

CONFERENCE ON EVIDENCE-BASED TEACHING & LEARNING

Austin
Texas



LILLY CONFERENCES
EVIDENCE-BASED TEACHING & LEARNING

ITLC | INTERNATIONAL TEACHING
LEARNING COOPERATIVE, LLC

Austin, Texas
May 20 - 22, 2024

Program Preview

LILLYCONFERENCES-TX.COM

2024

Plenary Speakers

Tamara Rosier ADHD
ADHD Center of West Michigan

***Deep Teaching: Reaching
Neurodiverse Students***

Monday, May 20th, 2024
1:30 PM - 2:30 PM
Phoenix Ballroom



Neurodiversity represents a relatively underexplored dimension of diversity within higher education pedagogy, despite the growing presence of neurodivergent students in colleges and universities. Neurodiversity is the inherent variability in how individuals perceive, experience, and engage with the world. This variability encompasses a spectrum of neurodevelopmental differences, including conditions such as autism, attention deficit disorder (ADHD), dyslexia, developmental language disorder (DLD), dyscalculia, and developmental coordination disorder (DCD). Instructors can provide classroom accommodations and support for diverse neurodivergent students while still upholding rigorous academic standards. Many times, accommodations and good teaching practices go hand in hand. This session will help you design a course for all types of learners without hours of extra preparation.

Outcomes:

1. Increase awareness of the opportunities of teaching to neurodiverse students.
2. Learn approaches to deep teaching that reach neurodiverse students.
3. Decide which strategies work best for their course.



Claudia Cornejo Happel
Embry-Riddle Aeronautical University

Foundations for Success: Defining Critical Teaching Behaviors for Student Learning

Tuesday, May 21st, 2024

1:15 PM - 2:30 PM

Phoenix Ballroom

How can we foster student success in higher education with good teaching? In this session, we will use the Critical Teaching Behaviors (CTB) Framework, a concise synthesis of evidence-based instructional practices, to examine how teaching behaviors influence student success outcomes such as academic performance, retention, belonging, motivation, and critical thinking. Participants will reflect on their teaching and identify new strategies to holistically support student learning. We will close by considering how the framework helps us develop a shared language of effective teaching allowing us to communicate better with colleagues and students about instructional practices that support student success.

Outcomes:

1. Use the Critical Teaching Behaviors (CTB) Framework to evaluate and improve teaching practices in relation to student success outcomes.
2. Identify appropriate teaching practices to holistically support student success in their courses
3. Discuss the CTB framework as a tool for developing a shared language of effective teaching and communicating with colleagues and students about teaching practices that support student success.

**Todd Zakrajsek,
UNC Chapel Hill**

***Foundational Concepts in Social
Psychology Applied to Teaching and
Learning***

Wednesday, May 22nd, 2024
8:45 AM - 10:00 AM
Austin



Much of what is researched and discussed about how people learn is based on cognitive psychology and cognitive neuroscience research. While these areas are certainly important, an often neglected area in the understanding of student learning is grounded in social psychology. Social psychology studies how an individual's thoughts, feelings, and actions are affected by other people, whether actual, imagined, or symbolic. Given the nature of education, social psychology is a crucial area to understand. In this session, we will look at fundamental areas within social psychology that directly impact learning.

Outcomes:

1. Explain how principles of social psychology are needed to have a better overall understanding of learning.
2. Describe methods to increase students' level of self-efficacy.
3. Adapt a lesson plan to incorporate social aspects of learning.

Monday May 20th

Schedule at a Glance

11:30 am - 5:15 pm

Registration Opens!

1:00 PM - 1:30 PM

Phoenix Ballroom

Conference Welcome & Opening Remarks
Todd Zakrajsek

1:30 pm - 2:30 pm

Phoenix Ballroom

Plenary 1

Deep Teaching: Reaching Neurodiverse Students

Tamara Rosier

2:50 pm - 5:50 pm

Concurrent Sessions 1-4

5:45 pm - 6:45 pm

Opening Reception

Enjoy Dinner and Evening on Your Own!

Concurrent Session 1

2:50 pm - 3:30 pm

1a) Phoenix South

Thinking With Things: Deepening Learning and Engagement in the Classroom

Sarah Kuhn, Thinking With Things

Key Statement: All students are “embodied” learners, thinking with their hands, bodies, and environments. Come experience a novel, hands-on, “thinking with things” approach to instruction!

Keywords: Active Learning, Project-Based Learning, Embodied Learning

Subtheme: Course Design/Instructional Methods
Instructional Strategies

We human beings think with our hands, our bodies, and our immediate environments, not just with the contents of our skulls. So why do we send students into the sensory deprivation chamber that is the conventional classroom, telling them to sit still, face the teacher, and take notes? By ignoring the powerful, “embodied” way in which all learners explore, think, and make meaning, this conventional approach disables rather than enables learning. This interactive, hands-on session models the theory and practice of an effective, engaging, and inexpensive “Thinking With Things” approach to classroom instruction and assessment. Come be inspired!

Outcomes:

1. Describe embodied learning and its importance in selecting instructional approaches.
2. Identify at least one key disciplinary concept that might be taught with physical materials.
3. Create a preliminary plan to teach one concept using a thinking with things approach.

1b) Austin

Swipe Left: Changing the Classroom Model Using Social Media Tactics

Cynthia Roberts, University of Texas at San Antonio

Key Statement: Social media has rewired the brains of students to a point where they crave bite-size information in an entertaining and interactive delivery.

Keywords: Engagement, Self-Efficacy, Social Belonging

Subtheme: Course/Curriculum (Re)Design

UDL DEI

Students that are engaged with the material and feel connected with the content learn better and perform higher. Social media has significantly influenced how students learn and interact with the world around them. Faculty from the mathematics department collaborated with academic innovation to enhance course content using technology that incorporates active learning, peer interactions, and inclusive practices allowing students to navigate their journey through higher education while building self-awareness and learning to advocate for their needs in the classroom and in the career field. By explicitly centering the course content around students' interests, we can inspire their sense of belonging, enhance their engagement, and influence their self-efficacy.

Outcomes:

1. Identify methods to encourage and enhance student engagement by discussing the influences of how students interact with content.
2. Analyze the influences of classroom models on how students perceive their self-efficacy.
3. Create a plan of action to increase student belonging through carefully crafted course content.

1c) DeWitt

Supporting Students With Autism Spectrum Disorder

Roxanna S. Dewey, Glendale Community College

Key Statement: 1 in 36 are diagnosed with Autism Spectrum Disorder (ASD). A general faculty understanding of ASD and best practices is essential to

support these students beyond accommodations. Leave with resources you can use now!

Keywords: ASD, Disabilities, Equity

Subtheme: UDL DEIB
Instructional Skills

Currently, 1 in 36 are diagnosed with ASD. To best support students with ASD beyond accommodations, faculty understanding and positive perception is essential. This workshop will explain the prevalence and presentation of ASD, describe current research on faculty and student perceptions, and offer instructional strategies and resources beyond accommodations to support neurodivergent student success.

Outcomes:

1. Describe prevalence and presentation of ASD.
2. Reflect upon faculty understanding and perception of ASD and the college experience for students with ASD.
3. Apply instructional strategies in content areas beyond accommodations to help students with ASD succeed.

1d) Dezavala

Gamification for Student Learning: Using Games to Overcome Learning Obstacles

Matthea Williams, Baylor University

Heather Hudson, Baylor University

Key Statement: The use of games can go beyond a simple test review. Come learn how to encourage critical thinking, application, and integration of knowledge through gamification.

Keywords: Active Learning, Student Engagement, Gamification

Subtheme: Interactive Instruction
Fostering Student Practice

Faculty spend significant time developing ways to expose students to course content. Although traditional methods are commonly utilized, the presenters aim to go outside the box and demonstrate using games for learning. Going beyond the simple online game review, presenters will share

techniques to manipulate/apply gaming concepts to meet your course/program objectives and how to use gamification to meet various levels of learning (e.g., Bloom's taxonomies). This presentation will help demonstrate how implementing games can increase critical thinking, application, and integration of knowledge through student participation.

Outcomes:

1. Identify a learning obstacle in a current course.
2. Reflect on how gamification concepts could enhance current teaching strategies.
3. Incorporate gamification concepts to meet the learning obstacle.

1e) Robertson

Cultivating Connections: A Workshop on Crafting Collaborative Course Communities

Helena Prins, BCcampus

Key Statement: Discover the art of crafting engaging learning communities. Join us to explore intentional strategies for fostering positive course communities, whether in-person or online.

Keywords: Course Community, Online and Hybrid Learning, Relational Pedagogies

Subtheme: Classroom Community/Culture
Online/Hybrid/Hyflex Instruction

The way you design the beginning of your course lays the groundwork for successful collaborative learning experiences. When students feel a sense of community, they connect with themselves, explore academic interests, and express ideas confidently. This fosters a safe, respectful environment, encouraging meaningful engagement with course content and promoting purposeful exploration and critical thinking in assignments. Whether you teach in person or online, this workshop will introduce and explore intentional strategies and activities that contribute positively to course community. Let's move beyond icebreakers to cultivate course connections!

Outcomes:

1. Experience engaging in a community-building activity.
2. Discuss effective community-building strategies and activities.
3. Identify new ideas and skills for creating community-building activities.

1f) Phoenix North

Phone Your GAI Friend: Adjusting Assignments With Critical Thinking in Mind

*Dina Kurzweil, Uniformed Services University of the Health Sciences
Erin Breitenbach, A.T. Still University*

Key Statement: This presentation will provide guidelines for adjusting learning assignments to optimize critical thinking in an age of generative AI (GAI) tools.

Keywords: Generative AI (GAI), Assignments, Critical Thinking

Subtheme: Course/Curriculum (Re)Design
Instructional Skills

With students increasingly using generative AI (GAI), faculty need to rethink teaching and learning in light of the impact GAI can have on critical thinking. This means we need to be open to moving across new technological thresholds and adjusting how we teach and how we create assignments. This presentation focuses on how to AI-proof or prevent the misuse of AI in assignments and increase critical thinking. We review prompt creation techniques to create learning assignments and examine methods for using GAI to create critical thinking assignments in a world of AI.

Outcomes:

1. Assess the requirements for adjusting assignments in light of GAI.
2. Discuss opportunities to develop robust critical thinking assignments in a world of GAI tools.
3. Examine methods for using GAI to create optimized learning assignments that foster critical thinking.

Concurrent Session 2

3:50 pm - 4:10 pm

2a) Phoenix South

AI

Vasanth Nagasivam, Goosechase

2b) Austin

Trauma-Informed Teaching for Future Helpers: Promoting Safety and Learning

Tara Hammar, Metropolitan State University of Denver

Key Statement: Trauma histories and trauma responses can interfere with student learning. Instructors need strategies to promote regulation for helping professions students as they explore challenging topics.

Keywords: Trauma, Learning, Safety

Subtheme: Instructional Skills

Resiliency/Self-Care/Mindfulness

Students in the helping professions are often presented with course material that can be emotionally charged or triggering. Given the prevalence of trauma in students enrolled in helping professions coursework, instructors need strategies to promote students' safety and regulation as they explore challenging topics that are embedded in the curriculum. This workshop offers effective teaching practices and strategies for trauma-informed teaching that guide the creation and implementation of challenging coursework and potentially difficult topics. Strategies that promote safe engagement for the learner with the content, the peers, and the instructor will be offered.

Note: The presentation is grounded in recent research conducted by the presenter with her colleague, Dr. Shawn Worthy, of Metropolitan State University of Denver.

Outcomes:

1. Describe 5 different Trauma-Informed Teaching and Learning Principles.
2. Analyze 5 instructor practices that promote safety and trauma-informed instruction for all students.

3. Implement effective teaching strategies such as setting guidelines for student interactions and self-disclosures.

2c) DeWitt

Integrating UN PRME Sustainable Development Goals Into First-Year Collaborative Online International Learning (COIL) Classroom Projects

Jodi Cataline, Drexel University

Dana D'Angelo, Drexel University

Key Statement: Young professionals can prepare to be globally minded citizens. Through COIL-based projects with partner universities, first-year students research United Nations Sustainable Development Goals (SDGs) and prepare solutions for local communities. Learn!

Keywords: Global Collaboration, Integrated Learning, Sustainability

Subtheme: Instructional Methods
Experiential Learning

Collaborative Online International Learning (COIL) has been a part of our curriculum for the past 10 years. Through previous successes in virtual exchange project-based learning, we have been able to further integrate university-wide strategic initiatives into the classroom. Global citizenship is one priority of learning outcomes for students. In particular, sustainability and the UN SDGs are a shared topic in our partner universities. The session will provide a background of the project, highlighting common issues found globally. It will detail how students at both institutions collaborated, researched, and proposed solutions for implementation into their local communities.

Outcomes:

1. Integrate international virtual exchange projects into their current course designs.
2. Connect university and college strategic initiatives into curriculum.
3. Assess student development through project-based knowledge, skills and attitudes (KSAs) with reflective analysis.

2d) Dezavala

Enhancing Students' Understanding of Bias and Occupation Through Art Analysis

LaRonda Lockhart-Keene, Widener University

Key Statement: Learn about an innovative approach to exploring bias and key concepts with healthcare students in a non-threatening environment using art analysis.

Keywords: Implicit Bias, Art Analysis, Health Science Students

Subtheme: Experiential Learning
Instructional Skills

Health science professionals work in a variety of settings with diverse populations. As students, they need to explore their own biases to be effective practitioners. Learn about an innovative project developed by two occupational therapy faculty and an art history professor to teach occupational therapy students about implicit bias and basic tenets in their profession.

Outcomes:

1. Gain insights into the use of art analysis as an instructional modality.
2. Engage in an art analysis activity like the one used with occupational therapy students.
3. Identify one key concept that you can teach via art analysis.

2e) Robertson

Course (Re)Design Strategies to Reduce Barriers for Graduate Students

Nikki Logan, University of Wisconsin - Stevens Point

Key Statement: Given the numerous responsibilities graduate students face, instructors must design their online courses to support various student groups, facilitate learning, and minimize student failure.

Keywords: Inclusive Pedagogy, Instructional Design, Barriers to Student Learning

Subtheme: Course/Curriculum (Re)Design

Instructional Skills

Many online graduate students have children, full-time careers, second jobs, are entering a new career field, struggle with mental/emotional health, and have significant financial stressors (U.S. Dept of Education, 2019). The presenter's SoTL shows that they also submit more late work, request a greater number of incompletes, earn lower final grades, and have a need for additional support as compared to their peers without such complex lives outside of graduate school. This session will share ways in which instructors can reduce barriers for struggling learners through revised course policies, rethinking course design, and making assignment and assessment design changes.

Outcomes:

1. Construct course policies they can implement to reduce barriers for graduate students with complex lives.
2. Summarize course design choices to facilitate higher student grades that more accurately represent students' content knowledge.
3. Generate assignment and assessment design choices to facilitate higher completion rates.

2f) Phoenix North

Using Prediction for Engagement and Retrieval

David Woodruff, Chamberlain University

Key Statement: An effective technique to enhance learning is using prediction and retrieval practice. Students can make predictions and use retrieval practice to connect previous material with new information by applying their existing knowledge to new situations. In this session you will make a simple prediction activity.

Keywords: Engagement, Assessment, Retrieval

Subtheme: Instructional Skills

Instructional Methods

An effective technique for students to enhance their learning is using prediction and retrieval practice. Students can make predictions and use retrieval practice to connect previous material with new information by applying their existing knowledge to new situations. This method helps

students to actively engage with the content and strengthen their memory and understanding, effectively turning retrieval into a valuable learning tool rather than just an assessment. To further improve their learning experience, students can generate their questions about the material before a presentation.

Outcomes:

1. Describe using prediction as an engagement strategy.
2. Evaluate methods for the use of the prediction strategy.
3. Develop a simple prediction exercise for use in a college class.

Concurrent Session 3

4:20 pm - 5:00 pm

3a) Phoenix South

Achieving Equity in the Age of AI

Ivys Fernández-Pastrana, Sam Houston State University

Lisa Chaddick, Sam Houston State University

Michiel Spillane, Sam Houston State University

Keywords: Artificial Intelligence (AI), Belonging, Academic Integrity

Key Statement: A multifaceted, interactive dive into AI integrity challenges blending perspectives, provocations, and take-home strategies.

Subtheme: Classroom Community/Culture

We'll set the stage by showing diverse perspectives from a filmed panel discussion with professors, administrators, and undergraduate and graduate students unpacking AI impacts. Attendees will then "think pair share" their initial, honest reactions. Next, following an overview of relevant AI writing tools, participants will break into groups playing the roles of students or faculty to debate proposed AI policies while grappling with issues of academic freedom, fairness, attribution and skill- building. Debriefing involves a "what, so what, now what" synthesis. Attendees gain deeper understanding of AI challenges, stakeholder views, and proactive integrity promotion strategies.

Outcomes

1. Identify concerns of using AI from student and faculty perspectives.
2. Discuss issues related to academic freedom, fairness, attribution, and skill-building.
3. Write at least one strategy to use AI to promote equity.

3b) Austin

Helping Learners Thrive: Building Community Through Emotion and Storytelling

Ali Salzmann, Madison Area Technical College

Key Statement: Incorporating emotion and storytelling into the college classroom can enhance student learning and engagement, promote student success, and provide the foundation for empathetic classroom communities.

Keywords: Classroom Community, Student Support, Instructional Methods

Subtheme: Classroom Community/Culture
Experiential Learning

As humans, we make sense of the world through stories. In this session, we will discuss how emotion and storytelling can play an important role in the college classroom by enhancing student learning and engagement, promoting student success, and cultivating empathetic classroom communities where we are able to foster strong connections and build support systems where students are able to thrive. Participants will leave the session with practical ways to incorporate storytelling and emotion in learning activities, course work, and course design.

Outcomes:

1. Describe ways in which storytelling and emotion can benefit learners.
2. Identify effective storytelling techniques from a learner perspective.
3. Develop a plan for integrating storytelling into their courses.

3c) DeWitt

Human Interest: Pedagogical Strategies for Humanizing Higher Education

Jennifer Jewell, Pennsylvania State University

Pamela Pologruto, Pennsylvania State University
Laura Cruz, Pennsylvania State University

Key Statement: This session will explore the value of a humanized approach to teaching and learning through application of concepts utilized in healthcare.

Keywords: Belonging, Pedagogy of Care, Trauma-Informed Pedagogy

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

In this interactive session, the presenters will describe the concept of HUMANIZING learning, in which instructors value and approach students as humans with their own experiences and perspectives. Drawing from evidence-based practices in patient-centered care in the health professions, the session will highlight five humanizing strategies:

- Focusing on the development of the student as a whole person
- Fostering personal agency
- Exercising compassion for the influence of trauma on learning
- Creating a responsive and caring classroom environment
- Contributing to flourishing civic communities

Participants will engage in a unique exercise in which they perceive learning through the eyes of a distinctive student.

Outcomes:

1. Apply humanizing pedagogical strategies to your own teaching practice.
2. Gain experience with a human-centered mindset in teaching and learning.
3. Reflect on the broader implications of what it means to humanize higher education.

3d) Dezavala

How Can Systems Convening Enhance Your Teaching and Student Learning?

Milton D. Cox, Miami University Emeritus

Key Statement: Explore Etienne and Beverly Wenger-Trayner’s recent book, *Systems Convening: A Crucial Form of Leadership for the 21st Century*, and its applications to teaching and learning.

Keywords: Systems Convening, Higher Education Leadership, Educational Development

Subtheme: Classroom Community/Culture
Other

In 2021 Etienne and Beverly Wenger-Trayner published the book *Systems Convening: A Crucial Form of Leadership for the 21st Century*. We provide a brief overview of the book and explore whether teachers can be systems conveners and what enhanced learning might occur as a result. We will discuss the seven areas of work that systems conveners undertake and their mindsets.

Outcomes:

1. Describe the new book by Etienne and Beverly Wenger-Trayner, *Systems Convening: A Crucial Form of Leadership for the 21st Century*.
2. Describe the potential application that systems convening has for teaching and learning.
3. Describe the mindset that system conveners have and approaches that they use.

3e) Robertson

Course-Based Undergraduate Research Experiences (CUREs) for Biology Students: Sophomore and Up

Ferhat Ozturk, The University of Texas at San Antonio

Key Statement: CUREs revolutionize undergraduate education by integrating authentic research experiences, fostering critical thinking, and preparing students for scientific careers

Keywords: Undergraduate Research Authentic Learning Skill Development

Subtheme: Experiential Learning
Instructional Methods

Course-Based Undergraduate Research Experiences (CUREs) immerse students in authentic research within the classroom setting, offering hands-on opportunities to explore scientific inquiry. Through projects aligned with faculty research interests, students develop essential skills in critical thinking, problem-solving, and communication while deepening their understanding of course content. CUREs foster collaboration, enhance career readiness, and empower students to contribute meaningfully to scientific discovery. This presentation will highlight the transformative impact of CUREs on undergraduate education, emphasizing their role in promoting active learning, student engagement, and the development of future scientists.

Outcomes:

1. Enhance critical thinking skills.
2. Foster collaborative research experiences.
3. Improve scientific communication abilities.

3f) Phoenix North

Teaching Strategies For Shaping Professional Behaviors

Dolores Bertoti, Alvernia University

Tom Porrazzo, Alvernia University

Karen Thacker, Alvernia University

Key Statement: Through interdisciplinary design and relational teaching strategies, Healthcare Science Program graduates are prepared to navigate systems, act professionally, and serve altruistically in ever-changing healthcare environments.

Keywords: Modeling, Professional Formation, Strategies

Subtheme: Instructional Methods
Classroom Community/Culture

This presentation will describe how professional behaviors and personal responsibility in students can be intentionally shaped to meet graduate school and healthcare workforce expectations. Several strategies will be demonstrated including observational modeling, intentional advisement, and application of value-based problem-solving. Case studies, classroom activities, assignments, and student reflections will demonstrate graduates' ability to

successfully navigate ever-changing healthcare environments. It is the faculty's privilege to attempt to influence the development of intrinsic value-centered self-awareness that will have a lasting impact on our future healthcare science graduates.

Outcomes:

1. Using examples, illustrate how graduates embody a vision of vocation in their professional development.
2. Demonstrate the assimilation of university and program values which influence the graduate's ability to navigate ethical dilemmas.
3. Describe core teaching strategies such as critical reflection and behavior modeling.

Concurrent Session 4

5:10 pm - 5:50 pm

4a) Phoenix South

Confronting Neuromyths to Improve Teaching and Learning

Greg Wentzell, Miami University

Key Statement: Countering neuromyths, or misconceptions about learning science, can transform instructors' and students' views of their abilities to engage in more effective and lasting learning.

Keywords: Neuromyths, Learning Modalities, Teaching Strategies

Subtheme: Instructional Skills

Instructional Methods

Neuromyths, or misconceptions about the science of how people learn, can pose problems for teaching and learning. Research shows that students, instructors, and even those with high exposure to neuroscience consider various neuromyths to be true. In this session we'll identify the neuromyths we hold as facts, counter them with findings from research, and generate neuro-factual, research-based ways to align our teaching goals and approaches. Come prepared to make some surprising discoveries that will transform your classroom.

Outcomes:

1. Define neuromyths.
2. Identify neuromyths participants hold that are most relevant to teaching and learning.
3. Discuss research-based ways to apply more accurate ideas to our teaching.

4b) Austin

Bloom's Taxonomy in the ChatGPT Era

Brandy M. Jenner, UCLA Anderson School of Management

Key Statement: As Bloom's Taxonomy has been revised, the focus shifted from evaluation to creation; however, in light of Generative AI, we revisit synthesis, creation, and evaluation.

Keywords: Assessment, Student Learning Outcomes, Generative AI

Subtheme: Assessment

Technology in the Classroom

This presentation opens dialogue about how we use Bloom's Taxonomy to craft student learning outcomes (SLOs) in the new era of Generative Artificial Intelligence (AI). As "creation" or "generation" becomes easier with the help of technology, we must reexamine our courses and what we ask of students. I propose that discernment and questioning skills are at the heart of what students need to be able to do in this new era. Thus, I highlight verbs at multiple levels of Bloom's Taxonomy related to human discernment and crafting effective questions. Participants will think through how to synthesize and transcend taxonomies to design impactful learning experiences.

Outcomes:

1. Differentiate between "creation," "evaluation," and "synthesis" as conceived of within Bloom's Taxonomy.
2. Think critically about how generative AI is changing the landscape of learning and how we can create meaningful learning experiences.
3. Create assessments, tasks, and questions which require human discernment in addition to AI use.

4c) DeWitt

Poetry as Reflective Practice and Instrument for Student Voice

Sunita Iyer, University of Washington Bothell

Key Statement: When we begin with poetry, and students think and write from their connection and heart, we can see more of our students in their work.

Keywords: Poetry, Reflective Practice, Student Empowerment

Subtheme: Experiential Learning
Metacognition

We will explore how poetry, as an expansive genre, can be a critical piece of reflective practice, brainstorming, and a tool for writing across disciplines. This will include different styles of poetry that can be easily utilized in any discipline, and how poetry "works" as a distillation method in learning. In this discussion, we will work backwards from a final project or paper, and what we want students to produce as a testament to their learning. We will look at crucial elements such as student connection to concepts, student voice, and student empowerment being generated by reflective poetic activities

Outcomes:

1. Describe how poetry "works" to create connections to concepts and ideas, and different styles that are easy to utilize.
2. Analyze how poetry can prioritize student voice in writing.
3. Generate or adapt poetic reflective activities as a brainstorming, writing, and learning tool.

4d) Dezavala

Promoting an Ethical Campus Culture

Christine Cardinal, Sam Houston State University

Adannaa Alexander, Sam Houston State University

Lisa Chaddick, Sam Houston State University

Key Statement: This session explores evidence-based strategies to champion academic integrity through analyzing real-world case studies, grappling with complexities, and developing action plans tailored to participants' institutional contexts.

Keywords: Academic Integrity, Best Practices, 360 Perspectives

Subthemes: Classroom Community/Culture

Our 40-minute session will explore evidence-based strategies to champion academic integrity in the spirit of restorative justice. Attendees will view a filmed panel discussion with students and faculty unpacking integrity challenges today. Groups will then analyze real-world integrity case studies to determine the issues and best outcomes. Groups will report their case analysis, allowing attendees to grapple with the complexities together. Finally, participants will develop action plans to implement best practices like honor codes, attribution training, and plagiarism detection. This active experience will equip learners to return to their institutions with actionable ideas tailored for their campus's unique needs.

Outcomes:

1. Identify evidence-based strategies to promote academic integrity.
2. Collaborate to determine best practices in academic integrity.
3. Write an action plan to improve academic integrity on their campus and in their classrooms.

4e) Robertson

College Teaching, Elementary Style

Jill S. Jones, North Carolina State University

Jordan M. Lukins, North Carolina State University

Key Statement: Two former elementary school teachers, now university faculty, will share best practices for teaching that carry across from kindergarten to college.

Keywords: Pedagogy, Teaching Strategies, Instructional Principles

Subtheme: Classroom Community/Culture
Instructional Methods

Join us for an engaging exploration of teaching excellence as we delve into what makes a great educator. From forging deep connections to promoting active engagement, we'll reminisce about those unforgettable elementary school teachers who left a mark on our lives. But why should the influence of exceptional teaching end there? Drawing from personal experiences teaching both elementary schoolers and college students, we'll

uncover the invaluable lessons that seamlessly translate across educational levels. Together we will bridge the gap between elementary and college instruction, sharing practical strategies to enhance learning and foster lasting academic success.

Outcomes:

1. Describe pedagogical practices to enhance university learning environments.
2. Recognize how instructional principles in elementary education can effectively transfer to creating successful learning opportunities for college students.
3. Create 1–2 ideas for how to implement guiding principles and strategies from elementary education into university courses.

4f) Phoenix North

How a Simple AI Assignment Sparked Deep Discussion on Identity

Lynn Meade, University of Arkansas

Key Statement: What began as a simple classroom exercise to create an AI-generated self-portrait led to a much deeper discussion about self-presentation, social comparison, and bias.

Keywords: Artificial Intelligence, Reflective Learning, Active Learning

Subtheme: Experiential Learning
Indirect Instruction

How do we use the opinions of others like a mirror to construct our self-concept? How can AI become the new mirror that we use in deciding who we are and how we present ourselves? How does it make us feel about ourselves when AI produces stereotyped images related to gender, race, and culture? When my students were asked to create an AI self-portrait and to consider these questions, a vigorous discussion followed. We create our own identities on a regular basis and AI just might be the tool we need to see that clearly.

Outcomes:

1. Use AI images to spark discussion with students on bias and stereotypes.

2. Examine how AI can be one more mirror in the sociological concept of Cooley's "looking glass self."
3. Reflect on your and your student's self-presentation and how that impacts classroom interaction.

Tuesday, May 21, 2024

Schedule at a Glance

6:45 am - 5:00 pm

Help Desk Open

6:45 am - 8:00 am

Private Buffet Breakfast
Name Tag Required

Phoenix Ballroom

8:20 am - 11:45 am

Concurrent Sessions 5-9

11:45 am - 1:15 pm

Private Buffet Lunch
Name Tag Required

Phoenix Ballroom

1:15 pm - 2:30 pm

Phoenix Ballroom

Plenary 2

***Foundations for Success: Defining Critical Teaching Behaviors
for Student Learning***

Claudia Cornejo-Happel

2:50 pm - 5:30 pm

Concurrent Sessions 10-13

5:30 pm - 6:30 pm

Poster Presentation Reception

Enjoy Dinner and Evening on Your Own!

Concurrent Session 5

8:20 am - 8:40 am

5a) Phoenix South

Faculty's Role in Managing Student Mental Health Challenges

Mariam Hathout, Aurora University

Key Statement: College students may encounter mental health difficulties and challenges. This session will address the significance of cultivating resilience and aims to provide faculty with tools from Mental Health First Aid (MHFA) to effectively support students and access available resources

Keywords: Mental Health, Resilience, Mental Health First Aid (MHFA)

Subthemes: Resiliency/Self-Care/Mindfulness
Instructional Skills

College students can experience a continuum of social, emotional, and mental health challenges that manifest both in the classroom and across campus. This session is designed to equip faculty with tools to effectively recognize and respond to students facing mental health challenges employing evidence-based strategies and resources, based on Mental Health First Aid. Additionally, we will explore the importance of balancing support with fostering resilience, coping skills, emotional regulation, and independence.

Outcomes

1. Create a culture of care in campus and classes.
2. Apply effective strategies to help students develop mindfulness and resilience and intervene appropriately when signs of distress arise.
3. Familiarize faculty with Mental Health First Aid and available resources.

5b) Austin

AI Rescues OER

Mary R. Berger, Texas Woman's University

Emarely Rosa Davila, Texas Woman's University

Karen Dunlap, Texas Woman's University

Key Statement: We lay out simple steps to leverage AI to augment OER and generate instructor resources to increase productivity of educators.

Keywords: Using AI Tools, Improve Instructor Productivity, OER Instructor Resources

Subtheme: Instructional Skills
Other

The transition of college courses to Open Education Resources (OER) provided a significant saving to students by reducing costly textbook expenses. However, upon this transition, faculty lost an abundance of free instructional resources that were previously provided by publishers. While some OER provide limited instructor resources, other texts have none available. This presented an increased burden on faculty, particularly new faculty, to generate course materials from scratch. In this workshop, we present information on how to increase faculty productivity by leveraging AI to generate instructor resources. We will further discuss the many benefits and concerns that faculty have with using AI to generate content.

Outcomes:

1. Discuss the environment necessary for instructors to gain proficiency in using AI tools.
2. Demonstrate practical methods for instructors to leverage AI technologies to improve productivity.
3. Discuss instructor responsibility when using AI to augment OER resources.

5c) DeWitt

Recharging College Algebra: Promoting Student Success Through Course Re-Design

Seth Lehman, Queens College

Key Statement: If motivation and success rates are suffering in your course, you may need a course recharge. Learn from one instructor's experiences rethinking a college algebra course.

Keywords: Student Engagement, Course Design, Effective Teaching Strategies

Subtheme: Course/Curriculum (Re)Design
Instructional Skills

Faculty often bemoan their students' lack of engagement and poor success rates in gateway STEM courses. This can lead to low motivation and a slipping commitment to excellence on the part of instructors. Investing the time and energy to redesign a course may provide the catalyst for recharging motivation for both faculty and students. This workshop will provide examples of “quick charges” such as exam reflections, quiz retakes, and discussion prompts, as well as complete “battery rebuilds” such as standards-based grading and OER curriculum, all within the context of a gateway college algebra course.

Outcomes:

1. Describe the connection between faculty planning of course content, structure, and assessment and students' motivation to learn.
2. Identify one or two “quick charges” that can immediately be implemented to promote student success, as well as one “battery rebuild” that will require more time to plan and carry out.
3. Regain excitement for teaching familiar courses.

5d) Dezavala

Using Community Service as a Gateway to Graduation

Daina Nathaniel, Wingate University

Key Statement: As students prepare for graduation, community engagement provides the necessary link between program content and post-graduation endeavors by using acquired skills and knowledge.

Keywords: Communication, Community Service, Capstone

Subtheme: Experiential Learning
Instructional Methods

This session showcases the use of community engagement in a Communication and Multimedia Storytelling Capstone course. Partnering with community agencies, students engaged in the Living Archives Project, an initiative aimed at capturing the marginalized voices of the COVID-19 pandemic to reveal the untold stories of suffering, heroism, and survival. This course component demonstrates that even as students prepare for graduation, community-focused learning enhances their college experience and connects them to the diversity of the world beyond the classroom.

Outcomes:

1. Visualize the use of community engagement in courses they teach.
2. Generate ideas about potential community partnerships in their own communities.
3. Create a plan to integrate community engagement as a learning component in their courses.

5e) Robertson

Using Active Experiential Learning (AEL) and Group Pedagogic Sequenced Activities in Advancing STEM in Agriculture (ASTEMA) Internships

Victoria V. Volkis, University of Maryland Eastern Shore

Sasha Grebenyuk, WOM Communications

Key Statement: AEL by Groups. STEM Internships for Learning Communities of Minorities– High School, Teachers, College, and Grads. Thematic Weekly Sequences of Activities. Come, Learn, Discuss, Practice!

Keywords: Active Experiential Learning, Group pedagogic, STEM Internships

Subtheme: STE(A)M

Experiential Learning

Discover the use of interdisciplinary active experiential learning (AEL) in a frame of group pedagogy to broaden participation in research for minority students underrepresented in FANH (food, agriculture, natural, and humanity) sciences! ASTEMA – Advancing STEM in Agriculture, is a year-round internship project with summer on-campus travel camp, where high school and undergraduate STEM students, their teachers, and graduate mentors explore STEM careers in high-tech agriculture, using AEL in team pedagogy. The step-by-step guide for creating AEL sequenced weekly activities will be provided to attendees with the opportunity to practice it. External evaluator will present evaluation using games.

Outcomes:

1. Understand the benefits of active experiential learning (AEL) in group setting and how to apply it during STEM in agriculture internships and extramural activities.
2. Understand the importance of external evaluation via games.

3. Based on three examples of week-long, theme-centered sequences of workshops and active experiential learning activities, attendees will be able to create their own sequences for team-based AEL in their field of expertise.

5f) Phoenix North

Empowering Creativity and Growth Through Ungrading in Visual Design Course

Oksana Wasilik, University of Wyoming

Key Statement: Transforming an online, asynchronous visual design course through upgrading with a growth mindset approach. Rethink assessment, empower students, and foster knowledge transfer.

Keywords: Ungrading, Online Learning, Growth Mindset

Subtheme: Grading/Ungrading/Providing Feedback to Students
Teaching Online

This session explores the practical implementation of ungrading in an online asynchronous visual design course. Although visual design adheres to established principles, its subjective nature challenges traditional grading. By embracing ungrading, students thrive creatively and practice a growth mindset while developing expertise and mastering visual design without the pressure of grades. All assignments in the course were assessed as Complete/Incomplete, with substantive feedback provided. Students' self-assessments supported their chosen course grade. Join me on this transformative journey where learning transcends grades, empowering students to reflect, create, and excel.

Outcomes:

1. Apply ungrading techniques within their own teaching contexts, fostering student creativity, intrinsic motivation, and growth mindset.
2. Discuss the implementation of ungrading in an online asynchronous learning environment.
3. Examine how ungrading promotes growth mindset on the individual learner, instructor, and peer levels.

Concurrent Session 6

8:50 am - 9:10 am

6a) Phoenix South

Enhancing Teaching and Learning: A Focus on AI and Technology-Enhanced Engagement Activities

Shaida Kalbasi, Texas A&M University School of Public Health

Key Statement: As we explore the intersection of Artificial Intelligence (AI) and teaching, we recognize its potential to revolutionize learning experiences.

Keywords: H5P technology, AI, Learning

Subtheme: Teaching Online

Course/Curriculum (Re)Design

Artificial Intelligence (AI) has become a prominent topic in education, capturing the attention of educators, course designers, instructional designers, and others. As we explore the intersection of AI and teaching, we recognize AI's potential to revolutionize learning experiences. In this presentation, we delve into how AI, specifically within the context of H5P (a powerful interactive content creation tool), can enhance teaching and learning. In our presentation, we intend to demonstrate the use of the H5P application in creating AI and technology-enhanced engagement activities for teaching and learning. The presentation will highlight the ease and benefits of using H5P in creating interactive learning activities that can be embedded into online or hybrid courses. The presentation will conclude by providing survey results from students using the H5P-generated content in their online and hybrid classrooms.

Outcomes:

1. Identify the benefits of using H5P in online and hybrid classes
2. Demonstrate how to use H5P to enhance teaching and learning with a focus on AI and technology-enhanced engagement activities.
3. Informed of survey results on students' overall experience using H5P interactive content in online courses.

Best Practices for Using the Case Study Approach

Kasey L. Walker, University of Arkansas

Key Statement: Case Studies can be confusing to students and onerous for instructors. Learn some best practices and discuss how they can be utilized in your courses!

Keywords: Case Studies, Best Practices, Applied Learning

Subtheme: Instructional Methods
Interactive Instruction

Case Study Analysis can greatly facilitate student engagement and learning. Through application to groups, organizations, and governments outside the academic setting, students learn how theories from their basic and advanced courses apply to the world they will enter after graduation. Case Study Analysis can be confusing to students. They often feel they do not have enough information or experience to complete the assignment. Case Study Analysis can be onerous for instructors, from preparing the case to grading. This presentation discusses best practices for utilizing Case Studies and how they can apply to your courses for better student outcomes.

Outcomes:

1. Assess different approaches to Case Study Analysis.
2. Apply Case Study Analysis approaches to their own courses.
3. Constructively Critique their application of Case Study Analysis in their own courses.

How Learning to Play Golf Made Me a Better Instructor

Rachel Gallardo, Blinn College

Key Statement: An amateur golfer shares the parallels of learning to play golf with teaching. This learning experience helped her to be a better instructor.

Keywords: Intrinsic Motivation, Self-Efficacy, Learning Strategies

Subtheme: Resiliency/Self-Care/Mindfulness
Indirect Instruction

On the surface, the game of golf appears simple, just as many assume teaching is. That is, until you begin to play the game. My struggles with learning to play golf taught me how to be a better instructor and see the classroom through the eyes of my students. During this session I'll reflect on my insecurities and knowledge of learning how to play golf while sharing how learning to play this game sharpened my teaching skills and made me a more empathetic instructor. I hope to encourage, inspire, and motivate all golfers and teachers alike.

Outcomes:

1. Reflect on teaching practices and adjust based on learner feedback and self-evaluation.
2. Cultivate a passion for lifelong learning and continuous professional development as an educator.
3. Stimulate critical thinking and facilitate meaningful discussions between academics, regardless of if the participant plays golf or not.

6d) Dezavala

An Integrated Design Model for Graduate Student Professional Development

Phil Tietjen, North Carolina State University

Key Statement: Graduate Student Teaching Assistants need more robust professional development support. This presents a Teaching Certificate program informed by an integrated course design model.

Keywords: Professional Development, Graduate School Education, Instructional Design

Subtheme: Course/Curriculum (Re)Design
Assessment

Graduate Teaching Assistants face a difficult dilemma: they teach many undergraduate courses, but they receive little training in pedagogy; consequently, undergraduate student success is constrained by teaching that doesn't reflect research-based methods. While some graduate schools offer professional development workshops, this is a limited vision, because it presents teaching and learning as a series of discrete, unrelated components. A more promising path comes from Fink's (2013) integrated design model

that presents learning more as a relational experience. Informed by Fink, this presentation describes a Teaching Certificate program for graduate students based on five core, interrelated competencies.

Outcomes:

1. Identify the teaching-related challenge facing graduate students.
2. Explain the limitations of graduate student professional development.
3. Identify the benefits of an integrated design model for graduate student professional development.

6e) Robertson

Learning Through Discussion: Model for Advanced Clinical Instruction

Monica L. Robinson, The Ohio State University

Key Statement: Learning Through Discussion is a student-led structured critical-analysis of research in small groups that includes deep discussion, metacognition, and reflective learning in a social context.

Keywords: Learning Through Discussion, Evidence-Based, Instructional Methods Practice;

Subtheme: Instructional Methods
Interactive Instruction

Learning Through Discussion (LTD) is rooted in Bloom's Taxonomy. This active learning technique shifts to student-led discussions and synthesis, fostering deeper understanding of a topic. LTD is a critical appraisal of a reading (e.g., research articles). It promotes peer-led, small group discussions employing a structured 8-step process where learners develop their individual thinking, suspend opinions to consider alternatives, and negotiate with others to arrive at a shared understanding. By cultivating collaborative learning and critical thinking, LTD enriches comprehension and nurtures professional growth. The presentation will describe how this is used in graduate healthcare education.

Outcomes:

1. Describe what structured Learning Through Discussion (LTD) is.
2. State the 8-steps required for implementing LTD pedagogy.
3. Implement LTD at an academic institution.

Implementing Active Learning and Growth Mindset Methodologies Across STEM Courses

César Garza, University of Houston Downtown

Keywords: Growth Mindset, Active Learning, Online Learning

Key Statement: Several STEM courses at UHD were redesigned with an active learning and growth mindset methodologies. We will explore the successes and challenges of these methods.

Subtheme: Instructional Methods

STE(A)M

In the last year, the presenter led a program to mentor STEM faculty at UHD in the implementation of active learning and growth mindset methodologies in courses. This is an innovative teaching style that reduces or eliminates lecture time in favor of independent learning, dynamic activities, and a philosophy that intelligence is malleable instead of being inherited. Courses in Mathematics and Computer Science were conducted in the last semester under this methodology. In this talk, we will explore the instructor and students' experience with this new method and the main challenges in adapting this to online learning.

Outcomes

1. Summarize the structure of the teaching style with active learning and growth mindset implemented in different STEM courses.
2. Compare and contrast success parameters such as student satisfaction, grades, and exam averages of the new teaching method with traditional courses taught by the same professors.
3. Describe a possible adaptation of this teaching method to nontraditional teaching style such as online or hybrid courses, and describe the main challenges with these formats.

Concurrent Session 7

9:20 am - 10:00 am

7a) Phoenix South

What Do We Really Know About Learning?

Lynn Eaton, University of Mary Hardin-Baylor

Key Statement: Come learn about the facts and myths of learning by using an active engagement activity (Kahoot). Is what you THINK you know FACT or MYTH?

Keywords: Learning, Active Learning, Game-Based Learning

Subtheme: Instructional Skills

Interactive Instruction

There is so much great research about learning. Does it change over time? How much of it do YOU know? Join us for a round of Kahoot! (a game-based learning platform) as we explore and discuss what we REALLY know about learning. You just might learn something new. Be sure your phone is charged and ready to go!

Outcomes:

1. Reflect upon what they know about learning.
2. Share what they know about learning.
3. Discuss research claims about learning.

7b) Austin

Getting Started With HyFlex: Student Success Through Flexibility

Stephanie Long, Austin Community College

Key Statement: Students offered flexibility persist. Learn how to take advantage of your skills to further support student success!

Keywords: Persistence, Flexibility, Multimodal

Subtheme: Online/Hybrid/Hyflex Instruction

Course/Curriculum (Re)Design

As educators, we have a constantly growing toolset of abilities to further support student success. Why not take advantage? Hybrid Flexible (HyFlex) presents the components of hybrid learning in a flexible course structure that

offers students the option to attend in person or virtually for every class meeting. Students offered this flexibility take advantage of this learner choice, migrating from classroom face-to-face teaching to online synchronous instruction, in the same week. This workshop will help faculty prepare for implementing the HyFlex instructional mode in their courses.

Outcomes:

1. List the key components of HyFlex Implementation and identify what makes this course modality different than the traditional hybrid, online, or classroom instruction
2. Assess student learning outcomes, student learning activities, assessment strategies, engagement techniques, and course content to determine the suitability of offering a course as HyFlex.
3. List factors likely to affect the implementation of your HyFlex course and create an initial evaluation plan for assessing the return on expectations of your HyFlex course implementation.

7c) DeWitt

Beyond Scrolling: Students Creating Social Media Content as Learning Tools

Lisa Raymond-Tolan, New York University

Key Statement: Creating social media content can be an authentic and active learning experience. We will describe how we use it to foster educational and advocacy outcomes.

Keywords: Social Media, Active Learning, Flipped Classroom

Subtheme: Experiential Learning
Interactive Instruction

We want our students to be innovative thinkers and flexible problem-solvers. One of the first steps of developing these skills is to have students be actively involved in the co-creation of their own learning. We have been using assignments with social media content (in addition to more traditional papers/presentations) for students to “show what they know.” We will share our practices of using TikTok/Instagram reels in innovative ways to promote learning outcomes, including one advocacy project in which

students created content to demonstrate their learning and competencies, in addition to fostering real change to accessibility on campus.

Outcomes:

1. Generate ideas as to how social media can be used to demonstrate student knowledge and promote student advocacy.
2. Identify resources and exemplars for creating social media content related to curriculum.
3. Describe how to develop a rubric that balances rigor with delight and engagement.

7d) Dezavala

Managing Assumptions and Expectations in Faculty, Mentors, and Undergraduate Students

Thalia MacMillan, SUNY Empire State University

Key Statement: Expectations and assumptions for students, mentors, and faculty may vary, so the question arises as to how we surface these for course participation and credit for prior learning.

Keywords: Expectations, Undergraduate, Participation

Subtheme: Instructional Skills

Online/Hybrid/Hyflex Instruction

Expectations and assumptions for non-traditional students, mentors, and faculty may vary widely for undergraduate course participation, as well as pursuit of credit for prior learning. Non-traditional students, particularly those who are working in the human services field, may not know what to expect within the varied modalities of instruction or what credit for prior learning entails. Conversely, mentors and faculty may not know how to convey assumptions or expectations regarding course participation and the information shared in credit for prior learning. This session will highlight ways to surface expectations and assumptions, as well as create opportunities to educate all involved.

Outcomes:

1. Compare and contrast the assumptions and expectations of students and faculty in undergraduate course participation.

2. Differentiate the assumptions that students and mentors may hold in the pursuit of credit for prior learning.
3. Generate education initiatives for students, mentors, and faculty for undergraduate course participation.

7e) Robertson

Concept Guides: A UDL-Informed Alternative Mathematics Assessment

Emerald Stacy, Washington College

Claire Gibbons, Anoka-Ramsey Community College

Key Statement: Instructors are seeking alternatives to timed exams. In the math courses we teach, we replace exams with UDL-informed assessments called Concept Guides.

Keywords: Universal Design, Assessment, Mathematics

Subtheme: Assessment

UDL DEI

Many instructors are seeking alternatives to timed exams. As math instructors, we have replaced exams with assessments called Concept Guides. The Concept Guides ask students to demonstrate their understanding through presenting summaries of mathematical concepts and narrated solutions to related examples.

This session will include a description of the Concept Guides assessment and provide a guided reflection of how the Concept Guides align with many of the UDL checkpoints. Even if you are not a math educator, this session can help you consider how the UDL framework can be used as a tool for analyzing your instructional effectiveness.

Outcomes:

1. Describe the Concept Guide assessment.
2. Utilize the UDL framework as a tool for assessing their own assessments.
3. Apply the UDL to improve existing assessments.

Discovering One's Purpose Through Classroom Storytelling

Priscilla Njeri Gitimu, Belmont University

Lucy Wanjiku Gichaga, Bowie State University

Keywords: Storytelling, Life's Purpose, Discovery Learning

Key Statement: Personal storytelling is used as a discovery learning technique to assist undergraduates in discerning life's purpose. Storytelling encourages student-centered learning and improves classroom engagement.

Subthemes: Experiential Learning
Indirect Instruction

Personal storytelling is used as a discovery learning technique to assist undergraduates in discerning life's purpose. Storytelling encourages student-centered learning and improves classroom engagement. Stories assist to look intently to the past, the present, and the future. Students are encouraged to narrate their personal story by reflecting on their early life and upbringing, their current endeavors, inspirations, and future aspirations. The students culminated their personal story by highlighting what they would like others to learn from their personal story. Hence, the students discover their legacy and life purpose. Stories help us understand ourselves, and the world around us.

Outcomes:

1. Develop the art of storytelling as a self-discovery learning technique that can help them recognize their life's purpose and legacy.
2. Be reflective and be informed of others' stories, which will help inform their world view.
3. Apply the art of storytelling in the classroom to encourage students to discern their purpose, legacy, and vocation.

Concurrent Session 8

10:20 am - 11:00 am

8a) Phoenix South

Neuro-Normative No More: Centering and Celebrating Neurodiversity in Your Classroom

Jeni Dulek, Pacific University

Key Statement: This presentation explores how neuro-normative teaching practices exclude and marginalize neurodivergent students, and introduces neurodiversity-affirming pedagogy as a means of avoiding this by centering and celebrating neurodiversity.

Keywords: Neurodiversity, Inclusive Teaching, Anti-Ableist Pedagogy

Subtheme: UDL DEI

Classroom Community/Culture

As the number of neurodivergent students attending college increases, so does the need for inclusive, anti-ableist, neurodiversity-affirming pedagogy. Faculty whose teaching practices center neuro-normative expectations may unknowingly cause challenges for their neurodivergent students, which can have long-lasting academic, social, and psychological impacts (Hamilton & Petty, 2023). This presentation will introduce participants to common neuro-normative practices and assumptions, including how these may be experienced by neurodivergent students. The presenter will describe how neurodiversity-affirming pedagogy benefits all learners, and will encourage participants to consider changes to their teaching practices to reduce neuro-normative expectations and center and celebrate the neurodiversity present in their classrooms.

Outcomes:

1. Explain how neuro-normative classroom practices limit the learning and engagement of neurodivergent students.
2. Describe the benefits of planning for and celebrating neurodiversity in their teaching practices.
3. Identify at least one change they can implement in their teaching to move beyond neuro-normative practices and celebrate neurodiversity.

8b) Austin

Intentional Instructional Design To Support Students' Self-Efficacy

Rose Jagielo-Manion, West Chester University

Jessica Tobin Nagle, Saint Joseph's University

Key Statement: A retention dilemma faces colleges across the United States. How can faculty design instruction that supports students' self-efficacy and their success in college?

Keywords: Self-Efficacy, Book Study, Retention

Subtheme: Instructional Methods
Course/Curriculum (Re)Design

First-Year Experience courses are structured to support students' transition to college (McBride et al., 2021). This study explored how bridging pedagogical and andragogical principles in an intentionally designed unit influenced first-year students' perceptions of their self-efficacy. Quantitative and qualitative data on participants' perceptions of self-efficacy in specific areas were collected. Findings revealed that participants' comfort levels in study strategies, peer collaboration, use of university resources, and academic research increased from beginning to end of the unit. Results can be utilized to guide instructors in the design and implementation of courses that best support college students' perceptions of self-efficacy and academic success.

Outcomes:

1. Explain several essential aspects of self-efficacy, including peer collaboration, motivation/self-directed learning, institutional support, and study strategies.
2. Discover how to utilize a book study and experiential learning project to support first-year students' self-efficacy.
3. Explore and apply ideas for improving first-year programs and increasing institutional support in more purposeful and effective ways.

8c) DeWitt

The How and the What: Integrating Sustainable Decision-Making Across the Business Curriculum

Maung Min, The Pennsylvania State University

Subhadra Ganguli, The Pennsylvania State University

Laura Cruz, The Pennsylvania State University

Key Statement: Students will imbibe the concept of sustainability in business through scenario-based learning and assessments where the HOW of learning precedes the WHAT of learning.

Keywords: Case Study, Integrative Thinking, Sustainability

Subtheme: Experiential Learning
Classroom Culture/Community

The present study seeks to assess student learning outcomes related to sustainability-themed content across the business curriculum. The presentation considers two different business courses: Management 301: Management Concepts and Economics 102: Principles of Microeconomics Analysis and Policy and considers a comparatively novel form of assessment, a scenario-based assessment, to measure how students operationalize their understanding of sustainable behaviors, especially decision-making in business studies.

Our hypothesis is that inquiry-driven models, through which students advance their understanding of sustainability through integration into practice (the how), will strengthen their understanding of sustainability as a construct (the what) more so than conventional approaches of teaching and learning, in which the what precedes the how.

Outcomes:

1. Apply Common Intellectual Experiences (CIEs) in their teaching.
2. Integrate different disciplines into sustainability concepts in business.
3. Analyze case study in teaching and learning sustainability concept in business.

8d) Dezavala

Exploring Course Delivery Preferences and Performance for Students of Color

Kelley Shaffer, Prairie View A&M University

Robin Jackson, Prairie View A&M University

Jasmine Hamilton, Prairie View A&M University

Key Statement: Explore groundbreaking research on students of color in online courses at an HBCU. Uncover preferences, grades, and retention dynamics. Join the educational equity conversation.

Keywords: Equity in Online Learning, Modality Preference of Students of Color, Online Student Retention

Subtheme: Teaching Online

Classroom Community/Culture

This research investigates the preferences and academic outcomes of students of color in online versus face-to-face courses at a Historically Black College or University (HBCU), addressing a gap in the literature. Using a quasi-experimental design for Juvenile Justice Systems courses in 2023, we compare online and face-to-face sections taught by the same instructor. Findings will uncover student preferences, academic performance, and retention rates. Key takeaways include insights into preferences, academic performance implications, and retention dynamics among students of color, contributing to a more inclusive approach to course delivery. Join us to explore the diverse needs of students in the evolving higher education landscape.

Outcomes:

1. Gain insights into the distinct preferences of students of color regarding online versus face-to-face course delivery, fostering a nuanced understanding of diverse learning needs.
2. Assess the research outcomes in relation to their own student populations, utilizing this comparative analysis to formulate decisions in course design and delivery that cater to varied learning needs and preferences.
3. Explore retention dynamics among students of color in different course modalities, equipping them with the strategies to enhance student success and retention rates in their respective educational contexts.

8e) Robertson

Creating and Sustaining a Culture of Empathy Amongst Faculty

Patricia Moran, The University of Texas at Austin

Key Statement: How can we encourage empathy and why is that important? This session highlights videos that provide strategies to increase empathy from faculty in the classroom.

Keywords: Empathy, Universal Design, Disabilities

Subtheme: Classroom Community/Culture

UDL DEI

The percentage of students with disabilities enrolled in postsecondary institutions has almost doubled in the last decade. Research has identified factors related to successful degree completion for students with disabilities and found the need for empathy in the classroom. Developing a curriculum for faculty aimed at creating empathic responses in the classroom can work to address this need for all students. Through a series of videos, faculty and students were free to define *empathy* in their own words as well as reflect on lived experiences. The desired outcome is to encourage empathy from faculty regarding disabled student experiences to increase inclusion on campus.

Outcomes:

1. Define empathy (with particular focus on empathy in the classroom).
2. Develop ways to encourage and sustain empathy in a learning environment.
3. Create a plan to employ Universal Design for Learning strategies in their courses.

8f) Phoenix North

Fostering Connection: Online Assignments That Facilitate Social Interaction

Rose Olson-Long, Parker University

Ashley Long, Parker University

Key Statement: In this workshop, participants will develop assignments that help foster social interaction in order to engage students and build community in the online classroom.

Keywords: Online Learning, Student Engagement, Community Building

Subtheme: Online/Hybrid/Hyflex Instruction
Classroom Community/Culture

In this workshop, participants will explore impactful online learning assignments that foster social interactions among otherwise isolated students. They will discover strategies to promote engagement and community to create richer virtual learning experiences. Through practical examples covering research-based peer review, annotated reading, social media, and other assignments, educators will gain actionable insights into

making online learning more interactive and supportive. These approaches address the challenges of student loneliness and disengagement in virtual settings, ultimately enhancing the learning journey.

Outcomes:

1. Discuss how student engagement affects student attrition.
2. Analyze strategies such as peer review, annotated reading, and social media that will increase student engagement and social interaction.
3. Create an engaging online assignment that will increase social interaction and foster community within the online classroom.

Concurrent Session 9

11:10 am - 11:50 am

9a) Phoenix South

Championing Diversity, Equity, and Inclusion Through Curriculum Development

Janette Flores, Westcliff University

Key Statement: Ensuring that curriculum is diverse, equitable, and inclusive can be challenging. Explore a collaborative approach using SMEs, DEI reviewers, instructional designers, and quality control.

Keywords: Curriculum Development, Diversity, Inclusion

Subtheme: Course/Curriculum (Re)Design
UDL & Diversity,

Ensuring that curriculum reflects diversity, equity, and inclusion (DEI) can be challenging for institutions as they aim to provide a rich, intellectually stimulating learning environment that validates the presence of students from varied backgrounds and walks of life. The approach to developing curriculum is also confined to faculty members and, if fortunate enough, instructional designer guidance.

Come learn about an effective, systematic process that ensures continuous improvement of curriculum with a DEI focus through the collaboration of DEI scorers, subject matter experts (SMEs), instructional designers, and quality control.

Outcomes:

1. Examine an effective approach for intentional enhancement of diversity, equity, and inclusion (DEI) within the curriculum.
2. Explore the integration of instructional designers, DEI reviewers, subject matter experts, and quality control persons.
3. Analyze the effectiveness of a DEI-Curriculum scoring rubric.

9b) Austin

Teacher Language That Fosters Student Self-Identity and Classroom Community

Cynthia Rodriguez, University of North Texas at Dallas

Key Statement: Teacher language impacts the development of our classroom communities and student success. What are the characteristics of positive teacher language? Come find out!

Keywords: Classroom Community, Teacher Language, Student Self-Identity

Subtheme: Classroom Community/Culture

Grading/Ungrading/Providing Feedback to Students

Effective teachers understand that there are multiple factors that must be considered in order to achieve student success. One of the most critical, and often overlooked, is the power of teacher language. The way we speak and interact with our students can help or hinder the development of classroom community and, furthermore, impact students' self-identity and ultimate success in our classrooms. "Speaking is as much action as hitting someone with a stick, or hugging them" (Johnston, 2004). There are characteristics of positive teacher language that make a significant difference in how students respond and perform (Wells et al., 2023).

Outcomes:

1. Summarize research addressing the power of teacher language.
2. Compare and contrast classroom transcripts to identify evidence of effective teacher language.
3. Generate a list of the characteristics of positive teacher language and plan how to shift current practices.

9c) DeWitt

An Institution-Wide Model for Promoting Student Engagement With Technology

Elena C. Bitner, The University of Texas at El Paso

Mitzel Aveytia, The University of Texas at El Paso

Jeffrey T. Olimpo, The University of Texas at El Paso

Key Statement: In this session, we describe a professional development model designed to empower instructors to effectively use institutionally licensed technologies to improve student engagement across campus.

Keywords: Intracampus Collaborations, Student Engagement, Teaching and Learning With Technology

Subtheme: Technology in the Classroom
Interactive Instruction

The COVID-19 pandemic necessitated a rapid transition to virtual media, exposing students and faculty alike to a diversity of learner-centered technologies. While this transition was fraught with challenges, countless instances of effective technology integration within the classroom were also observed. To sustain and scale these successes, our team designed and implemented the Student Engagement With Technology Institute (SETI), available to all interested faculty on our campus. In this session, we describe SETI and its impact. Attendees will have an opportunity to experience SETI activities and discuss how they might implement a similar model at their own institutions.

Outcomes:

1. Identify mechanisms to establish meaningful cross-campus partnerships that promote the effective use of technology to engage all students in a post-pandemic climate.
2. Critically evaluate the structure and impact of the faculty professional development model described by the facilitators,
3. Outline a potential model for use at their own institutions.

9d) Dezavala

Belonging, Success, and Globalization: Strengths-Based Pedagogy and Practices

LaKisha Barrett, Austin Community College

Amber Sarker, Austin Community College
Valeria Flint, Austin Community College

Key Statement: We will share instructional practices to empower student belonging, enhance success with strengths-based fluency, and grow awareness of global citizenship.

Keywords: Belonging, Strengths-Based Pedagogy, Global Citizenship

Subtheme: Course/Curriculum (Re)Design
Instructional Skills

We will present three strategies for the globalization of courses with a strengths-based framework. Our interdisciplinary approach will show how to (1) integrate course and program success strategies to give students mentorship and guided college experiences for student development; (2) globalize science courses to increase connection and belonging to the scientific community; and (3) join psychology and global education to allow students to gain new self and cultural perspectives to promote their strengths and success.

Outcomes:

1. Connect key components of the Ascender Mentoring Program to enhancing belonging and success among students.
2. Apply diverse, inclusive, and historical perspectives to science courses.
3. Analyze the benefits of integrating psychology and global education perspectives to inspire global citizenship.

9e) Robertson

Strategies Dyslexic Students Require, and All Students Can Use

Ann Palmer, Austin Community College

Key Statement: Dyslexic students require specific teaching strategies. All students can benefit from some of the same strategies. They are explained and demonstrated using AI-generated activities.

Keywords: Dyslexia, Multisensory, AI-Generated Activities

Subtheme: Course/Curriculum (Re)Design
Experiential Learning

This presentation explains what dyslexia is and how the brain of a dyslexic functions. Some people consider dyslexia to be a learning difference rather than a learning disability. If dyslexics are taught using Structured Literacy (SL), they can learn to read and write effectively. A brief review of some well-known dyslexics illustrates that they can be successful. The principles and methods of SL are explicit instruction, systematic and cumulative methods, hands-on, engaging and multimodal learning, as well as diagnostic and responsive activities (2022). Using AI-generated activities, these principles are put into practice. The attendees participate in some of these activities.

Outcomes:

1. Analyze the characteristics of dyslexia and examples of well-known dyslexics.
2. Compare and contrast strategies dyslexics need and that all students can use.
3. Create multisensory AI-generated activities that are useful in the classroom.

9f) Phoenix North

The Productivity Paradox: Teaching With AI

Bhooma Srinivasan, Texas Woman's University

Shazia Ahmed, Texas Woman's University

Key Statement: Navigating AI for higher education: Partner with AI, a user-friendly tool to enhance your teaching, increase productivity, and boost instructional efficiency. Come and Explore!

Keywords: HigherEd Specific AI, Instructional Methods, Productivity

Subtheme: Instructional Skills

Instructional Methods

AI, like the internet, is here to stay as it continues to evolve and become increasingly integrated into our lives. AI has immense potential to transform education. Although technologies like ChatGPT might feel overwhelming for educators, this session will demystify AI by introducing a user-friendly AI designed for higher education's instructional needs. AI is not meant to replace teachers, but function as a co-pilot, increasing productivity by

assisting with lecture outlining and activity creation while you remain firmly in control. Through hands-on demonstrations, we'll show you how this AI can become your valuable partner in enhancing your instructional productivity!

Outcomes:

1. Demonstrate proficiency in utilizing user-friendly AI tools tailored to higher education.
2. Use AI to generate engaging instructional activities.
3. Apply strategies to integrate AI effectively into their instructional practices.

Lunch 11:45 am - 1:15 pm
Private Buffet Lunch
Name Tag Required

PLENARY PRESENTATION II
1:30 PM - 2:30 PM

***Foundations for Success:
Defining Critical Teaching Behaviors for Student Learning***

Claudia Cornejo-Happel

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

10a) Phoenix South

Faculty Perspectives of Student Resistance: Related Behaviors, Contributors, and Suggestions

Jeni Dulek, Pacific University

Shruti Gadkari, Pacific University

Key Statement: Presenters will describe the results of their mixed-methods research study examining faculty perspectives of student resistance using Tolman and Kremling's Integrated Model of Student Resistance.

Keywords: Student Resistance, Faculty Perspectives, Systemic Factors

Subtheme: Classroom Community/Culture
UDL DEI

In their Integrated Model of Student Resistance (IMSR), Tolman and Kremling (2017) explain that resistance can be expressed in active and passive forms and identify five systemic factors that interact to contribute to student resistance.

Using the IMSR as a foundation, presenters will share the results of our mixed-methods research detailing the behaviors that occupational therapy faculty have observed in their interactions with students, and the results of qualitative research examining faculty perceptions of the systemic factors present in this student population that may contribute to resistance. Based on these results, we will share suggestions for reducing resistance to learning.

Outcomes:

1. List student behaviors that are forms of active or passive resistance to learning, including those most prominent among graduate-level occupational therapy students.
2. Describe factors that serve as barriers to learning among students as identified by faculty using the Integrated Model of Student Resistance (IMSR).
3. Using an understanding of factors that contribute to resistance, identify possible actions that may reduce resistance to learning among students.

10b) Austin

Advancing Learning Outcomes Through Interactive Experiences: A Focus on SAMR

Andrew Cross, Goosechase

Key Statement: A discussion, with concrete examples, on how the SAMR methodology drives impact in education settings

Keywords: SAMR, Technology in the Classroom, Interactive Classroom Activities

Subthemes: Instructional Skills
Technology in the classroom

In this session, we'll discuss each of the four elements of the SAMR methodology; examples from each section; and, most importantly, why educators should care about it. As we explore the methodology, we'll focus on concrete outcomes that allow the application of theory immediately through existing technology and interactive experiences.

Outcomes:

1. Have a confident and complete understanding of the SAMR methodology.
2. Understand how the model can be applied in the educator space, with clear examples of existing technology.
3. Get a sense of how other educators are already applying the technology in their classrooms.

10c) DeWitt

Approaching Accommodations in the Fine Arts: Tools From Neurodivergent Professors That Honor Neurodiverse Students

Samara Johnson, University of Wyoming

Sarah Heyward, University of New Mexico - Valencia

Key Statement: This panel seeks to discuss key tips and tricks used to support a neurodiverse student body in succeeding at the collegiate level in the Fine Arts with or without official accommodation letters.

Keywords: Neurodivergent Classroom, Universal Course Design, Accommodations

Subtheme: Instructional Skills
Resiliency/Self-Care/Mindfulness

We will discuss key tips and tricks used to support a neurodiverse student body in succeeding at the collegiate level in the Fine Arts with or without official accommodation letters. We will acknowledge how professors can develop a more intuitive understanding of how some students may require more assistance than others with our unique perspective as neurodivergent educators ourselves.

Ultimately, we focus on leading with compassion (while setting emotional boundaries) when in a neurodivergent learning environment.

Outcomes:

1. Understand different learning styles students might prefer (kinesthetic, visual, auditorial, reading and writing), including tips on how to emphasize the basics and reinforce students to promote all learning styles, such as giving students the flexibility that they require to focus.
2. Find a team with colleagues to share advice on instruction and how to ease students into the virtual and in-person classroom as they face pandemic challenges and trauma.
3. Analyze how we as professors navigate student conflicts as the students' primary point of contact and utilize various types of language for students who indicate that they don't understand classroom content.

10d) Dezavala

Developing and Implementing a Short-Term Study Abroad as a HIP

Jamie A. Snyder, University of Wyoming

Key Statement: This presentation will discuss the development and implementation of a short-term study abroad as a High-Impact Practice. Reflections, assessments, and lessons learned will be shared.

Keywords: High-Impact Practice, Study-Abroad, Reflection

Subtheme: Experiential Learning
Assessment

High-Impact Practices (HIPs) have been tied to numerous positive outcomes including increased critical thinking skills, deeper learning, and higher engagement among students (Brownell & Swaner, 2009; Kuh, 2008). Study abroad is a popular HIP, but it is often cost-prohibitive. Prior research suggests that highly structured and reflective short-term abroad courses can be just as immersive as longer courses (Donnelly-Smith, 2009). This presentation will discuss a short-term study abroad option that is more affordable and still contains the positive elements of a HIP. The development, implementation, assessment, and lessons learned from this course will be discussed along with learning outcomes and reflections.

Outcomes:

1. Apply short-term study abroad as a HIP.

2. Describe the development and implementation of a short-term study abroad.
3. Evaluate assessment outcomes associated with a short-term study abroad.

10e) Robertson

A Higher Education Coaching Program's Impact on Resilience and Well-Being

Katherine R. Hinton, Vanderbilt University Medical Center

Key Statement: Understanding the aspects of a professional coaching program at a higher education institution and its impact on faculty resilience and well-being.

Keywords: Resilience, Higher Education, Coaching

Subthemes: Resiliency/Self-Care/Mindfulness
Instructional Skills

The purpose of this mixed-methods research was to understand the benefits of a professional coaching program in higher education and its impact on faculty resilience and well-being. Participants included faculty members who had been enrolled in the coaching program for two years, for one year, and faculty who did not participate. Data were measured from May 2021 to May 2023. Researchers obtained quantitative data collected through archival survey responses and qualitative data through interviews with the participants. The qualitative portion revealed that participants felt the program improved their resilience and well-being, and quantitative data showed improvements in resilience.

Outcomes:

1. Understand the importance of professional development for higher education faculty
2. Acknowledge the many facets of resilience and well-being, and their role in teaching and learning.
3. Gain perspective from peers about other coaching programs in higher education and how to improve resilience and well-being of colleagues.

Synergizing Online Modalities to Support and Engage Adult Learners

Amy Correia, University of Rhode Island

Key Statement: Blending the benefits of synchronous and asynchronous online instruction allowed full-time working professionals to meaningfully engage in graduate-level coursework.

Keywords: Online, Andragogy, Instructional Design

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

Working professionals need access to graduate-level coursework that will support their unique, adult learner needs. Blending synchronous and asynchronous online instruction has allowed four cohorts of practicing school administrators to participate in flexible, engaging, and rigorous coursework on multilingual learner education. The faculty member used Regional Educational Laboratory West (2019) Inquiry Cycles to continuously improve instruction and assessment. Participants (n=42) provided overwhelmingly positive feedback on the bridges between modalities, protocols that built community, and assignments that were relevant to practice. This session will discuss how to synergize modalities to increase inclusivity and engage adult learners.

Outcomes:

1. Evaluate instructional modalities and protocols for adult learners
2. Deliberate how Regional Educational Laboratory West (2019) Inquiry Cycles can be used to improve instruction and assessment
3. Discuss how to apply the aspects of this course design to their respective context.

Session 11
3:20 pm - 3:40 pm

Enhancing Student Metacognition and Study Strategies

Todd P. Primm, Sam Houston State University

Treston M. Smith, Sam Houston State University

Key Statement: Interventions in courses can decrease student test anxiety and increase use of evidence-based learning strategies.

Keywords: Metacognition, Text Anxiety, Exam Wrapper

Subthemes: Fostering Student Practice; Assessment

Effective learners exhibit high metacognition, constantly monitoring and adjusting their learning strategies with persistence. Initial work shows that students often overpredict their exam scores and their predictions usually don't get more accurate across the semester. Our interventions involved an exam wrapper and resources from the Learning Scientists and videos from Stephen Chew. Self-reported exam anxiety did decrease over the semester, and student estimates of preparation correlated with exam performance. Students also reported increasing use of learning strategies that are evidence-based. Preliminary evidence is encouraging, and interventions need to be enhanced to train students to increase their learning effectiveness.

Outcomes:

1. Identify how exam wrappers can be used for student assessment.
2. Describe six evidence-based learning strategies.
3. Evaluate a SoTL (scholarship of teaching and learning) project focused on student metacognition.

11b) Austin

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

Gregg Wentzell, Miami University

Key Statement: Lilly attendees are invited to explore and consider the *Journal on Excellence in College Teaching*, a peer-reviewed SoTL journal published by and for faculty since 1990, as a possible venue for publishing their work.

Keywords: SoTL, Publication, Pedagogical Research

Subthemes: Professional Development

SoTL Publication Opportunity

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

Outcomes:

1. Describe the publication categories, review process, and acceptance criteria for submissions to *JECT*.
2. Determine whether *JECT* is a good fit for your work.
3. Locate resources for support.

11c) DeWitt

Implementing the Flipped Classroom Technique in a Laboratory Setting

Chirantana Mathkari, Canisius University

Key Statement: The flipped classroom is a tested active learning strategy for theory courses. How can we implement it successfully in introductory laboratory courses? Join this session to learn!

Keywords: Flipped Classroom, Laboratory Course, Learning Flexibility

Subthemes: Instructional Methods

Fostering Student Practice

The flipped classroom has demonstrated improved student learning in theory courses, but has not been widely tested in laboratory courses. This project aimed to examine the learning impacts of making prerecorded content available to introductory animal science lab students before class, followed by in-class discussions. Assessment scores were analyzed across semesters using T-tests. Students exposed to the intervention performed better on practical ($P=0.0380$) and final exam ($P=0.0144$), scored 3.68% higher cumulatively ($P=0.0485$) than unexposed students. Results indicate that the flipped classroom can advance learning in a freshman laboratory class. Further research should examine the impact on students' subject interest, and long-term learning implications.

Outcomes:

1. Compare the learning impacts of traditional lecturing to those of active learning techniques.
2. Evaluate the role of the flipped classroom as an active learning technique in theory and laboratory classes.
3. Assess the benefits and challenges of using a flipped classroom intervention in their teaching field.

11d) Dezavala

Accessibility Is Not Optional!

Jordan Lukins, North Carolina State University

Key Statement: Learn some quick tips to make your instruction (both online and in-person) more accessible to each and every learner, right from the start.

Keywords: Accessibility, Universal Design for Learning, Disability

Subthemes: Diversity, Equity, Inclusion & Belonging
Technology in the Classroom

Accessibility is not only a legal imperative, but also a key element of inclusive and equitable education. An accessible course is one in which every student can effectively engage with the materials and instruction, whether or not they have a diagnosed disability or formal accommodation plan. In this session, attendees will learn quick tips for accessibility, including using tools to provide alternatives to visual or auditory information and to customize digital text. These simple shifts help instructors to level the playing field and promote equal access to educational opportunities for all.

Outcomes:

1. Summarize the importance of accessibility in college courses.
2. Use varied tools to represent information in multiple formats (e.g., visual, auditory, text).
3. Apply an understanding of digital customization to promote accessibility.

11e) Robertson

The Effect of Students' Peer Grading on Course Comprehension

Reza Taheri, University of Wyoming

Key Statement: The influence of grading each other's exam papers by students has been quantitatively evaluated in this research. Twelve classes with varying student populations were studied.

Keywords: Peer Grading, Students, Course Comprehension

Subthemes: Instructional Methods
Indirect Instruction

Effective student engagement in the learning process has shown significant impacts on both the quality and speed of comprehending course material. This research, spanning a decade, quantitatively assesses the influence of students grading each other's exam papers. Twelve classes with diverse student populations were chosen, with each student tasked with grading an anonymous peer's exam paper. This process alternated between semesters, allowing for comparison between student performances with and without peer grading implementation for identical courses. Students who graded each other's work consistently showed a minimum of 24% and a maximum of 37% performance improvement in any given course.

Outcomes:

1. Learn about the research outcomes concerning the effect of students' peer grading on students' overall performances.
2. Benefit from the tangible results of the research and plan to implement this approach in their classrooms.
3. Propose the described strategy to the colleagues in educational institutions and persuade them to implement it in their classes specifically for more complicated STEM courses.

11f) Phoenix North

Using Collaboration and Experiential Learning to Improve Student Writing and Verbal Communication Skills

Christine Gray Tinnesz, University at Buffalo

Key Statement: Using evidence-based teaching strategies, I will talk about an experiential learning project where students work together to develop a career guide that enhances their writing and communication skills.

Keywords: Student Engagement, Collaboration, Interactive Learning

Subthemes: Instructional Methods
Interactive Instruction

Research shows that college students are struggling with their writing and communication skills (Sacher, 2016). One project students complete in a Written Communication Course is creating a “strategic guide for career success” which focuses on how to best prepare for the job market. Students improve their verbal communication skills by working together in assigned groups for four weeks to generate the guide and create a presentation. They also enhance their writing skills by composing a 20+-page guide. This project allows students to be active in their learning process, collaborate with peers, and engage in experiential learning opportunities.

Outcomes:

1. Identify multiple instructional and assessment methods to improve student communication skills.
2. Analyze experiential learning opportunities for students.
3. Explore the significance of making coursework, including writing opportunities relevant to the lives of students.

Session 12
4:00 pm - 4:40 pm

12a) Phoenix South

Building Connection Through an Online Faculty Learning Community

Heather Sanders, Boise State University

Jennifer Obenshain, Boise State University

Melody Hyppolite, Boise State University

Leta Planz, Boise State University

Michael Slagel, Boise State University

Key Statement: Boise State University MSW online program designed a customized adjunct faculty learning community. The goal was to create space to engage in dialogue about teaching and build community.

Keywords: Community, Collaboration, Professional Development

Subthemes: Teaching Online
Instructional Skills

Boise State University School of Social MSW online program used concepts from a multilevel model of professional development framework from the Delphi Project, to design and implement an adjunct faculty learning community (AFLC). During this presentation the co-designers and leaders of the pilot AFLC will share their process for designing the learning community, the structure of the learning community, and the participants' feedback on the learning community. AFLC participants will also participate in discussion about the impact of the FLC.

Outcomes:

1. Analyze design principles and processes involved in creating a program-based Adjunct Faculty Learning Community (AFLC), enabling them to apply similar strategies to their own program.
2. Acquire practical examples to support their own collaborative teaching discussions and communities within their respective disciplines.
3. Reflect on and discuss the impact of faculty learning communities.

12b) Austin

Wellness at the Core: Revolutionizing Pedagogy for Student/Teacher Growth

Rich Lane, PennWest University - Clarion

Leah Chambers, PennWest University - Clarion

Key Statement: Wellness Pedagogy focuses on the design and delivery of learning experiences aimed at creating “wellness” via three principles: engagement, productive struggle, and ownership.

Keywords: Pedagogy, Wellness, Curriculum

Subthemes: Instructional Methods

Resiliency/Self-Care/Mindfulness

This presentation explores a new pedagogical approach, Wellness Pedagogy, which calls into question didactic practices contributing to the unwellness of students and teachers and counters with a pedagogy that positively influences overall health by emphasizing these three foundational principles, each of which assumes particular goals and values for education: engagement, productive struggle, and ownership. Through these, we can

become more attentive and reflective about how our activities, assignments, and assessments contribute to the wellness of students. We can also create spaces that nourish the learning potential of our students and equip them to solve problems after they leave our classrooms.

Outcomes:

1. Understand the concept and principles of Wellness Pedagogy.
2. Evaluate and reflect on their practices and how they affect the “wellness” of their courses.
3. Analyze how their pedagogical practices are aligned with Wellness Pedagogy.

12c) DeWitt

Beating the Shift: Helping Economically Insecure Students Succeed

David Gooblar, University of Iowa

Key Statement: Instructors can help our economically insecure students succeed by counteracting the psychological effects of scarcity, uncertainty, and stigma.

Keywords: Pedagogy, Socioeconomic Status, Psychology

Subthemes: Instructional Skills

UDL DEI

Psychologist Jennifer Sheehy-Skeffington’s concept of the “psychological shift” refers to a set of processes provoked by the experience of living with poverty, processes that are often suboptimal for navigating important domains like a college education. In particular, living with scarcity, uncertainty, and stigma provokes many unhelpful responses and behaviors in our students. In this interactive session, participants will think about what specific teaching practices can respond to this shift, and how to provide our most marginalized students with the resources, stability, and sense of educational mission that can counteract the psychological effects of poverty and help them succeed.

Outcomes:

1. Better understand how economic uncertainty affects our students' sense of themselves and their education.

2. Be able to recognize in their students the behaviors and patterns characteristic of the psychological shift.
3. Be able to design teaching strategies that counteract the psychological effects of scarcity, uncertainty, and stigma.

12d) Dezavala

It's in the Syllabus: Aligning Student and Faculty Perceptions

Katherine A. Troyer, Trinity University

Key Statement: Syllabi can be vital tools rather than ignored documents. We'll explore strategies for realigning student/faculty perceptions of syllabi to create more meaningful learning conditions.

Keywords: Syllabi, Student and Faculty Perspectives, Communities of Inquiry

Subthemes: Instructional Skills

Classroom Community/Culture

What do students actually want from the syllabus? And how can we (re)imbue the syllabus with meaning? We will explore real student and faculty perceptions (gathered through an IRB-approved study) and discuss how syllabi might better serve as a bridge between us and our students. Together we will explore analogies for framing, for ourselves and our students, the purpose and goal of our syllabi. Finally, we will use part of our workshop to try out different strategies—from smaller changes to innovative shifts—that can help center the syllabus in our communities of inquiry.

Outcomes:

1. Explore the ways that actual student and faculty perceptions of syllabi—gathered through an IRB-approved study—both complement and push against each other.
2. Consider how to reframe the syllabus so it can more meaningfully bridge the gap between faculty and students.
3. Create a plan to adopt one (or more) strategies for designing syllabi that serve as critical cornerstones of their courses' communities of inquiry.

Strategies to Mitigate Instructor Bias When Facilitating Polarizing Dialogue Topics

Jeff Kenney, Oregon State University

Kali Furman, Oregon State University

Key Statement: Utilizing King and Kitchener’s reflective judgment model, we will shift our instructional attention from thought content to thought process for students’ exploration of sociopolitical subjects.

Keywords: Cognitive development, Implicit bias, Facilitation

Subthemes: Instructional Skills
Classroom Community/Culture

Utilizing King and Kitchener’s reflective judgment model as an organizing framework, we will raise our consciousness to the prevalence and impact of our implicit biases in dialogue facilitation. We will practice strategies that mitigate the imposition of our worldview and more effectively guide students through the exploration of tense sociopolitical issues. By shifting our instructional attention from the content of student’s thoughts to the process of their thoughts, we will enable conditions that maximize learning, encourage cognitive development, and sustain a pluralistic learning community.

Outcomes:

1. Recognize the prevalence and impact of implicit of instructor bias when facilitating dialogue on sociopolitical topics.
2. Evaluate the efficacy of their current instructional techniques when broaching sociopolitical topics.
3. Adapt their instructional approach to maximize learning, cognitive development, and community cohesion.

To Know Is To Tell: Learning as Communicative Craft

Ben Hassman, The University of Iowa

Key Statement: Learning as Craft—let’s embrace concrete practices like Question Roll to bring learning to life.

Keywords: Learning, Craft, Communication

Subthemes: Classroom Community/Culture
Fostering Student Practice

What if we thought of learning as “craft”? In Sennet’s sense, this involves an internal dialogue between concrete practices and thinking. Higher education, of course, regularly opens space for thinking. What we might then seek are concrete practices. For me, this wraps Watt’s Theory of Being, aligning “head, hands, and heart,” and Felton and Lambert’s key: relationships. So we’ll consider Question Roll, a method of transforming a formerly rote experience into a concrete practice for each student that invites this dialogue. Participants will develop prompts that can bring learning as craft to their own classrooms and other higher ed spaces.

Outcomes:

1. Understand Sennet’s notion of “craft.”
2. Understand Question Roll.
3. Develop their own prompts to generate concrete classroom practices.

Session 13
4:30 pm - 5:30pm

13a) Phoenix South

What Do Students Really Think About Generative AI?

Christopher Richmann, Baylor University

Hunter Kulesza, Baylor University

Kaitlyn Waynen, Baylor University

Key Statement: Findings from an undergraduate survey illuminate students’ perceptions, use, and expectations regarding generative AI in relation to coursework. Results spur conversation on teaching and policies.

Keywords: Generative AI, Student Perspectives, Academic Integrity

Subthemes: Technology in the Classroom
Classroom Community/Culture

Discussions of generative AI in higher education mostly focus on issues of academic integrity and incorporating AI into teaching. Both these conversations, however, often proceed with little understanding of how students understand or interact with generative AI. In this session, we share results of a survey of 323 undergraduates analyzing student views, use, and expectations about generative AI in relation to college coursework. How much are students using AI? Where do they think the “line” for cheating is? What motivates them to use AI? This session will answer these questions and more and explore implications for teaching and policies.

Outcomes

1. Compare and contrast their own views about use of AI with student survey data.
2. Identify the range of student uses of generative AI.
3. Apply results of our findings to teaching practices in their own contexts.

13b) Austin

Exploring Instructor Self-Efficacy Through Students' Learning Experiences

Alyssa G. Cavazos, University of Texas Rio Grande Valley

Key Statement: Student success is cultivated through self-efficacy. Reimagining evidence-based teaching and learning practices through students’ reflections on their learning experiences can enhance instructors’ and students’ self-efficacy.

Keywords: Self-Reflection, Self-Efficacy, Sense of Belonging

Subthemes: Metacognition
Experiential Learning

Through interviews with 19 Latina and Queer students, students’ perceptions of learning experiences in STEM coursework often reflected:

1. A hostile learning environment for Latina and Queer students
2. Deficit assumptions about students hindered learning
3. An absence of aligned assessments that prioritize feedback on learning.

Through guided reflections, we will explore students' perceptions of learning experiences and strategies on asset-based approaches to learning that center students' voices. Exploring how instructors can enhance their self-efficacy through students' learning experiences can contribute to students' self-efficacy, sense of belonging, perceptions of relevance of curriculum, and ultimately, their success in higher education.

Outcomes:

1. Self-assess self-efficacy and describe perceptions of students' self-efficacy.
2. Analyze and reflect on students' learning experiences informed by personal interviews.
3. Apply strategies on enhancing one's self-efficacy through students' learning experiences.

13c) DeWitt

Improving the Feedback Cycle

Angelique Pearson, Oregon State University

Key Statement: Tired of giving feedback that students ignore? Implement a culture of feedback with a cycle that prepares students to receive and use it effectively.

Keywords: Feedback, Growth Mindset, Learning Outcomes

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

Do you spend too much time writing detailed feedback only to find that students ignore it? Learn how to build a culture of feedback by implementing a regular feedback process. Steps covered include having and communicating clear and measurable learning outcomes, preparing students to receive feedback using a growth mindset, giving plenty of formative practice and assessments, making feedback timely and actionable, and giving time and incentive to use feedback to improve work. You'll learn strategies for improving each step and helping students get the most from the feedback process.

Outcomes:

1. Describe the steps in the feedback cycle and why each is important.
2. Assess how you use feedback in your own courses and identify areas for improvement.
3. Apply strategies for improving feedback in your own process.

13d) Dezavala

ePortfolio: Helping Students Show What They Know

Lynn Meade, University of Arkansas

Key Statement: ePortfolios can help students internalize the learning while creating a product to share with future employers. Let me show you how.

Keywords: ePortfolio, Active Learning, Assessment

Subthemes: Instructional Methods

Assessment

Supercharge student learning with meaningful reflection and purposeful documentation. Almost any class can incorporate ePortfolios, and I will show you how. We will start with a brief introduction to ePortfolios and the varied ways they are used. I will demonstrate the What, So What, Now What Model of reflection and will give you an opportunity to brainstorm ideas for your own class. Students who learn to show what they know are better at internalizing the learning. Participants will be given information about the free Open Education Resources Textbook full of ideas and activities to use.

Outcomes:

1. Explore options about different types of ePortfolios and their applications.
2. Practice critical reflection using the What, So What, Now What model and the I Wonder What If Model.
3. Create a plan to apply principles to their own class.

13e) Robertson

Cultivating Communication Skills Through Assessments

Lauren DeDieu, University of Calgary

Key Statement: In this session, we will explore explicit examples of assessments that emphasize communication in university math courses and engage in discussion surrounding communication-based assessments.

Keywords: Communication Skills, Assessments, Peer-Review Activities

Subthemes: Assessment

Grading/Ungrading/Providing Feedback to Students

Assessments that emphasize communication can have many potential benefits, such as promoting deep understanding and supporting the development of metacognitive skills. Moreover, communicating complex ideas to non-experts is an essential skill that almost all students will need to employ in their future careers. However, in many disciplines, such as mathematics, communication is not commonly integrated into the curriculum.

We will discuss strategies for designing communication-focused assessments and share examples (e.g., peer-review activities, presentations, math fairs). We will explore potential benefits, challenges, and how rubrics can be used effectively to clarify expectations and provide meaningful feedback.

Outcomes:

1. List the potential benefits and challenges of emphasizing communication on assessments.
2. Describe strategies for helping students develop their communication skills in large courses with limited resources.
3. Apply the ideas and examples generated in this session to their own course contexts to cultivate the development of their students' written and oral communication skills.

13f) Phoenix North

Teaching Inclusive Teaching Strategies: A Game-Inspired Workshop

Mike Reese, Johns Hopkins University

Key Statement: Inclusive teaching strategies ensure all students are engaged and motivated. This session will teach inclusive teaching strategies using a faculty-development model inspired by game design.

Keywords: Inclusive Teaching, Professional Development, UDL & Diversity

Subthemes: UDL DEI
Instructional Methods

This mini-workshop will present an approach for teaching research-based, inclusive-pedagogical strategies in all modalities (virtual, hybrid, and in-person). This approach is based on a card deck inspired by game design. The presenter will describe the approach and then model the workshop for participants so they can incorporate the approach in their academic departments and faculty development programs. The modeling includes participants using the card deck to identify inclusive teaching for their own teaching or training. The presenter will also leave time for Q/A.

Outcomes:

1. Describe at least one inclusive teaching practice they plan to include in a future course or workshop.
2. Use an open-education resource to teach research-based inclusive teaching strategies to other instructors.
3. Identify research that demonstrates how inclusive teaching strategies support all students' learning.

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Poster Presentation Reception
5:30 pm - 6:30 pm
Dover

P A

P B

Developing Critical Thinking Using “Think Aloud” in Nursing Health Assessment

Maya Bastian, Minnesota State University Mankato

Key Statement: Critical thinking is a key component of competency-based curricula. The metacognitive strategy “Think Aloud” promotes critical thinking for nursing students learning new skills.

Keywords: Metacognitive Strategies, Critical Thinking, Competence

Subthemes: Metacognition

Instructional Methods

As programs across the country move toward competency-based curricula, educators are exploring ways for students to learn and demonstrate the knowledge and skills needed to succeed. “Think Aloud” is a metacognitive strategy that aids in making thought processes explicit and conscious, promoting the development of critical thinking skills. This study investigated “Think Aloud” as an aid to undergraduate nursing students learning to perform health assessments. “Think Aloud” was used in demonstrations by the instructor and by the students during practice. “Think Aloud” is a metacognitive strategy that boosts student confidence and helps students develop critical thinking along with other skills.

Outcomes:

1. Explain the Importance of metacognition in learning and developing critical thinking skills.
2. Describe “Think Aloud” methodology.
3. Identify appropriate teaching scenarios for using “Think Aloud.”

P C

From Memorization to Realization

Mary R. Berger, Texas Woman’s University

Shazia A. Ahmed, Texas Woman’s University

Key Statement: We lay out simple steps to unite narrative-based learning with concept maps in order to facilitate students in connecting personal experiences with concepts, thus enhancing retention of information.

Keywords: Storytelling, Concept Mapping, Instructional Skills

Subthemes: Experiential Learning

Fostering Student Practice

Historically, storytelling has been used to entertain, disseminate information and propagate values and traditions. Even today, the podcast generation is conditioned by storytelling. In the classroom, instructors use storytelling to capture their students' attention, create new perspectives and provide specific examples related to concepts. If you are here, you are likely interested in the power of storytelling as a pedagogy. However, you might feel

that it is an overwhelming process which requires a lot of time and effort. This session lays out simple steps used to marry storytelling with concept maps to help students connect personal experiences with concepts to enable critical thinking and enhance retention of information through narrative based learning.

Outcomes:

1. Enable students to embed personal experiences into creating concept maps.
2. Facilitate retention using a hybrid pedagogical approach.
3. Foster students to create and use storytelling as a retrieval method.

P D

Students' Perspectives on Artificial Intelligence in Higher Education

Gretchen Busl, Texas Woman's University

Shazia Ahmed, Texas Woman's University

Adalvan Martins, Texas Woman's University

Key Statement: Knowing students' perspectives on AI and how they use it can help educators with classroom policies, setting expectations, and student learning.

Keywords: Artificial Intelligence, Technology in the Classroom, Students' Perspectives

Subthemes: Technology in the Classroom
Instructional Methods

The impact of Artificial Intelligence (AI) on learning and academic integrity has been extensively discussed among educators. Information about the way students use these tools and their perspectives on the use of AI for academic purposes is limited. Students were asked to write a paragraph about a specific topic and were encouraged to use AI. They responded to a questionnaire related to their perceptions about AI and how they used it. This study will help educators create more robust policies, set clearer expectations about the use of AI, and optimize the use of AI in class to improve student's learning.

Outcomes:

1. Gain insights about the students' perspectives on AI.
2. Understand how students are using AI for their classroom assignments.
3. Set clearer expectations for the use of AI in the classroom.

P F

Assessing Short-Term Learning Abroad

Courtney Carlson, University of Wyoming

Key Statement: This presentation explores unique methods for assessing student learning in short-term international learning experiences, as such programs eclipse traditional long-term study abroad in popularity.

Keywords: Assessment, Education Abroad, Educational Evaluation

Subthemes: Assessment

This presentation explores effective methods for assessing student learning in short-term international education experiences. While extensive scholarly attention has been given to assessing learning in traditional semester- and year-long learning abroad programs, there's been limited focus on short-term courses despite their increasing popularity. (According to the 2023 OpenDoors report, the majority of American students abroad during the 2021-2022 academic year participated in programs lasting fewer than eight weeks.) For short-term international education to be recognized as a credible endeavor in higher education, it will require robust assessment activities demonstrating clear and compelling impacts on students' learning.

Outcomes:

1. Review and compare learning outcomes assessment methods relevant to both long- and short-term (those lasting one or more semesters and those lasting less than eight weeks) learning abroad.
2. Outline essential practices for guiding assessment of student learning specifically in short-term learning abroad.

3. If relevant, identify at least one assessment strategy that can be applied to an existing or proposed international course with which they are involved.

P G

Setting the Stage for High Structure Courses

Stefanie H. Chen, North Carolina State University

Key Statement: High structure courses are known to benefit student learning; here, we introduce materials to orient students to this format and prepare them for success.

Keywords: High Structure, Scaffold, Metacognition

Subthemes: Classroom Community/Culture
Fostering Student Practice

Studies have shown that high structure courses benefit student learning, particularly for those from underrepresented backgrounds. However, it is unclear if students understand the importance of frequent assignments to their learning. We collaborated with our learning technology office to develop short reflective videos that introduce students to the high structure format, its benefits, and how to scaffold workload. These videos are designed for students to interact with during the first few weeks of the course to provide students with the appropriate context to be successful and embrace the high structure format.

Outcomes:

1. Define a “high structure” course format.
2. Articulate how the high structure course format helps student learning and equity.
3. Identify high and low stakes assignments in the course.

P H

How Students Define, Experience, and Evaluate Agency Through a Co-Created Learning Event

Bridget Fitzpatrick, Normandale Community College
Jen Westmoreland, Normandale Community College

Key Statement: Do students express an increased sense of agency when they co-create a learning event with their instructor and classmates? Come find out!

Keywords: Student Agency, Co-Creation, Online Learning

Subthemes: Classroom Community/Culture
Teaching Online

Research suggests students feel more engaged in their learning and express an increased sense of ownership when they co-create a learning event with their instructor and classmates. However, there is a gap in the research regarding how students define agency. Students in two asynchronous online classes were asked to participate in an online discussion about learning. We conducted qualitative analysis of the discussion board responses to create a collective definition of student agency before engaging students in the co-creation of a learning event. We then surveyed the students about their experience with questions derived from the shared definition of agency.

Outcomes:

1. Better understand how to center student voice in SoTL research.
2. Learn practical tips for conducting cross-disciplinary research.
3. Summarize challenges and opportunities when conducting research in online asynchronous classes.

P I

Adaptations in Reading Pedagogy: Examining Implications of Knowledge-Building and Application in an Undergraduate Reading Methods Course

Jill Jones, North Carolina State University

Key Statement: Through descriptive examination of pedagogical adaptations, the impact of instructional lessons taught in elementary classrooms on student learning of teaching reading is presented.

Keywords: Instructional Methods, Knowledge-Building, Reading

Subthemes: Course/Curriculum (Re)Design
Instructional Methods

The Science of Reading movement has impacted both preparation in teaching reading and the implementation of reading in elementary classrooms. To align with state requirements, I redesigned specific aspects of my reading methods course. I desired to better understand how these instructional revisions impacted my undergraduate elementary education students' learning of teaching reading. In this poster, I share my research study results indicating how students developed knowledge of teaching reading through instructional revisions including designing, implementing, and analyzing instructional reading lessons in the students' field placement classrooms. I explain the implications of these findings on overall course redesign.

Outcomes:

1. Construct an understanding of redesigned instruction and application to support undergraduates learning how to teach reading.
2. Analyze the student learning process of employing redesigned instructional methods to support student learning of teaching reading.
3. Apply the instructional method framework to consider course redesigns to support learnings in courses focused on other discipline/content areas.

P J

The Flipped Classroom: Does It Really Work?

Samanthi Kottegoda, Texas Woman's University

Key Statement: Although the flipped classroom isn't new, education experts are still studying its effect on student learning outcomes. Let's see the pros and cons!

Keywords: Flipped Classroom, Bloom's Taxonomy, Student-Centered Learning

Subthemes: Instructional Methods
Indirect Instruction

The flipped learning approach focuses on student-centered learning. It inverts the focus in terms of Bloom's taxonomy, so that the bottom parts of Bloom are reserved for student self-instruction ("remember" and

“understand”), and class time is focused on the upper parts of the taxonomy. This frees up much-valued instructional time during class to practice mid-level cognitive skills (“apply” and “analyze”) and benefit from social learning with the support of the instructor and peers. Students are then able to employ more complex, higher-level cognitive skills (“evaluate” and “create”) in after-class assignments. But does it really work?

Outcomes:

1. Analyze the advantages and disadvantages of the flipped classroom.
2. Generate/Adapt course content according to revised Bloom's Taxonomy and flipped instruction approach.
3. Assess strategies to learn more about their students and how to improve their critical thinking and problem-solving abilities.

P K

A Labor of Love: Analyzing Manual Spot-Checking as Applied UDL

Maria Kunath, Duke University

Key Statement: Manual spot-checking should be part of your UDL toolkit. Best-in-class tools still left 42 inaccessible items in our course. Spot-check efficiently with an Agile framework.

Keywords: Universal Design, Accessibility, Course Design

Subthemes: UDL DEI

Course/Curriculum (Re)Design

Though AI tools expand the reach of UDL, the continued need for manual spot-checking highlights UDL’s ethic of hospitality.

After scanning all course PDFs for optical character recognition (OCR) compatibility in Adobe Acrobat, we checked our site with the accessibility tools UDOIT and the built-in Canvas accessibility checker. Our partner’s ADA compliance officer still caught 42 inaccessible items. Despite revolutionary AI tools, the laborious task of manual spot-checking remained central to creating an equitable learning experience.

I will examine how our experience illuminates UDL’s ethic of hospitality. I will analyze spot-checking through an Agile lens, hoping to create an efficient, replicable spot-checking process.

Outcomes:

1. Explain why manual spot-checking of course materials is still a needed process..
2. Reframe the manual work required to meet Web Content Accessibility Guidelines (WCAG) standards as the overlap of pedagogical best practice and an ethic of hospitality.
3. Analyze the spot-checking process through an Agile lens.

P L

Engaging Students Through Storytelling: A Fictitious Crime Project

Ioan Marginean, University of Baltimore

Key Statement: Imagine the crime of the century down to the tiniest evidence collected and analyzed, tell your peers the story, then watch them solve the mystery.

Keywords: Storytelling, Stimulating Creativity, Critical Thinking

Subtheme: Experiential Learning

STE(A)M

We present a framework to foster student creativity and critical thinking skills in a way that is both enjoyable and academically rigorous. The students must imagine a crime scenario as a pretext for exploring various scientific topics of their choice in a Forensic Science course. The project culminates with students presenting their fictitious crime investigation to their peers. The quality of student scenarios varied and correlated well with student performance in other aspects of the course. Most students enjoyed creating their crime scenarios and trying to solve the mystery behind the scenarios imagined by their peers.

Outcomes:

1. Incorporate storytelling as an instructional approach to enhance student engagement in courses they teach.
2. Design and implement rigorous assessment strategies, including peer evaluations.
3. Promote creativity and critical thinking through innovative teaching methods.

Authentic and Effective Implementation of Digital Narratives in the 3rd–8th Grade Classroom

Jessica Nagle, St. Joseph's University

Key Statement: Digital literacy offers opportunities to engage and differentiate writing instruction. Learn to teach digital writing effectively to teacher candidates as well as 3rd–8th students.

Keywords: Digital Literacy, Engagement, Collaboration

Subtheme: Technology in the Classroom
Instructional Methods

This poster features a mutually beneficial partnership between a Teacher Education Course for future middle school writing teachers and a local 7th grade centered around the composition of digital narratives. This presentation will detail the design and implementation of the unit and demonstrate the utilized tools as well. The findings of the study as well as research on the benefits of the incorporation of digital literacy, namely digital writing, will be discussed and will include accommodations for English Language Learner students. Lastly, participants will consider how this unit can be implemented in other ways in their classrooms/schools.

Outcomes

1. Name benefits of integrating digital literacy into K–8 social studies and/or language arts curriculum.
2. Discover how to design and implement a digital narrative writing unit.
3. Explore other ways to incorporate digital literacy into the curriculum.

Integrating STEM Resources Into Core Subject Classrooms

Haley Neuhausen, The University of South Florida

Key Statement: The importance of integrating STEM resources into core subject classrooms to advance and innovate the future of our students. Check it out!

Keywords: STEM Learning, Experiential Learning, Inclusivity

Subthemes: Course/Curriculum (Re)Design
Experiential Learning

This session will review the importance of STEM in every single classroom. Most educators think that only the STEM teachers have an importance to apply these skills, but these other core subject areas also have this ability. Core subjects and their educators have the ability to instill in their students the importance of innovation through these topics, even though they may not even teach that. This may be something as simple as integrating different forms of technology in the classroom, building new projects, and advancing what is already known to these students.

Outcomes:

1. Describe the different ways that your classroom is impacted by STEM resources.
2. Understand what is being done in the classrooms of STEM and figure out how to further connect the understanding of what they are doing.
3. Create an integration plan either by yourself or collaboratively with other teachers who are teaching the same thing as you.

P O

Experiential Learning in the Quantitative Classroom Through Project-Based Learning

Regina Rahn, Aurora University

Ramona Baima, Aurora University

Uma Harijith, Aurora University

Key Statement: Aurora University mathematics faculty are integrating experimental learning in the classroom through the implementation of real-world projects into the curriculum, which demonstrates the enhancement of students' critical thinking, self-reflection, decision-making, and communication skills.

Keywords: Real-World Mathematical Applications, Mathematical and Interdisciplinary Connections, Collaborative Learning

Subthemes: Experiential Learning
Instructional Methods

Aurora University mathematics faculty are integrating experimental learning into the classroom to connect the real world to course content. The infusion of projects into the curriculum from entry- to senior-level courses is enhancing students' critical thinking, self-reflection, problem-solving, competencies in self-reflection, decision-making, application, synthesis, and communication skills. It shifts learning from instructor-centered teaching to student-centered learning. The implementation and effects of this experience will be discussed.

Outcomes:

1. Construct experiential learning opportunities in quantitative classrooms through real-life applications.
2. Plan small course changes with the goal of shifting learning from instructor-centered to student-centered learning.
3. Summarize strategies from the session that may be used to facilitate development of students' communication, critical thinking, problem-solving, self-reflection, decision-making, and synthesis.

P P

Curricular Assessment Through Mapping and Gapping

Cheryl Rodgers, University of Wyoming

Key Statement: Curriculum mapping reveals gaps in current educational programming to enhance learning experiences of graduating nurses.

Keywords: Curriculum Mapping, Identifying Curricular Gaps, Competency-Based Assessment

Subthemes: Course/Curriculum (Re)Design
Assessment

Nursing programs have numerous competencies to produce proficient nurses. A recent change in curricular design standards prompted re-evaluation in program delivery.

We will discuss how faculty moved from a concept-based to a competency-based curriculum. Faculty needed to meet multiple standards with course activities. This exercise mapped course activities to a variety of requirements.

After mapping course outcomes and activities, the faculty are ready to embark on curricular redesign to address gaps in the current curriculum. The goal is to create a more comprehensive educational program that is focused both on knowledge and emphasizes action based on clinical judgment.

Outcomes:

1. Utilize course assignments to meet multiple competencies.
2. Identify how a curriculum can be aligned with multiple competencies.
3. Verbalize how accreditation standards impact educational programming.

P Q

Enhancing Student Success in a Rigorous Course Through Reinforcement of Prerequisite Knowledge

Ning Sui, North Carolina State University

Key Statement: This study explores the impact of reinforcing foundational knowledge on student success in a challenging biochemistry course, aiming to boost students' confidence and optimize learning outcomes.

Keywords: Prerequisite Knowledge, Student Success, Educational Strategies

Subthemes: Instructional Methods
Metacognition

Principles of Biochemistry, an upper-level major's survey course, is notoriously known for being challenging. This keystone course extensively builds upon prerequisite knowledge from organic chemistry. Yet, many students lack a strong foundation in organic chemistry, turning an already demanding course into an overwhelming ordeal. To address this, our study introduced an organic chemistry review module to reinforce key concepts and better prepare students for biochemistry. Results showed a strong correlation between engagement in the module and progressive course performance. Further study will be performed to validate this correlation, while the methodology is applicable to challenging courses in other STEM fields.

Outcomes:

1. Analyze the impact of organic chemistry foundations on biochemistry course outcomes.
2. Assess the effectiveness of prerequisite review in improving student performance.
3. Apply insights to generate adaptive learning for STEM education.

P R

A Post-Pandemic Examination of Teachers' Emotional Intelligence: Taking Care of Teachers To Take Care of Students

Daniella G. Varela, Texas A&M University-Kingsville

Key Statement: Teachers recognize that emotional intelligence is necessary for effective teaching and meaningful student relationships. Come learn why, and how to promote better professional development.

Keywords: Emotional Intelligence, Teacher-Student Relationships, Professional Development

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

The COVID-19 pandemic impacted the education system in a number of ways, and teachers are on the front lines as the most direct connection to students and students' needs. This session presents the findings of qualitative research on what teachers understand about their own emotional intelligence, and their needs for better professional development to best serve students in this new era. Discussion includes findings that reveal educators' sense of being underqualified to properly serve their students emotional needs. Recommendations for practice and targeted, improved professional development opportunities are included.

Outcomes:

1. Analyze the challenges of classroom teaching from the lens of emotional intelligence to better understand its relevance to the profession.
2. Construct a list of approaches to improve teachers' emotional intelligence through professional development.

3. Apply qualitative research strategy to best understand the needs of teachers' or staff to positively impact teacher retention and student success.

P S

Evidence-Based Success of Restorative Practices Implemented in Texas School Districts

Daniella G. Varela, Texas A&M University-Kingsville

Key Statement: Restorative practices, as an alternative to zero-tolerance, empower schools, increase attendance rates and decrease disciplinary referrals. Come see the proven impacts in Texas school districts!

Keywords: Restorative practices, School Culture, Attendance Rates

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

This session presents the findings of a study that collected data over three school years to determine the impact of restorative practices on discipline referrals and student attendance rates. The comparative study used data from four secondary campuses located in two school districts with similar student demographics in South Texas. Restorative practices were found to be impactful in public middle schools by statistically and significantly reducing the number of discipline referrals, while in public high schools, supporting increases student attendance rates.

Outcomes:

1. Summarize the principles of restorative practices and influence on students in school systems.
2. Analyze the evidence to support implementation of restorative practices in school systems.
3. Understand the shared responsibility of school leaders, staff, and students to build and sustain a positive school culture.

Wednesday, May 22, 2024

Schedule at a Glance

6:45 am - 9:30 am

Help Desk Open

6:45 am - 8:00 am

Private Buffet Breakfast
Name Tag Required

Phoenix Ballroom

8:00 am - 8:30 am

Roundtable Discussions

8:45 am - 10:00 am

Austin

Plenary 3

Foundational Concepts in Social Psychology Applied to Teaching and Learning

Todd Zakrajsek

Wednesday May 22, 2024

8:00 am - 8:30 am

Roundtable Discussions

Phoenix Central

RT A

Sustaining and Initiating Faculty Learning Communities

Milton D. Cox, Miami University Emeritus

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

Keywords: Faculty Learning Communities, Faculty Development, Sustaining FLCs

Subtheme: Other

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

Outcomes:

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

RT B

Not Horsin' Around: Ungrading in an Equine Experiential Learning Course

Jenny Ingwerson-Niemann, University of Wyoming

Key Statement: Getting a job isn't horseplay. Experiential learning and ungrading can empower all. Emphasize "learning by doing," transforming student growth and reducing stress from traditional grading.

Keywords: Ungrading, Contracts, Experiential Learning

Subthemes: Grading/Ungrading/Providing Feedback to Students
Experiential Learning

Preparing students for the workforce is not easy. Experiential learning (EL) with reflection helps students navigate joining the workforce. Tension can be felt when utilizing EL and standard academic grading. Traditional grading can be detrimental to student learning (Bloom, 2020) and student growth. EL classes with contract-based grading empower "learning by doing" while being present in moments to develop student growth. This roundtable will encourage participants to consider how EL and contract-based grading can improve student-instructor communication and relationships, invites student agency and self-sufficiency, and utilizes transparency while promoting student engagement and inclusivity.

Outcomes:

1. Differentiate between student learning and growth when applying contract-based grading versus standard academic grading paradigms.
2. Critically analyze and evaluate the impact of reflection within the context of experiential learning.
3. Compare and contrast various formats of experiential learning (EL) classes, specifically focusing on those that utilize contract-based grading.

RT C

Using Literature Circles to Foster Preservice Teachers' Cultural Competence

Rose Jagielo-Manion, West Chester University

Key Statement: Preservice teachers will enter classrooms filled with students with diverse experiences and perspectives. Learn how literature circles were used to foster preservice teachers' cultural competence.

Keywords: Literature Circles, Cultural Competence, Historically Responsive Literacy Framework

Subthemes: Instructional Methods
Instructional Skills

Research shows that K–12 public schools are 45% White, 15% Black, and 30% Hispanic students (Chen, 2022). However, according to recent data, K–12 public school teachers are 80% non-Hispanic White, 9% Hispanic, 6% non-Hispanic Black, 2% non-Hispanic Asian, and 2% non-Hispanic and Multiracial (Taie & Lewis, 2022). This disparity has significant implications for teacher education programs in preparing preservice teachers for the diverse students and families with whom they will work. This presentation describes how one instructor utilized literature circles and aspects of Muhammad’s Historically Responsive Literacy Framework (HRLF) (2020) to foster preservice teachers’ cultural competence.

Outcomes:

1. Discover how Muhammad’s Historically Responsive Literacy Framework (2020) can be used to guide preservice teachers’ self-reflection and foster cultural competence.
2. Explore how literature circles can be used with students/teacher candidates to support their understanding of the experiences and perspectives of the students, families and communities they serve.
3. Generate ideas for texts, materials, resources and/or activities that might offer diverse experiences and perspectives for their students.

RT D

Supporting Engagement and Motivation in Post-Pandemic Learning Environments

Aryn Kruse, Graceland University

Tanya Coffelt, Graceland University

Key Statement: Faculty are competing in the classroom with increasingly complex contributing factors to student disengagement. Come discuss solutions to enhance student engagement in post-pandemic learning environments.

Keywords: Engagement, Motivation, Learning Environments

Subthemes: Classroom Community/Culture
Instructional Methods

It can feel defeating when the passion you feel for your subject matter is seemingly unheard or even ignored. This interactive roundtable will engage participants in discussion about issues of classroom engagement, motivation, and effective learning environments. Presenters will provide relevant information and resources related to these topics and invite participants to collaborate and consider impactful solutions to provide inviting and stimulating learning environments to support classroom engagement.

Outcomes:

1. Connect factors relating to disengagement with supportive, student-centered solutions.
2. Consider post-pandemic issues impacting students and discuss aligned strategies to support student learning and development.
3. Adapt instructional decisions when given hypothetical scenarios related to student disengagement and consider how these adaptations generalize into their own teaching and learning spaces.

RT E

Refining Learning Assessment That Enhances Knowledge Expression in a Redesigned Calculus Course

Girija Nair-Hart, University of Cincinnati

Key Statement: In a redesigned calculus course, instruction was more interactive, teaching was student-centered, and assignments were innovative and more inclusive with hands-on projects, yet proper knowledge transfer did not seem to materialize during traditional common testing practices.

Keywords: Calculus Redesign, Assessment, Knowledge Transfer

Subtheme: Indirect Instruction
Course/Curriculum (Re)Design

In a redesigned calculus course, instruction was more interactive with students solving problems in groups, sharing solutions with the whole class, and modifying solutions with insightful exchanges of ideas. The assignments were diverse with regular formative assessments, group and individual short quizzes, and writing assignments. More inclusive hands-on projects called

labs that focused on real-life applications of calculus concepts gave students a sense of belonging in a community where calculus learning was dynamic and more relatable with everyday life. A service-learning component, where calculus students engaged local high school students in a mathematical modeling activity, was also a well-liked component of this course. However, the results of a traditional final examination revealed the need for additional interventions to facilitate knowledge transfer in this course.

Outcomes

1. Reflect on why we teach what we teach in the manner we teach.
2. Familiarize themselves with ideas to employ small changes in the courses you teach for big changes in student motivation and their involvement in learning.
3. Investigate ways to facilitate measurable knowledge transfer in the widely accepted testing practices.

RT F

Enhancing Virtual Social Interaction Through Online Assignments

Rose Olson-Long, Parker University

Key Statement: This roundtable discussion showcases strategies for using online assignments, including peer review and social annotation tools, to enhance social interaction and community.

Keywords: Online Learning, Student Engagement, Community

Subthemes: Classroom Community/Culture
Online/Hybrid/Hyflex Instruction

This roundtable discussion will explore impactful online assignments for higher education designed to foster social interactions among isolated students. Participants will discover strategies to promote engagement and community in virtual learning environments, contributing to a richer educational experience. Through practical examples and research-backed approaches, such as peer-reviewed assignments, annotated readings, and social media, educators will gain actionable insights into creating more interactive and supportive online learning environments. This addresses challenges of student isolation and disengagement in virtual settings, ultimately enhancing the overall learning journey.

Outcomes:

1. Identify effective online assignment designs for promoting social interactions in higher education.
2. Assess the impact of socially interactive assignments on student engagement and learning outcomes.
3. Obtain practical insights for integrating innovative online activities to enhance the overall student experience in virtual classrooms.

RT G

Overcoming Confirmation Bias in Undergraduates' Views of Urban Schools

Paul Sylvester, West Chester University

Key Statement: This session looks at a classroom intervention designed to help teacher preparation students overcome the tendency for confirmation bias regarding negative perceptions of urban schools.

Keywords: Teacher Preparation, Urban Schools, Confirmation Bias

Subthemes: Course/Curriculum (Re)Design
Experiential Learning

In the past, my undergraduate teacher preparation students at our suburban university have balked, en masse, at my requirement for them to spend a morning in one of our three urban partner elementary schools. To help overcome the tendency for confirmation bias regarding negative expectations, I made a number of changes to our preparation. This session reports on the changes I made in my class and the pre- and post-reflections of 31 students. In these, they detail how their views changed, or not, regarding 14 dimensions related to the urban neighborhood, school, teachers and students.

Outcomes:

1. Understand the challenge of confirmation bias.
2. Gain strategies for overcoming confirmation bias in experiential education.
3. Become self-aware of instances of confirmation bias.

Not a Chatbot!: Encouraging Student/Instructor Rapport in the Online Classroom

Cecilia Solis-Sublette, Palo Alto College

Key Statement: This roundtable will seek and share practices that encourage continued student/instructor communication in the online classroom.

Keywords: Canvas, Online, LMS

Subthemes: Online/Hybrid/Hyflex Instruction
Classroom Community/Culture

Learning management systems (LMSs) like Canvas have multiple tools available to encourage communication between student and instructor that prove vital in the asynchronous online classroom. This discussion will explore how instructors can encourage course communication with students without causing information overload. Practices for discussion will include self-evaluation of assignments via submission comments, assignment comment replies, announcement tagging, announcement replies, inbox, Canvas Groups for small group discussions and collaboration, and more. As this is a roundtable discussion, attendees are asked to bring their own successful ideas to share with the group. A handout showing the basics of tool use will be available for attendees.

Outcomes:

1. Understand/be reminded of the importance of instructor/student rapport in the online classroom
2. Discover at least one new idea for building rapport in the online classroom
3. Critically evaluate their online presence in their online classrooms and make a plan for increasing rapport and presence with the goal of increased student success in high-challenge courses.

Plenary 3

Foundational Concepts in Social Psychology Applied to Teaching and Learning

Todd Zakrajsek

Institutions Represented

ADHD Center of West Michigan

Alvernia University

Angelo State University

Aurora University

Austin Community College

Baylor University

BCcampus

Belmont University

Blinn College

Boise State University

Brigham Young University

BYI - Idaho

Canisius University

Carroll University

Case Western Reserve University

Chadron State College

Chamberlain University

College of Saint Benedict

CUNY Queens College

Drexel University

Duke University

Evangel University

Embry Riddle Aeronautical University

Farmingdale State College SUNY

Ferris State University

Florida International University

Glendale Community College

Graceland University

Grand Valley State University

Highline College

Hillsborough Community College

Hope College

Johns Hopkins University

Laramie County Community College

Lincoln Memorial University

Lipscomb University

Madison Area Technical College

Metropolitan State University Of
Denver

Miami University

Milwaukee School of Engineering

Minnesota State University, Mankato

Morgan State University

Nevada State University

New York University

Normandale Community College

North Carolina State University
North Carolina Wesleyan University

Oakton College
Oregon State University

Pacific University - Oregon
Parker University
Penn State University
Pennsylvania Western University
PennWest University Clarion
Prairie View A&M University

Red Deer Polytech

Saint Joseph's University
Sam Houston State University
SUNY Empire State University

Texas A&M University
Texas A&M University - San Antonio
Texas Lutheran University
Texas Woman's University
The Ohio State University
The University of Baltimore
The University of Texas at Austin

The University of Texas at Dallas
The University of Texas at El Paso
The University of Texas at San Antonio
Trinity University

University at Buffalo
UCLA
UNC at Chapel Hill
University of Arkansas
University of Calgary
University of California Los Angeles
University of Cincinnati Clermont
University of Houston
University of Houston Downtown
University of Iowa
University of Kentucky
University of Mary Hardin-Baylor
University of Maryland Eastern Shores
University of Massachusetts Lowell
University of Portland
University of Rhode Island
University of San Diego
University of Texas at San Antonio
University of Washington Bothell
University of Wisconsin- Stevens Point

University of Wyoming

UNT Dallas

Vanderbilt University Medical Center

Virginia Tech

Washington College

West Chester University

West Coast University

Westcliff University

Wingate University

Westcliff University

Widener University

Wingate University

WOM Communications