexus and its terminal nerves into the arm, forearm, and hand is an anatomical region many students struggle to learn. To facilitate anatomy learning of the brachial plexus, a 3-dimensional brachial plexus board was created to build and rebuild the anatomy of the plexus in string. The board can be used in addition to the well-accepted approach of drawing the plexus, leveraging a kinesthetic approach to learning while advancing through the different levels of cognitive taxonomy.

*Outcomes:*

1. Build the different parts of the brachial plexus in multicolored strings.
2. Visualize the nerve root contributions to the peripheral nerves of the upper limb.

3. Visualize the 3-dimensional organization of the plexus and link the organization of the plexus to the course of the nerves into the different compartments of the arm and forearm.

14e Robertson

## **Building a Community of Inquiry That Fosters Cultural Competence**

*Presented by:*

*Rose Jagielo-Manion, West Chester University*

**Key Statement:** Explore one instructor's deep dive into building a community of inquiry while supporting teacher candidates' understanding of the students and communities they will serve.

**Keywords:** Community of Inquiry, Cultural Competence, Learning Environment

**Subtheme:** Classroom Community/Culture, Instructional Strategies

Cultural competence in education requires a deep understanding of students, families and communities. To accomplish this, teacher educators must create a learning environment where this journey of understanding is possible. The presenter will share their process of building a community of inquiry (Garrison, Anderson & Archer, 2000) in which teacher candidates examined their own cultures, perspectives, and biases, and where the instructor supported teacher candidates' knowledge of students, families and local communities they will serve. Successes, challenges, and lessons learned through the lens of the social, cognitive and teaching presences (Garrison, Anderson & Archer, 2001) will be discussed.

*Outcomes:*

1. Discover how the community of inquiry framework can be applied to create a positive and collaborative in-person learning community.
2. Learn specific strategies and tools for building a community in the college classroom that encourages thoughtful discourse, self-reflection, and examination in students.
3. Explore an approach to designing a course through the lens of cultural competence focused on understanding the experiences, strengths, and needs of the students, families, and communities that preservice teachers will serve.

## Poster Presentations & Reception

4:45 PM - 6:00 PM

### **Student Engagement With Internships**

*Presented by:*

*Melinda K. Adams, University of the Incarnate Word*

*Jody Jessup-Anger, Marquette University*

**Key Statement:** Internships are meant to be stepping stones to career success. Why do some students engage while others do not? What do students think about internships? What makes a great internship?

**Keywords:** Internships, Engagement, Student

**Subthemes:** Other, Instructional Methods

Information from students across disciplines and geographic locations provides an understanding of participation or not for internships. Academia's understanding can assist students who want to participate when barriers are present. It will also provide better information on how internships should be approached. Students' perspectives will provide faculty and institutions with information to create internship courses to better link in-school with work experiences. This data is needed for disciplines with mandatory internships to better support students and increase their engagement in this high-impact practice.

*Outcomes:*

1. Why do students engage in internships?
2. Why don't students engage in internships?
3. What do students think of internships?

### **Not Quite a CURE**

*Presented by:*

*Mary R. Berger, Texas Woman's University*

*Shazia A. Ahmed, Texas Woman's University*

**Key Statement:** We have designed a modified CURE course that allows institutes with multiple sessions of the same lab course and limited budgets to participate in inquiry-based experiential learning.

**Keywords:** Instructional Methods, Course Redesign, Experiential Learning

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

Freshmen are typically provided step-by-step experimental protocols to perform in lab courses, but the relatability of these experiments to the scientific method has been a challenge. To address this gap, we developed an engaging laboratory course that allows students to design and run their own experiments. Course-based undergraduate research experiences (CURE) is the gold standard for inquiry-based experimentation. However, successful CUREs generally require larger budgets and dedicated personnel. We have designed a modified CURE that allows institutes with multiple lab sessions and limited budgets to participate in inquiry-based experiential learning. This type of inquiry-based learning also promotes educational ownership and facilitates collaborations within the freshman population.

*Outcomes:*

1. Enable your students to design experiments based on real-life curiosity in an inquiry-based CURE setting using the scientific method.
2. Lead students to analyze and interpret data generated by their own experiments.
3. Facilitate students to independently troubleshoot generated results and present data to peers.

## **8 Foolproof Components for Student-Created, Original Case Studies**

*Presented by:*

*Lisa Bergson, Bridgewater State University*

**Key Statement:** Learn how to empower students and enhance learning, engagement, and participation by asking students to complete their own, original case studies using 8 foolproof components.

**Keywords:** Case Studies, Experiential Learning, Instructional Methods

**Subthemes:** Instructional Methods, Experiential Learning

Case studies are effective learning tools that can bridge gaps between theory and practice (Barkley et al., 2005), enhance student learning, and promote critical thinking (Yadav et al, 2007). This poster highlights a twist on the traditional case study approach by presenting 8 foolproof components students can utilize to create original case studies. Kolb (2015) suggests that “knowledge is created through the transformation of experience” (p. 49). This experiential learning activity encourages greater student engagement, participation, learning, and mastery of course concepts as students are empowered to make decisions, increasing their emotional and intellectual engagement (Fede et al., 2018).

*Outcomes:*

1. Learn about student-created, original case studies, an experiential learning activity, that you can incorporate in any classroom, regardless of discipline.
2. Learn 8 foolproof components students can use to create effective, original case studies.
3. Understand the benefits of incorporating experiential learning activities in your classroom.

**Instructional Skills**

*Presented by:*

*Jeff B. Chaumba, University of North Carolina at Pembroke*  
*Josphine Chaumba, Tarleton State University*

**Key Statement:** Wooden blocks with growth rings that mimic rock layers provide visual aids that can facilitate spatial reasoning needed to stimulate understanding of geologic structures.

**Keywords:** Spatial Reasoning, STEM, Wooden Blocks

**Subtheme:** Experiential Learning, Instructional Methods

Spatial reasoning is a challenging skill for students in the science, technology, engineering, and mathematics (STEM) fields to master. We utilized wooden blocks with growth rings that mimic folded rock layers, and plywood mimicking sedimentary rock layers as aids in teaching geologic structures in an introductory level geology course. We evaluated the effectiveness of the wooden blocks teaching methodology by comparing test scores of students that had taken the course before and after the use of the wooden blocks teaching tool. The results of an independent samples t-test showed substantial improvements of 20-25% increase when the wooden blocks were used.

*Outcomes:*

1. Describe how use of wooden blocks in teaching can help students better visualize geologic structures
2. Discuss the benefits and limits of using wooden blocks as teaching aids.
3. Evaluate the usefulness of locally available teaching aids in STEM classrooms.

### **Service-Learning in a Geology Undergraduate Class**

*Presented by:*

*Josphine Chaumba, Tarleton State University*

*Jeff Chaumba, University of North Carolina at Pembroke*

**Key Statement:** Enhancing learning experiences through service-learning in a geology undergraduate class.

**Keywords:** Service-Learning, Geology, Rock Identification

**Subtheme:** Experiential Learning, Other

Preparing students to adeptly identify rocks across the three rock families in a single semester can be challenging. To mitigate this, service-learning was introduced in partnership with a local countertop company. The second author and students visited the site, and each student selected a different rock sample to study its texture, mineral composition and origin, over the semester producing a flyer that was given to the company. The end of semester rock identification exam scores showed that students who took the course with the service-learning component scored higher compared to those who took the course without service-learning.

*Outcomes:*

1. Describe how service-learning can be applied to a geology course.
2. Discuss deliverables that students can provide community partners in a service-learning project.
3. Evaluate the usefulness of service-learning.

## **Applying Faculty Personae for Greater Care and Support**

*Presented by:*

*Brett Christie, Alchemy*

**Key Statement:** Looking to further understand the faculty condition and best ways to provide care and support? Come discuss results and recommendations from the Faculty Persona report!

**Keywords:** Identity, Needs, Support

**Subthemes:** Other, Resiliency/Self-Care/Mindfulness

Based on a Fall 2022 study of 530 faculty of varying positions, career stages, and institution types, this study investigated the current faculty condition. Analysis of quantitative and qualitative data has yielded useful information regarding the needs, experiences, behaviors, and goals of six resulting faculty personae. Despite the reality that no individual fully resides within one persona or has identical needs, it can help to understand certain patterns present and the most effective means of engagement and support to provide. Results and recommendations will be discussed and a full copy of the Faculty Persona report made available.

*Outcomes:*

1. Understand the most significant factors contributing to faculty burnout.
2. Reflect on the six faculty personae and their distinct characteristics.
3. Consider ways respective faculty personae can be better supported.

## **Growing Student Resilience Through Discussion and Interactive Online Resources**

*Presented by:*

*Leslie Cizmas, Texas A&M University*

**Key Statement:** A framework is presented for helping students grow their resiliency, using a combination of “Growth Mindset,” self-compassion, and Mental Health America’s online resiliency materials.

**Keywords:** Resiliency, Growth Mindset, Self-Compassion

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

A class poll of over 100 undergraduate students found their most preferred method for obtaining mental wellness information was through written materials available online. Interactive materials focusing on student resiliency were compiled using a combination of Dr. Dweck’s Growth Mindset materials, Dr. Neff’s Self-Compassion materials, and Mental Health America’s 10 Tools for Resiliency. These were discussed with students, and put on the course’s Learning Management System website for students’ continued use. Student comments during the class discussion indicated they recognized the value of engaging with these materials to develop resiliency as an academic and life skill.

*Outcomes:*

1. Understand the value of the Growth Mindset for academic and lifelong learning.
2. Appreciate the connections between resiliency, Growth Mindset, and Self-Compassion.
3. Engage with at least one interactive tool for building resiliency.

### **Perceptions of Older Adults and Occupational Therapy Educators on Age-Friendly University Readiness**

*Presented by:*

*Susan M. Cleghorn, Grand Valley State University*

*Olivia Oldham, Grand Valley State University*

*Riya Patel, Grand Valley State University*

*Colleen Dwyer, Grand Valley State University*

*Gabrielle Poeder, Grand Valley State University*



**Key Statement:** Age-Friendly University principles guide higher education in meeting the needs of older adult learners. Perceptions of older adults and educators may advance use of principles.

**Keywords:** Intergenerational Learning, Universal Design, Inclusion

**Subthemes:** Classroom Community/Culture, UDL/DEI

Older adults are pursuing educational opportunities at higher education institutions. Age-Friendly University (AFU) Principles support older adults' educational pursuits. The purpose of this study was to gather older adult (OA) and Occupational Therapy (OT) educators' perceptions about barriers and supports impacting engagement within higher education. Survey results from OAs identified supports including programs, accessibility on campus, and community outreach. Barriers included lack of awareness, scheduling, and transportation. OT educators identified supports including accessible campuses and programs with barriers including limited finances and technology. There is opportunity for OAs and educators to take active roles in AFU readiness.

*Outcomes:*

1. Describe elements of an Age-Friendly University that can expand age diversity and cultural experiences on campus.
2. Identify potential barriers and supports among older adults when accessing university activities and resources.
3. Create potential roles for educators in supporting Age-Friendly University environments.

## **Creating Master Adaptive Learners Through Experiential Learning**

*Presented by:*

*Amy F. Crocker, University of the Incarnate Word*

*Susan N. Smith, University of the Incarnate Word*

*Erika Alaniz, University of the Incarnate Word*

**Key Statement:** Educators can promote the development of master adaptive learners, prepared to address societal issues, through intentional experiential learning activities centered on adult learning theories.

**Keywords:** Experiential Learning, Master Adaptive Learner, Learning Theories

**Subthemes:** Experiential Learning, Instructional Methods

Graduates of any field need to be prepared to solve complex and unique problems to address societal needs. Adaptive expertise is the ability to solve familiar and unfamiliar problems with flexibility, creativity, and innovation. Educators need to be prepared to develop master adaptive learners, individuals who have developed adaptive expertise. Through intentional incorporation of experiential learning activities throughout curricula, centered on adult learning principles and nested in adult learning theory, educators can promote the development of master adaptive learners. This presentation will outline components of experiential learning activities that can help create master adaptive learners.

*Outcomes:*

1. Describe the Master Adaptive Learner model.
2. Apply adult learning theories to development of experiential learning activities.
3. Outline components of experiential learning activities that promote the development of master adaptive learners.

## **Portraiture Education: Utilization of Personal Artifacts in Teaching Leadership**

*Presented by:*

*Christopher Dignam, Governors State University*

**Key Statement:** When those who lead, teach, and learn are inspired, a community of practice is formed. Explore the use of digital exemplars in leadership education!

**Keywords:** Instructional Leadership, Reflective Learning, Communities of Practice

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

Portraiture is a relatively new research methodology that includes aspects of narration, ethnography, and phenomenology for examining the shared experiences of individuals. Portraiture education employs personal artifacts via a digital storyteller's online canvas for presenting authentic educational experiences. Narration and exemplar artifacts are illustrated and examined for exploring innovative curricular design, interdisciplinary teaching

and learning, and the conditions required for creating a community of practice that supports all learners. The experiences presented resulted in the creation and establishment of welcoming, innovative learning environments that consider the social and emotional needs of learners and provide multiple modalities for learning.

*Outcomes:*

1. Develop an understanding of the impact of portraiture education for improved teaching and learning.
2. Identify leadership strategies for designing innovative, creative instruction to nurture and support student growth for learners of every background using digital exemplars.
3. Reflect upon the impact of instructional leadership and innovative teaching and learning on student leadership development and learning.

## **An Experiential Approach: Learning Through Case Studies**

*Presented by:*

*Megan Fixen, Minot State University*

**Key Statement:** Case studies provide a foundation for applying theoretical concepts to real-world situations. This poster presentation outlines a structure for analysis in the classroom.

**Keywords:** Experiential Learning, Case Studies, Increased Engagement

**Subthemes:** Instructional Methods, Experiential Learning

The use of case studies in the classroom offers an experiential learning approach. Case studies may increase student engagement by providing a foundation for applying theoretical concepts to real world situations. Students may achieve higher learning potential through reflection, discussion, and possible debate of various outcomes and solutions. This poster presentation will outline how participants can use case studies to achieve learning goals, and how to easily integrate case studies into their classrooms. Additionally, a detailed outline of a structure that can be used to analyze a case will be provided.

*Outcomes:*

1. Recognize the benefits of experiential learning.
2. Understand how case studies can be used to enhance student participation and learning.
3. Learn specific tips on how to successfully integrate case studies into the classroom using a detailed case study structure.

## **Building Community Using Project-Based Experiential Learning in the Biotech Classroom**

*Presented by:*

*Nidhi Gadura, Queensborough Community College, CUNY*

**Key Statement:** Pedagogical strategies like service-learning and experiential learning were used to build a culture of community in biotech classroom at a community college with limited resources.

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

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

Integration of research into the curriculum is considered one of the high-impact pedagogies that has played a critical role for our STEM students. It has brought equity to our diverse classrooms where students struggle to educate themselves while working and juggling family responsibilities. In this presentation, the audience will hear about how the speaker tried to slowly engage her community college students in research using three approaches: 1) Traditional mentor-mentee model; 2) Course-based research in curriculum: DNA Barcoding lab partnership; 3) Peer-Led Authentic Research Experience NSF STEM grant. Pros and cons of each model will be discussed.

*Outcomes:*

1. Describe the three curriculum models.
2. Describe results of how to build a sense of community.
3. Explain the outcome of the three projects.

## **Grit and Learning Mindset in Graduate Health Professions Students**

*Presented by:*

*Angela P. Hegamin, Western University of Health Sciences*

**Key Statement:** Research suggests grit and learning mindset are critical for academic success. What do these attributes look like in graduate health professions students? Come and see!

**Keywords:** Grit, Growth Mindset, Learning Mindset

**Subthemes:** Resiliency/Self-Care/Mindfulness, Fostering Student Practice

Grit and learning mindset may be important factors in students' academic performance. First-year students at Western University of Health Sciences were sampled in a cross-sectional survey on these attributes (n=204 students, corresponding to a response rate of 19.2%). Respondents' mean age was 26.16 (SD=4.16). Most students identified as female (67.5%), heterosexual (67.7%), white (37.0%), and single (86.7%). Female students exhibited better Grit-S scores (3.82 versus 3.56,  $p=0.0191$ ); higher scores on the Incremental Self-Belief Subscale (3.14 versus 3.01,  $p=0.0055$ ); more favorable learning mindset scores (2.04 versus 2.36,  $p=0.0083$ ); and better Entity Self-Belief Subscale scores (1.71 versus 1.99,  $p=0.0373$ ).

*Outcomes:*

1. Define and explain the concepts of grit and learning mindset.
2. Reflect upon ways in which grit and learning mindset may affect their own students' academic performance.
3. Brainstorm opportunities for future research.

### **Whole-Scientist Education in an Authentic-Inquiry Laboratory Course**

*Presented by:*

*Erica Light, University of Massachusetts*

**Key Statement:** Student choice in research topic in an upper-level life-science laboratory course was connected to holistic learning outcomes including cognitive, affective, social, and identity development.

**Keywords:** Laboratory Education, Student Empowerment, Real-World Problems

**Subthemes:** Experiential Learning, Instructional Methods

To facilitate the success of students historically underrepresented in STEM, literature on inclusive education emphasizes the importance of

research experiences, collaborative environments, societal relevance, and meaningful student choices. Students and faculty integrated these instructional methods in co-designing and implementing the Discovery Laboratory in Biomedicine course, a required course for biosystems-track students in the Integrated Concentration in Science Program at UMass. In this authentic inquiry course, multidisciplinary teams of students design and pilot a study to address a societal problem of their choice. During summative qualitative interviews, students reported on holistic learning gains including cognitive, affective, social, and identity development.

*Outcomes:*

1. Identify multiple evidence-based inclusive teaching practices.
2. Discuss the implications of the whole-child education framework for laboratory education.
3. Exchange visions for the future of STEM education.

## **Reconceptualizing Coursework to Reconstruct Students' Beliefs About Disability**

*Presented by:*

*Jordan Lukins, North Carolina State University*

**Key Statement:** Teacher training traditionally presents disability as deficit. However, purposeful, critical redesign of just one course can transform future teachers' beliefs about disability, inclusion, and justice.

**Keywords:** Teacher Education, Disability, Beliefs

**Subthemes:** Course/Curriculum (Re)Design, Indirect Instruction

Historically, teacher training has pathologized disability as deficit rather than conceptualizing disability as a social construct. In this study, we revised the undergraduate education course on teaching students with disabilities in order to challenge such deficit-based perspectives and ableism. Seventy-six students completed pre- and post-course surveys measuring their beliefs about disability and attitudes toward inclusion. After completing the redesigned course, students' beliefs shifted away from the dominant medical model and toward the justice-oriented social model of disability. Further, students' valuation of inclusion and self-efficacy regarding teaching students

with disabilities significantly increased. These findings have implications for reimagining inclusive teacher education.

*Outcomes:*

1. Contrast medical and social models of disability as they relate to education.
2. Recognize practical strategies for integrating critical perspectives on disability into course content, materials, and activities.
3. Describe how pre-service teachers can transfer critical perspectives on disability into inclusive classroom practices.

### **Graduate Students' Perception of a Faculty-Facilitated Coping Strategy Program**

*Presented by:*

*Ana Rodriguez, Florida International University*

**Key Statement:** Graduate student perceptions of a faculty-facilitated coping strategies program were evaluated. Qualitative data identified four major themes with positive results overall, indicating improved coping.

**Keywords:** Coping Skills, Stress Reduction, Empathy

**Subthemes:** Indirect Instruction, Resiliency/Self-Care/Mindfulness

This poster describes Occupational Therapy students' perception of a faculty-facilitated educational intervention based on adaptive coping strategies and overall well-being. In this qualitative design study, students volunteered to participate in a six-week, faculty-led, educational coping program. Qualitative data was obtained from weekly journaling. Inductive coding was utilized, creating themes related to the journal responses. Four themes identified: increased awareness of maladaptive behaviors, awareness of incorporating coping strategies, significance in classroom performance, and in daily outcomes, outside of the classroom. Data gathered from the journal entries demonstrated positive results overall, indicating improved coping skills.

*Outcomes:*

1. Value adaptive coping strategies to reduce anxiety and improve student performance.

2. Compare and contrast adaptive versus maladaptive coping strategies to stressful situations.
3. As educators, consider implementation of a similar coping program into existing curriculum.

## **Providing Effective Feedback Through a Quiz Tournament**

*Presented by:*

*Manasseh Zechariah, Johnson and Wales University. Charlotte*

**Key Statement:** Effective feedback should be high information, timely, looking forward, involves peers and low anxiety. The quiz tournament game described meets these goals at low cost.

**Keywords:** Student Centered, Evidence Based, Strategies

**Subtheme:** Cooperative Learning, Formative Feedback, Just In Time Teaching

Educators are encouraged to provide feedback to improve learning outcomes. Feedback is powerful when students not only understand their mistakes but also understand why they made them and how to avoid them. Feedback that is high information, timely, looking forward, involves peers and low anxiety is considered effective. Based on these findings I describe an in-class quiz tournament and how it meets these characteristics of effective feedback described in the literature. This method has the potential to improve student test performance, increase class participation and tailor teaching to meet changing student needs at a relatively low cost of implementation.

*Outcomes:*

1. Understand what is feedback.
2. Identify the characteristics of effective feedback.
3. Learn a cooperative learning method that improves student test performance, increase class participation.





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*Wednesday*

**May 24th, 2023**

Conference Program and Workbook

# Roundtable Discussions

Wednesday, May 24, 2023

8:00 AM - 8:30 AM

Phoenix Central

## **Building Opportunities for Learning and Discovery in Faculty Development**

*Facilitated by:*

*Shelley Howell, The University of Texas at San Antonio*

*Diana Amis, The University of Texas at San Antonio*

**Key Statement:** Lessons learned from UTSA's BOLD Course Development Academy, an asynchronous course providing just-in-time faculty development on teaching, learning and course design.

**Keywords:** Teaching Online, Faculty Development, Course Design

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

UTSA's BOLD Course Development Academy provides just-in-time development on a variety of teaching, learning, and course design topics, all pulled together in a course that faculty participate in during the 15-week process of design and development. The BOLD Course Development Academy starts with the basics of adult learning theory, focuses on reflective practice and peer learning, and provides faculty with a peer community. This session will provide an outline and examples from the academy, lessons learned during the planning and development phase of the program, and preliminary data on the success of the program.

*Outcomes:*

1. Review ideas for structuring just-in-time faculty development opportunities.
2. Discuss examples of reflective practice and peer learning.
3. Generalize lessons learned when designing and delivering the program.

## **Identifying and Overcoming Imposter Syndrome in First-Generation College Students**

*Facilitated by:*

*Rachel Gallardo*

**Key Statement:** Many first-generation college students struggle with Imposter Syndrome. This session provides instructors and administrators with the tools to help students realize they belong.

**Keywords:** Imposter Syndrome, First-Generation College Students, Workplace Culture

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

Imposter syndrome is a prominent issue among college students, particularly first-generation college students. Likewise, instructors often experience feelings of imposter syndrome in their research and in their day-to-day responsibilities as well. In this talk, imposter syndrome, including the statistics of this issue on our campuses, will be presented. Afterwards, the speaker will talk through best practices for identifying those dealing with imposter syndrome. Finally, participants will have an opportunity to brainstorm ways to support their students and colleagues, bringing awareness of this issue to the surface.

*Outcomes:*

1. Define imposter syndrome. Review the statistics associated with imposter syndrome and first-generation college students.
2. Identify the signs of imposter syndrome—potential verbal and nonverbal cues.
3. Discuss best practices (faculty and administration) on how to offer support to these students.

## **Accessible and Inclusive Content Creation for a Digital World**

*Facilitated by:*

*Lisa Peterson, Top Hat*

**Key Statement:** Adapting content for digital delivery? To ensure quality learning, learn the five pillars for creating accessible, inclusive and engaging content that engages and deepens learning.

**Keywords:** Content Authoring, Inclusivity, Accessibility

**Subthemes:** Classroom Community/Culture

Easy-to-use authoring tools present educators new opportunities to reduce costs to students by creating their own digital courseware. The trouble is, retrofitting existing learning resources for digital delivery or adapting OER texts isn't enough to ensure a quality learning experience.

In this discussion, we'll explore the five pillars for creating digital content that engages students and deepens learning. We'll examine accessibility and inclusive design must-haves, leveraging interactivity, and integrating frequent opportunities for assessment. Whether developing an assignment or a full-blown digital text, we'll cover the fundamentals for creating courseware that is engaging, inclusive, and effective for all.

*Outcomes:*

1. Objective-aligned and creating a clear learning path.
2. Accessibility must-haves for text, images and embedded artifacts.
3. Making content inclusive, including research, examples, and guiding principles.

## **Increasing Gateway-Course Student Learning Through Evidence-Based Course Redesign**

*Facilitated by:*

*Katie Easley, Western Michigan University*

*Adrienne Redding, Western Michigan University*

*Melinda Koelling, Western Michigan University*

**Key Statement:** Analysis of data and attention to student feedback facilitates greater student learning and reduces equity gaps in student success. Let's share methods and practices.

**Keywords:** Gateway courses, equity gaps, course redesign

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

In partnership with the John N. Gardner Institute's Gateways to Completion program, Western Michigan University has been implementing evidence-based course redesign cohorts since 2014 with the goal of improving student outcomes and reducing equity gaps, especially for traditionally underserved students in high-risk courses. We have gained experience navigating the challenges associated with this work in our 21st-century academic world. We will share some of the important lessons we have learned over the years, and we will facilitate a discussion with faculty, staff, and administrator participants about their methods and practices for this work.

*Outcomes:*

1. Analyze the process by which stakeholders participate in course redesign.
2. Discuss the link between course design and student learning.
3. Connect specific course-redesign actions to outcomes.

## **Affinity Groups in the Higher Education Classroom**

*Facilitated by:*

*Melissa Landers-Potts, University of Georgia*

*Michael Cataluna, University of Georgia*

**Key Statement:** Students with minoritized identities often feel marginalized in class. Using affinity groups in active learning classrooms may mitigate this problem by increasing support. Let's talk!

**Keywords:** Inclusive Classroom, Diversity, Equity & Inclusion, Group-Based Learning

**Subthemes:** UDL DEI

Research shows benefits of active, group-based learning for all students; however, recent studies suggest that the positive effects in terms of belongingness and learning outcomes may not always extend to underrepresented students. The authors of the current proposal will share and discuss the creation of classroom affinity groups, which are small, identity-based groups, to increase a sense of community and belongingness among all students engaging in group-based, active learning. The process

and challenges of creating the affinity groups will be shared. Preliminary student survey data on the affinity groups will also be presented and evidence-based pedagogical recommendations will be made.

*Outcomes:*

1. Understand the importance of creating safe spaces such as identity-based affinity groups in doing in-class coursework
2. Design affinity groups in their classroom
3. Assess potential difficulties in creating affinity groups

### **Fearful of Building Your Own Microlectures? Gain Confidence Now**

*Facilitated by:*

*Deepani K. Tennakoon, Texas Woman's University*

**Key Statement:** Customize instructions to match the attention spans of learners. Create concise, focused, and engaging content that learners can access at their own pace, space, and schedule.

**Keywords:** Online Instruction, Active Learning, Chunking

**Subthemes:** Interactive Instruction (e.g., jigsaw, debates, panels)

Customizing course content to enhance student engagement is a critical component of an instructor's toolkit. Concise, focused, and interactive learning opportunities strengthen student engagement. Microlectures are a versatile and excellent tool that delivers concise, focused, and active learning opportunities. Microlectures benefit any mode of instruction, be it online, in-person, or hybrid, to enhance student engagement. This presentation will enable instructors to learn the basics of microlecture-building, practice designing a microlecture to achieve student learning outcomes, and explore the many interactive opportunities that instructors can use to customize microlectures to achieve student learning and engagement.

*Outcomes:*

1. Gain confidence to generate their own microlectures.
2. Learn the basics elements of a microlecture.
3. Use microlectures to foster student engagement.

## **Using Technology to Cultivate Community Among Department Faculty and Students**

*Facilitated by:*

*Darlene Carbajal, University of the Incarnate Word*

*Trey Guinn, University of the Incarnate Word*

**Key Statement:** When the pandemic disrupted university life as we knew it, department faculty committed to maintain community for students, and those efforts have paid dividends since.

**Keywords:** Cultivating Community, Fostering Student Engagement, Retention

**Subthemes:** Classroom Community/Culture

At the onset of the COVID-19 pandemic and as the university turned remote, department faculty took it upon themselves to maintain and promote a sense of cohesion, community, support, and togetherness for department students and faculty. Using social media and online engagement, faculty hosted a variety of virtual events with a common goal to build a sense of belonging while intentionally focusing on personal and communal health and the pursuit of living a well-balanced life. Faculty considered the educational and personal experiences of the student and the different environments and situations that the student may have engaged in that hindered socializing with peers on a regular basis. The lessons learned have undoubtedly strengthened the department and enriched our learnings beyond the classroom.

Outcomes:

1. Explore strategies for building community among students and faculty outside the classroom.
2. Identify pedagogical approaches that can be used to positively impact sense of belonging in the classroom.
3. Discuss how enriching community impacts student learning and development.



## **Connection, Continuity, and Change as Reflective Practice in the Classroom**

*Presented by:*

*Nancy Parent, Mitchell College*

**Key Statement:** Reflective practice in teaching and learning can be facilitated using a range of techniques including story exchange, structured dialogue, and narrative reflection. Student engagement and well-being occurs at the intersection of creating a classroom community that is centered on deep listening, authenticity, and empathy-building. This session will explore these tools and their effectiveness and relevance in a range of disciplines for both instructors and students alike.

**Keywords:** Reflective Practice, Contemplative Pedagogy, Inclusive Teaching, Decentering Practice, Narrative, Dialogue

**Subthemes:** Instructional Strategies, Classroom Community/Culture

Developing new teaching strategies that are responsive to the needs of today's students reflect both continuity and change in higher education. Recent focus on student well-being, engagement, active learning, and pedagogies of care align with a range of reflective practices that encourage faculty to consider their benefits to their own well-being. In this age of overburdened faculty who are challenged to develop new and creative teaching strategies while managing increasing committee work, new programs, and professional development, reflective practice techniques provide benefits of well-being and connection that respond to continuity and change in the classroom and beyond.

*Outcomes:*

1. Summarize reflective practice techniques for classroom use.
2. Assess the benefits of reflective practice in student and faculty well-being.
3. Apply tools for reflective practice in the classroom and beyond.

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### A guide to develop your action plan

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## One-Minute Paper

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Instructions for the One-Minute Paper:

Set a timer for one minute; use that minute to write a response to the following prompt:

*What do you most enjoy about teaching? Write about what brings you energy and happiness or the reason(s) you wanted to become an educator.*



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## *Workbook*

## Course Enrichment

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## COURSE ENRICHMENT

*Take a few moments to think about the courses you will teach in the upcoming semester. Identify one concern or challenge you have, or anticipate having, in one of those courses.*

- A) Describe the issue or challenge that you have identified.
  
  
  
  
  
  
  
  
  
  
- B) Describe the ideal situation or exit behavior for the challenge identified.
  
  
  
  
  
  
  
  
  
  
- C) To what extent are the contributing factors to the identified challenge related to student behavior (or lack thereof) and to what extent are the contributing factors related to your behavior (or lack thereof)?
  
  
  
  
  
  
  
  
  
  
- D) What strategies might be implemented to assist in moving toward the desired state?

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NAME	INSTITUTION/EMAIL	NOTES/REASON FOR FOLLOW-UP



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## *Workbook*

## Reflections/Notes

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## Reflections/Notes

*Use this space to list any new ideas formed, concepts considered, musings, or anything else that might prove helpful to you in the future. Consider: What surprised you? What can you apply to your work?*

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## *Workbook*

## Thank You Note

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### *Thank You For...*

Take a few moments to write a thank-you to the group, board, or individual who encouraged or funded your trip to this conference. Consider sharing some of what you learned and intend to implement at your institution or the good connections you made. Feel free to stop by the registration desk for a free Thank-You note if you prefer to hand write the letter.

*Stamps are provided, and letters can be mailed from the conference venue.*



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## *Workbook*

## Take Home Exam

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*Instructions: Two to three weeks after the conference, review the issue or challenge you noted on the Course Enrichment page.*

*In light of what you learned at the conference:*

1. What strategies have you implemented? Have they been successful? If not, what adjustments can be made?
  
  
  
  
  
  
  
  
  
  
2. Did you contact any new campus resources upon your return from the conference? If so, how have they helped? If not, who might you contact?
  
  
  
  
  
  
  
  
  
  
3. Review your notes from the conference and select one new concept or idea to try in the coming two weeks. Describe here briefly what you will attempt.
  
  
  
  
  
  
  
  
  
  
4. With whom did you speak and wish to have a follow-up conversation at a later time? Try for ten new contacts at this conference.



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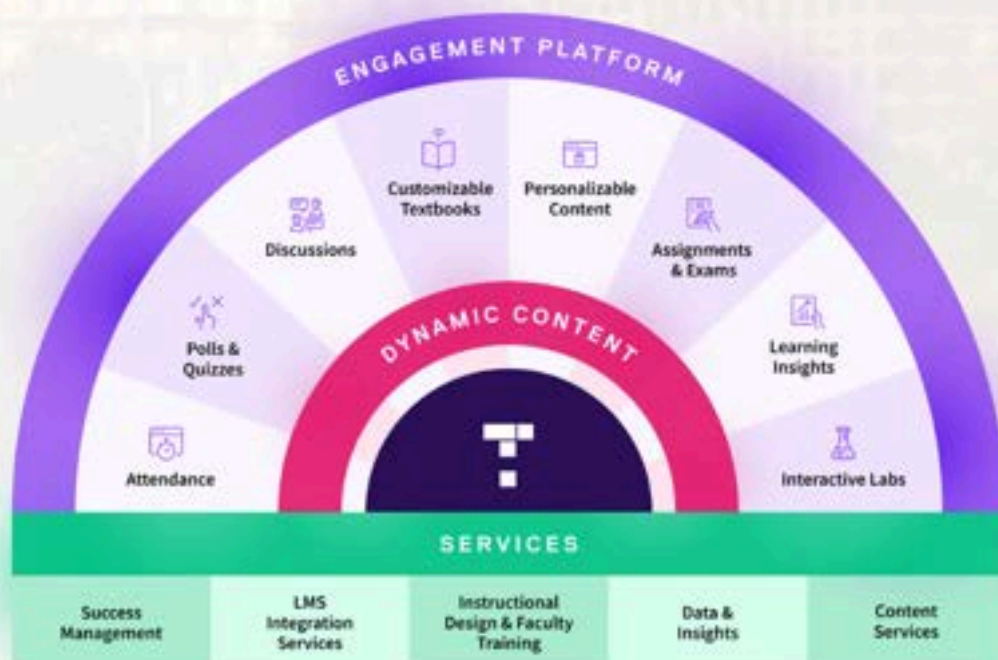


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Central Oregon Community College	Farmingdale State College
Century College	Ferris State University
College of the Mainland	Florida International University



Georgia Southern University

Governors State University

Grand Canyon University

Grand Valley State University

Habib University

Hillsborough Community College

Houston Community College

Illinois State University

Indiana University East

Institute for Trauma and  
Psychological Safety

Ivy Tech Community College

Johnson & Wales University, Charlotte

La Salle University

Lake Superior College

Lewis and Clark College

Lone Star College – Kingwood

Marquette University

Mary-Baylor Hardin University

Metropolitan State University of  
Denver

Miami University

Minot State University

Mitchell College

Morgan State University

North Carolina Central University

North Carolina State University

Northeastern State University

Northwest Florida State College

Oceanview Education Centre

Ocean County College

Otterbein University

Parker University

Pennsylvania State University,  
Abington

Pennsylvania State University,  
Shenango

Pennsylvania State University

Purdue University Fort Wayne

Queensborough Community College,  
CUNY

Rider University

Sam Houston State University

San Jacinto College

Spokane Community College

South Texas College

Southern Illinois University  
Edwardsville

Tarleton State University

Texas A&M University

Texas A&M University San Antonio

Texas A&M University- College Station

Texas State University

Texas Woman's University

The University of Texas at Austin

The University of Texas at Dallas

Trinity University

Truckee Meadows Community College

UNC at Chapel Hill

UNC at Pembroke

United States Air Force Academy

University of Alabama at Birmingham

University of Alaska Fairbanks

University of California, Irvine

University of Central Florida

University of Georgia

University of Iowa

University of Kentucky

University of Mary Hardin-Baylor

University of Massachusetts Amherst

University of Nebraska-Lincoln

University of North Texas

University of San Francisco

University of Tennessee- Martin

University of Texas at Austin

University of Texas at Dallas

University of Texas at San Antonio

University of the Incarnate Word

University of Wisconsin Madison

Walnut Hill College

Wayne State University

West Chester University

West Coast University - Texas

Winston-Salem State University

Westcliff University

Western Michigan University

Western New England University

Western University of Health Sciences

Wingate University

LILLY CONFERENCES

ITLC

International Teaching  
Learning Cooperative, LLC

*Asheville, North Carolina*

August 7-9, 2023

*Traverse City, Michigan*

October 11-13, 2023



2023-2024

# Upcoming Events

*San Diego, California*

January 4-6, 2024

*Austin, Texas*

May 2024