

Lilly Conference

COLLEGE AND UNIVERSITY
TEACHING AND LEARNING



CONFERENCE PROGRAM

EVIDENCE-BASED TEACHING AND LEARNING

Austin, TX | January 4-6, 2018

Welcome to Lilly-Austin!

This is our 5th Lilly Conference in Austin. Our overarching conference theme, “Evidence-Based Teaching and Learning”, emphasizes the importance of scholarly teaching to improve student learning.

The potential to improve student-learning outcomes related to knowledge gained by attending this interdisciplinary teaching conference is staggering. Aside from potential student gains, over the years, this conference resulted in many other positive outcomes: grants ideas were initiated, satisfaction with teaching increased, new colleague friendships formed, promotion and tenure decisions were impacted, and many meaningful connections with other faculty members throughout the country were established. We continue our commitment to this reach of improving student learning and provides faculty additional connections.

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

The conference pace is brisk, there are many choices among concurrent sessions, and the risk of information overload is always present. If you need a break, Austin is the live music capital of the world, and ranks in the top 10 cities for BBQ! It has gained popularity as a travel destination by foodies, music lovers, families and hipsters. Spend an evening with a few of your new colleagues to check out what this great city has to offer.

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

Best,



Todd Zakrajsek, Ph.D.
Conference Director

Conference Information

Name Badges

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

Attending Sessions

Scheduling rooms for sessions is one of the most difficult of all conference tasks. We do our best to schedule topics, rooms, and presenters in ways to maximize conference space. There may be occasions when sessions draw many more participants than expected. In those instances, please be patient about the seating and/or consider another concurrent session. For sessions in which you are particularly interested, we strongly suggest you arrive as early as possible.

Evaluation of Sessions and Conference

Assessment is important to us. We encourage you to complete the paper/pencil session evaluations following each concurrent session. Place your completed evaluation in the envelope provided at the front of the room. Conference staff will collect the completed session evaluations. PLEASE do not evaluate sessions electronically in Guidebook. Session evals will be scanned and emailed to presenters. We do care about your conference experience; if you have any concerns during the conference, please come to the conference registration desk and speak to an ITLC staff member.

Meals/Guest Meals

Your conference registration includes: an afternoon snack on Thursday; breakfast, lunch, afternoon refreshments, and a reception on Friday; and breakfast and lunch on Saturday. Name badges are required for entrance to meals. Unfortunately, due to space limitations, it is not possible to have individuals pay for meals as a guest and dine with you or to join us for the reception. However, there are several restaurants within walking distance.

Book Raffle

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

Social Media

Stay connected with us all year long through social media. Make sure to like us on Facebook, find us on LinkedIn as Lilly Conference Group, and tweet about your experience with #lillytx. Within the Guidebook App, you can message participants, make a personalized schedule, and share photos of the conference.

Networking

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

Acknowledgments

Thank you to our presenters and participants who have made the commitment to come to Austin for this conference. We appreciate that you have many obligations, both professional and personal, and your presence demonstrates your commitment to your work and to your commitment to the outcome of student learning. By attending this conference you also show that you value the opportunity to come together to think about, talk about, and apply new ways of approaching teaching and learning. We trust you will leave this gathering with an understanding of how many faculty like yourself, are committed to teaching and learning.

We also appreciate our Cosponsoring Institutions. Early in the planning stages, cosponsors pledge to bring a minimum of five participants to the conference as well as to assist with program development and selection of speakers.

Reviewers

We wish to take this opportunity to recognize our proposal reviewers. The following individuals took time out of their very busy schedules to help us make programming decisions.

2018 Lilly-Austin Reviewers:

Raymond Blanton, *University of the Incarnate Word*
Tim Brackenbury, *Bowling Green State University*
Mike Buckholt, *Worcester Polytechnic Institute*
Maria Christian, *Northeastern State University*
Peter Eberle, *Penn State University*
Bonnie Farley Lucas, *Southern Connecticut State University*
Janet Josephson, *Millersville University*
Sal Meyers, *Simpson College*
Karobi Moitra, *Trinity Washington University*
Paulchris Okpalla, *California State University, San Bernardino*
Missi Patterson, *Austin Community College*
Chris Penna, *University of Delaware*
Brian Smith, *Graceland University*
Stacy Souther, *Cuyahoga Community College*
Marla Thompson, *Life University*
Brigit Trogden, *Clemson University*

Special Thanks

Our gratitude goes out to Milt Cox and Laurie Richlin. Laurie founded the regional Lilly Conferences on College and University Teaching, which have each grown into national conferences, and we thank her for planting those seeds from which so many have benefited. Milt Cox founded the original Lilly Conference on College Teaching nearly 40 years ago. He recognized the importance of bringing together individuals from a variety of disciplines to discuss issues that face us all, and did this before the concept of a conference centered on teaching and learning was common. He has done so much for so many, and been an exceptional friend to all who care about student learning and faculty development. Thank you.



Plenary Presenters



Elizabeth Barkley

Elizabeth Barkley, PhD, is a Professor of Music History at Foothill College, Los Altos, California. She is a musician, educator, scholar, and author. She is well versed in both face2face classroom pedagogy and online teaching and learning. Her writings include the topics of assessment, collaborative learning, and student engagement. Elizabeth is the recipient of multiple teaching awards including recognition as a Carnegie Scholar in the discipline of music.

Terms of Engagement: Understanding and Promoting Student Engagement in Today's College Classroom



Claire Howell Major

Claire Howell Major, PhD, is a professor of Higher education. Her teaching experience includes courses on college teaching and teaching with technology. She is well versed in research in the field of higher education, with research pursuits in the area of faculty work, pedagogy, and technology in teaching. She is an expert in qualitative research. She has authored and co-authored multiple books and journal articles.

Reframing the Lecture as a Pedagogy of Engagement



Todd Zakrajsek

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

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

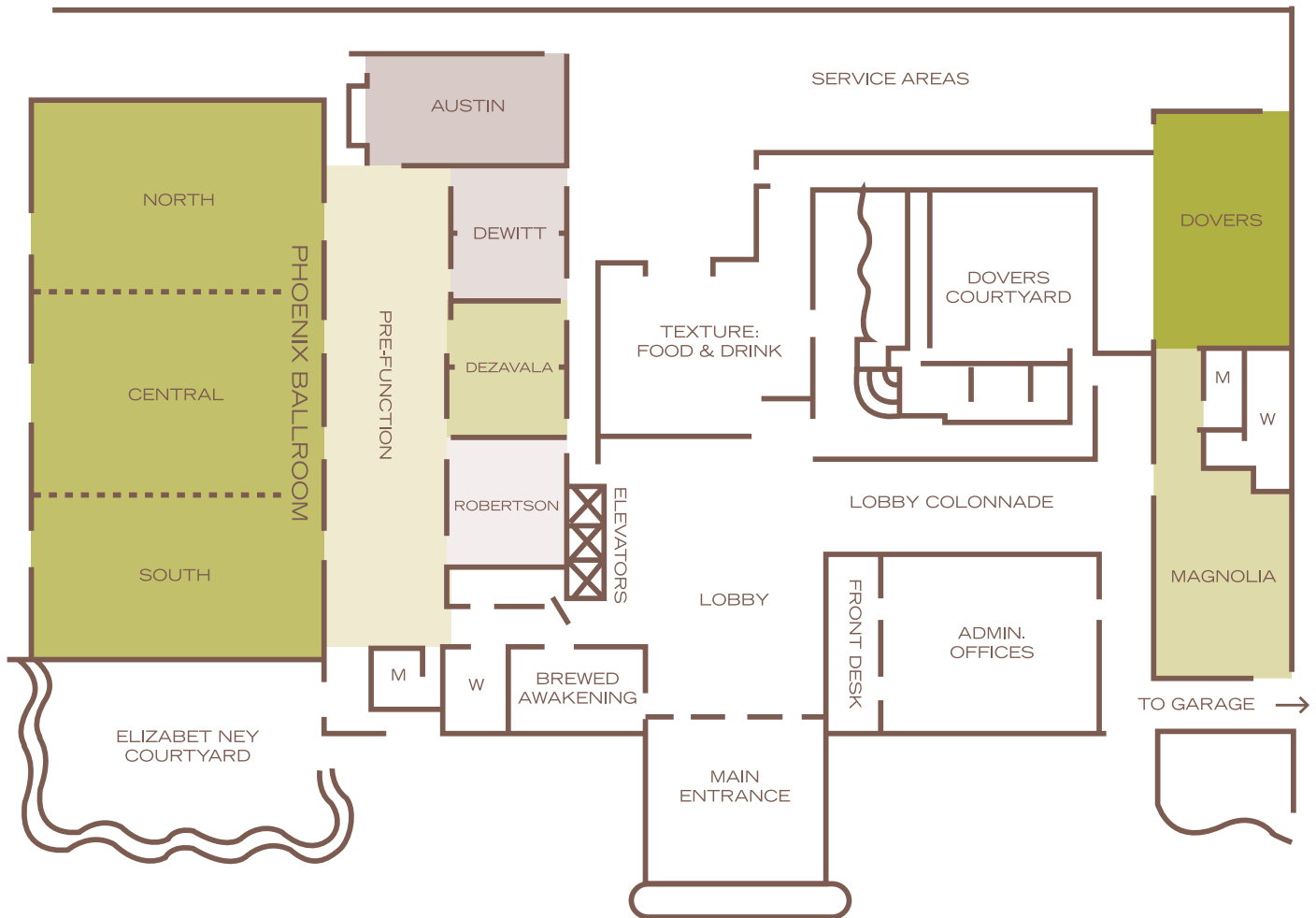
Venue Information

DoubleTree by Hilton Hotel Austin*

***Important Notice:** There are four DoubleTree Hotels in Austin, two of which are on Interstate 35. Please note the address.

6505 N. Interstate 35
 Austin, TX 78752-4346
 (512) 454-3737

Lilly Conference participants receive discounted rates on hotel rooms, complimentary parking for both day use commuters and overnight hotel guests, complimentary internet, and complimentary shuttle service to and from downtown Austin on Thursday and Friday evenings.



Situated between the downtown business district and the Austin Arboretum, this north Austin hotel is just 20 minutes from Austin Bergstrom International Airport and five minutes from downtown Austin. The elegant Spanish Colonial-style hotel is minutes from the best shopping, dining and entertainment Austin has to offer.

Session Abstracts and Outcomes

In alphabetical order by the lead presenter's last name

Lessons Learned: Cultivating Successful Undergraduate Level Faculty-Mentored Research

Kathy Bailey and Jing Tan - *Bridgewater State University*

Faculty experienced in mentoring undergraduate research and honors thesis will provide comprehensive guidance on recruitment, retention, and lessons learned.

Abstract: This workshop will provide practical knowledge of lessons learned in recruiting and retaining undergraduate students to engage in effective research and honors thesis projects. Utilization of case studies will illustrate characteristics of successful and unsuccessful projects to better understand how to maximize student success.

Learning Outcomes: (1) Gain specific knowledge of lessons learned in mentoring undergraduate research. (2) Understand the scope and resources required to engage students in undergraduate research. (3) Gain new perspectives on recruitment and retention of students to complete undergraduate research /thesis.

Session Type: 50-Minute Concurrent

Terms of Engagement: Understanding and Promoting Student Engagement in Today's College Classroom

Elizabeth Barkley - *Foothill College*

Abstract: Concern over student engagement is central to conversations regarding quality in higher education, but what does 'student engagement' really mean? And once we know, how can we achieve it? In this plenary address, we will explore a dynamic, 5-component model for defining what 'student engagement' means and use this to identify strategies and techniques for promoting it. You will leave with a framework for understanding student engagement as well as a repertoire of practical and effective strategies for creating a course that fosters sustained attention and elicits students' best work in today's varied teaching and learning contexts.

Learning Outcomes: (1) Describe a 5-component framework for defining student engagement. (2) Explain key aspects of the research and theory that underpin each of the five components of the student engagement framework. (3) Refer to a knowledge repository of ideas and strategies for promoting engagement that can be applied in a variety of classroom contexts.

Session Type: Plenary Presentation

Going Guerrilla: RAD Undergraduate Research Templates in Practice

Michael Barnes and Elizabeth Barnes - *Stetson University and Daytona State College*

We describe how guerrilla and RAD research strategies are applied in undergraduate projects and invite participants to duplicate and submit projects to an undergraduate journal.

Abstract: Undergraduate writing projects continue to have little meaning outside a course itself. In addition, undergraduate research is often seen as unachievable, much less an essential outcome. Our application of RAD (repeatable, aggregable, data-driven) writing projects with guerrilla research methods (e.g. zero cost/available tech) and creation of an associated undergraduate research journal result in relevant learning experiences for students and the successful acquisition of knowledge across disciplines. In this presentation, we describe three RAD guerrilla research templates and invite participants to duplicate these studies and to submit their students' results to an undergraduate journal devoted to reform through research.

Learning Outcomes: (1) Integrate guerrilla and RAD research strategies into assignment design. (2) Apply best practices in rhetoric and composition to undergraduate writing projects. (3) Create an online open source peer-reviewed undergraduate research journal.

Session Type: 50-Minute Concurrent

Can Service Learning Help Economics Students Learn Better?

Alan Bartley - *Transylvania University*

This presentation discusses methods and rationales for incorporating service learning within atypical disciplines via an economics principles course – utilizing a quantitative analysis of assessment outcomes

Abstract: This paper provides a study of the incorporation of service learning pedagogy within undergraduate economic principles courses. This tool is atypical of economic instruction techniques generally. These specific courses are designed to measure the impact on learning outcomes of introductory economics students by comparing graded assignments from two cohorts of students: one utilizing service learning opportunities within nonprofit community partner organizations and the other incorporating outside-of-class research assignments. The paper utilizes a quantitative analysis of class assessment data to statistically show the effect of local experiential service learning activities in theoretical economic knowledge attainment.

Learning Outcomes: (1) Visualize how service learning can be utilized within a non-typical academic discipline. (2) Learn about a pedagogical approach to service learning assessment. (3) Examine a quantitative analysis of student service learning outcomes.

Session Type: Poster Presentation

Lessons Learned: Engaging Novice Learners in Mandatory Introductory Courses

Ellen Bartley - *Farmingdale State College*

Do you teach a mandatory introductory class? These classes pose challenges for student engagement and success. Let's talk about how to engage our students!

Abstract: If you teach a mandatory introductory course, you may have noticed that not all students arrive ready, willing, and able to learn. These courses offer opportunities for both students and instructors. For some, these courses entice students into a discipline; for others, they serve to “weed out” students who are not likely to succeed in the field. For all instructors, these courses present challenges and opportunities to engage students in learning how to learn. This presentation will both offer suggestions for beginning of the semester strategies and assignments, as well as engage participants to co-create a tool box of strategies.

Learning Outcomes: (1) Identify the challenges and opportunities in teaching introductory courses to novice learners. (2) Adapt or create a “first day” assignment to help instructors get to know their students quickly. (3) Develop a paragraph for the syllabus to address “learning how to learn” in a specific discipline.

Session Type: 50-Minute Concurrent

Systems Thinking for the Classroom

Tricia Berry and Keith Smith - *Kaplan University*

Systems thinking is a method of analysis and problem solving that connects many different components of an organization or program to one another. This presentation will show how a systems thinking approach to classroom management has the potential to improve student results both inside and outside of the classroom.

Abstract: Faculty members often present the courses they teach as a stand alone content, and may not have a good understanding of how the information presented in their course connects with the information presented in other courses, entire academic program, or the overall student experience. One way to enhance student experience is to help faculty members approach their classroom management from a systems perspective. This session will provide introductory information about systems thinking and lead participants through an exercise to gain insight into how they can implement a systems approach in their courses.

Learning Outcomes: (1) Describe the basic principles of systems thinking. (2) List the systems that may impact or are impacted by the student's classroom experience. (3) Describe one application of systems thinking that would improve their own classroom.

Session Type: 50-Minute Concurrent

Using the Five Languages of Appreciation to Strengthen Engagement

Chelsea Biggerstaff and Jeff Johannigman - *Austin Community College*

Through the lens of the languages of appreciation, we will examine techniques that can be used in and out of the classroom to enhance engagement.

Abstract: Discover secrets to tapping into your students motivation in the classroom. Through the lens of the languages of appreciation and motivational theory, we will examine strategies and techniques that can be used in and out of the classroom to enhance engagement and success and navigate potential blind spots in communication.

Learning Outcomes: (1) Identify the negative results that can occur when students and/or colleagues do not feel valued or appreciated. (2) Describe the five languages of appreciation and what they look like in daily life. (3) Apply the principles of the languages of appreciation in and out of the classroom.

Session Type: 50-Minute Concurrent

When Mindfulness Meets the Classroom

Chelsea Biggerstaff - *Austin Community College*

In this workshop, we will study the Contemplative Pedagogy Movement in higher education and discuss easy ways to incorporate a mindful practice in your classroom.

Abstract: In this workshop we will discover the growing popularity of mindfulness by looking at mindful training implemented in high tech companies like Google, the military, and elite athletes. We will study the Contemplative Pedagogy Movement that is being incorporated in many higher education institutions. We will complete a self evaluation on how mindful we are in day-to-day interactions. We will move into practical strategies of implementing mindfulness in and out of the classroom through completing the following activities together: five mindful minutes; contemplative reading; contemplative writing; and divergent thinking exercises. We will conclude the session with a discussion on what this would look like in content specific classrooms.

Learning Outcomes: (1) Understand the "contemplative pedagogy" movement in higher education. (2) Use mindful strategies in and out of the classroom. (3) Discuss mindful practices in various classroom disciplines.

Session Type: 50-Minute Concurrent

Masterclass: Cultivating Communication Capacities

Raymond Blanton and Trey Guinn - *University of the Incarnate Word*

Masterclass explores the importance of play as an innovative pedagogical approach and active learning strategy to cultivate communication capacities, competence, and confidence.

Abstract: In 2012, The Study on Undergraduate Education at Stanford noted: “In a world rife with misunderstanding and riven by all manner of political and sectarian disputes, nothing is more important to responsible citizenship than the capacity to communicate.” Our purpose is to explore innovative pedagogical approaches and active learning strategies that cultivate communication capacities. In short, we explore Masterclass as both a case study and a pedagogical style. Specifically, we (1) re/consider what communication is/not, (2) ponder the importance of play in pedagogy, and (3) demonstrate how Masterclass improves competence and confidence in an array of speech situations.

Learning Outcomes: (1) Implement an innovative pedagogical approach (Masterclass). (2) Apply several active learning strategies related to communication. (3) Use a variety of playful pedagogical assignments to improve confidence.

Session Type: 50-Minute Concurrent

Scaffolding a Semester Long Project to Increase Real World Impact

Anne Bower - *Jefferson University*

Experiential learning redesign of a semester project will be used to foster participants brainstorming for restructuring their own course to increase engagement, reflection and application.

Abstract: A research only semester project was redesigned to be experiential for increased real world application. The redesign included scaffolding of a project plan, health goal, literature review, monitoring journal of a hands-on project, biweekly class sharing sessions, librarian and writing tutor support and an impact presentation. Fifty-two percent of students (N= 24) had measurable improvements in their own health (lowered anxiety, stress, hypertension, A1C, weight or increased fiber, sleep, positive mood, exercise) and 26% (N=12) provided health information to a family member or community organization. Design steps will be applied to participants own courses from this case study.

Learning Outcomes: (1) Identify components of an existing course where active and experiential learning methods could be employed. (2) Brainstorm learning goals and scaffolding opportunities in their own course. (3) Apply elements of experiential learning pedagogy concepts to initiate redesign of their own course to increase student engagement and real world application.

Session Type: 50-Minute Concurrent

Re-Prioritizing Our Well-Being: Evidence-Based Self-Care for Faculty

Allison Boye and Adam Smith - *Texas Tech University*

This session will attend to the stressors that faculty face in higher education, exploring evidence-based and tangible strategies for practicing better self-care.

Abstract: The concept of burnout is familiar for those who work in the fields of medicine, social work, and counseling, and it is increasingly well-documented for academics. Through discussion of research and collective experience, this session aims to attend to the stressors that faculty in higher education face on a regular basis. Participants will reflect on their own stressors and assess personal wellness practices while exploring evidence-based and tangible strategies for practicing better self-care that might help us all re-engage with our work, re-prioritize our personal well-being, and find greater satisfaction and success.

Learning Outcomes: (1) Identify prevalent sources of work-related stress as well as their physiological, emotional, and social consequences. (2) Assess personal self-care practices and recognize potential areas for improvement. (3) Identify multiple evidence-based and tangible praxes for practicing better self-care and begin to develop a personally meaningful action plan.

Session Type: 50-Minute Concurrent



Coaching and the Emergenetics Profile: Enhancing Faculty and Student Development

David Brobeck and Alan Digianantonio - *Walsh University*

This interactive, innovative session combines coaching with use of a unique psychometric tool, the Emergenetics Profile, as a way to enhance promote teaching and learning.

Abstract: What happens when faculty and student development emerges from a common experience? This session reveals how the Emergenetics Profile is being tested in across disciplines, undergraduate and graduate programs, including governmental studies, and graduate health studies. This is a highly interactive session where participants will experience the synergy of the investigations and have an opportunity to review the concepts, data, and assumptions. Most importantly, participants will leave this session considering how their thinking and behavior preferences can impact the teaching and learning relationship.

Learning Outcomes: (1) Understand the key coaching elements of the study, and the basic premises of the Emergenetics Profile. (2) Investigate the application of thinking and behavior preferences as a pathway to understanding various research implications. (3) Analyze their current professional teaching practices, and then articulate to a peer a means to apply key concepts from the session.

Session Type: 50-Minute Concurrent

Learning to Lead: Student-Professor Collaboration in Facilitating Class Discussions

David Brown - *Ohio University*

This session explores a collaborative activity between students and their professor designed to empower students to actively generate learning opportunities by leading class discussions.

Abstract: This presentation highlights an assignment that has proven successful in helping students gain competence and confidence in their critical thinking and public speaking abilities. Working collaboratively with their professor, teams of students prepare a presentation on a course-specific topic that includes a 15-20 minute guided class discussion that the students themselves plan and execute. Conference participants who attend this session will leave with ideas on how they can use an assignment of this type to accomplish multiple goals, including increasing student engagement, developing their students' presentation skills, and connecting their course content to its real world applications.

Learning Outcomes: (1) Recognize the benefits of working collaboratively with students to develop student-led class discussions. (2) Identify potential media sources that can aid students' comprehension of course material. (3) Appreciate the importance of fostering students' presentation and preparation skills.

Session Type: Round Table Discussion

An Examination of the Needs of Non-Traditional Students

Mary V. Brown - *Utah Valley University*

This session will describe how undergraduate health students participated in an engaged learning activity by conducting an assessment of NTS to identify the barriers and needs of these unique students.

Abstract: This presentation will review an engaged learning project using undergraduate student researchers who were trained in Focus Group methodology. Five focus groups were conducted to examine the unique needs of non-traditional students (NTS). Student researchers moderated the focus groups, served as note takers, transcribed the digital recordings, and helped to analyze the qualitative data. The presentation will describe how to involve student researchers in the engaged learning process, and will describe the results in terms of the challenges, barriers, and needs of the NTS and how faculty can improve the learning experience for the NTS population in their classes.

Learning Outcomes: (1) Determine how engaged learning activities might be able to supplement classroom learning. (2) Identify the most common barriers and life challenges experienced by NTS. (3) Formulate a plan to enhance the experience of NTS to make improvements in their department or classroom to help meet the needs of NTS.

Session Type: 50-Minute Concurrent

Benefits and Challenges of Publishing Undergraduate Students' Writing

Chrissy Burns - *The Hong Kong Polytechnic University*

This session presents an analysis of a university's experience with publishing an e-journal of student writing, highlighting the benefits and challenges for the stakeholders.

Abstract: A journal of undergraduate writing can offer students the benefits of increased motivation and a deeper engagement in process writing, while requiring university commitment and resources for its success. This session will share a university's experience of publishing an online journal of undergraduate writing of various genres. Views of many stakeholders will be discussed, including those of student writers and teachers who volunteer as editors and editors-in-chief. In addition to suggestions for best practices for publishing such a journal, an overview of resources for publishing in this context will be presented.

Learning Outcomes: (1) Understand benefits and challenges of publishing a journal of student writing. (2) Learn about best practices for publishing such a journal. (3) Learn about other models for publishing undergraduate student writing.

Session Type: 20-Minute Concurrent

Space is Pedagogy: Learning Professional Literacies Through Digital Experiences

Gretchen Busl, Dundee Lackey, and Maureen Johnson - *Texas Woman's University*

This presentation will help participants consider how learning outcomes connect to professional literacies their students must develop and explore how digital learning can help.

Abstract: Classroom technologies can be overwhelming and difficult to manage. A necessary first step is to identify learning outcomes and identify technologies that address those outcomes. This presentation will use theory and case studies as a means of developing digital assignments that will address learning outcomes. The presenters will help participants consider how the learning outcomes of their individual courses connect to the professional literacies their students must develop, and explore how learning experiences can help them get there.

Learning Outcomes: (1) Articulate specific literacy skills they want their students to build. (2) Match literacy skills with specific learning outcomes. (3) Consider development of digital assignments and learning spaces supporting these skills and outcomes.

Session Type: 50-Minute Concurrent

Teamwork Makes the Dream Work: Strategies for Team Teaching Online

Troy Cooper and Sarah Kercksmar - *University of Kentucky*

This session will outline strategies for team teaching a multi-section online course. Content, maintenance, student engagement, and other common online course concerns will be addressed.

Abstract: Online instruction, especially in a newly formed course, can be an intimidating prospect for instructors. This session proposes a team-teaching approach to online instruction, based on instructor experiences teaching a multi-section online course on Information Literacy and Critical Thinking (though the strategies are applicable to all disciplines). This session will discuss many issues: student engagement online; development of relevant course content; course maintenance; online pedagogy; etc. The team approach to online instruction affords a variety of benefits, from workload management to richer instructor content.

Learning Outcomes: (1) Strategize methods for the enhancement of student learning online. (2) Apply a team-centered pedagogy to online instruction. (3) Understand the utility of multi-authored course content for online instruction.

Session Type: 50-Minute Concurrent

3D Powered Education

Jordan Daniel and Edgar Reed - *Angelo State University and Hardin-Simmons University*

The 3D printer must be viewed as a tool and not the educational outcome lest it become a distraction from learning.

Abstract: The 3D printer must be viewed as a tool and not the educational outcome lest it become a distraction from learning. Just as a distracted carpenter can hit their thumb with a hammer a student can misuse and miss the mark of printing in three dimensions. The presenters suggest 3 questions to ask of the use of the 3D printer to push towards effective and educative use: What is the real world justification/application for this print? What is the educational worth of printing this? Is this print a result of original creative (and critical) thinking?

Learning Outcomes: (1) Examine 3D printed items and evaluate their worth in the classroom setting. (2) Differentiate and prioritize between creative thinking prints and critical think prints (and their intersections). (3) Adapt and/or construct an idea for a print that serves an academic purpose.

Session Type: Poster Presentation

Ignite Learning, Ignite Students with Whole Brain Teaching

Alan Digianantonio and David Brobeck - *Walsh University*

Drawing on brain research, Whole Brain Teaching is an active learning strategy that fully engages students. Participants will understand and practice Whole Brain Teaching strategies.

Abstract: Brain research provides powerful insights that can be harnessed to create active and engaging classroom environments. Whole Brain Teaching (WBT) strategies draw on this research and immerse students in a cooperative learning environment. This multisensory approach incorporates cooperative learning techniques that focus on a positive class setting. By design, WBT enables an instructor immediately to monitor and track student progress on key course concepts. This session is highly interactive and designed to present and practice key elements for designing and implementing a WBT lesson and using specific strategies that provide an effective means for formative assessment.

Learning Outcomes: (1) Articulate connections among brain research and Whole Brain Teaching. (2) Demonstrate key strategies that are the focus of Whole Brain Teaching. (3) Create ways to embed Whole Brain Teaching into a lesson.

Session Type: 50-Minute Concurrent

Planning and Implementing a Sustained Professional Development Academy

Lynn Eaton - *University of Mary Hardin-Baylor*

This session will share the results of a successful professional development academy, and engage session attendees in planning and implementing one on their home campus.

Abstract: This session will highlight the successful implementation of a professional development academy (PDA) for college faculty. The PDA's purpose is to expand the pedagogical knowledge of faculty, and to increase their ability to design and teach learning-centered courses so that ALL students can learn course content, concepts, skills, and dispositions in a positive learning environment. At the end of the session, attendees will be able to: plan and sustain a similar PDA on their campus; create topics and tasks/experiences for their own PDA; discuss assessment outcomes for their PDA; and discuss how they would engage faculty colleagues in SoTL.

Learning Outcomes: (1) Determine how to create and sustain a similar professional development program on their home campus. (2) Create a list of topics and tasks/experiences for a similar program on their home campus. (3) Discuss how they would assess the outcomes of a program on their home campus.

Session Type: 50-Minute Concurrent

The Journey of Curriculum Redesign for Academic Success

Jim Emerson and Cheryl Rogers - *Centra College of Nursing*

Redesigning curriculum takes commitment from faculty and administration. Our journey through barriers and outcomes led to an improved curriculum to achieve the highest student outcomes.

Abstract: Content saturation is the new catchphrase in education, many education programs are initiating change towards new curricula. Curriculum change is complicated and impacts faculty, staff, students, and accreditors associated with educational programs. A successful program begins with dedicated leadership to guide the transition, and a successful transition begins with faculty who are dedicated to implementing the change. This dedication does not come easily to all faculty members. As our journey from content to concept based curriculum begins, we are working to anticipate potential barriers to faculty commitment and develop strategies to remove or avoid them before they become problematic.

Learning Outcomes: (1) Identify strategies for curriculum change. (2) Develop an organizing framework for concept curriculum. (3) Describe the process for choosing concepts and exemplars.

Session Type: 50-Minute Concurrent

Redesigning an Online Course for Scalable Personalized Learning

Sarah Felber and Jeanine Williams - *University of Maryland University College*

This presentation describes the redesign of an online, general education, university course to emphasize relevance for each student through metacognitive practice and student-centered, real-world connections.

Abstract: All students want to feel that their learning is relevant. But it can be challenging to design a single set of assignments that will feel relevant to thousands of diverse students. This is exactly the hurdle faced by the designers of an online general education course at a large university. We describe our approach to this problem, which includes reflective tasks that encourage metacognitive skills, and assignments that require students to engage with their own interests and experience. The elements of this approach have been shown to positively impact student motivation, knowledge transfer, and academic integrity

Learning Outcomes: (1) Describe benefits of metacognition supported through reflective assignments. (2) Consider ways to integrate course assignments with student interests and experience. (3) Articulate connections between personalized learning, student motivation, knowledge transfer, and academic integrity.

Session Type: 20-Minute Concurrent

Developing an Institutionally supported Scholars Program at a Community College

Catherine Ford and Deidra Peaslee - *Anoka Ramsey Community College*

Learn about the development and assessment of a SoTL Scholars program and gain ideas to help your institution plan its next steps.

Abstract: I wish my institution more formally supported my Scholarship of Teaching and Learning (SoTL) work! In this session, learn about how a community college's commitment to support faculty engagement with SoTL resulted in a Scholars Program. The challenge was to design a program encouraging faculty participation beyond



early adopters and to measure the impact of SoTL on student and teacher experiences. Participants will learn about the development of this program, view initial program data and instrument development to assess the institutional support of SoTL work, and gain ideas to help your institution move this direction.

Learning Outcomes: (1) Articulate how the creation of the Anoka Ramsey Community College's SoTL Scholars program might influence their own institutional initiatives. (2) Learn about the process of instrument development aimed at assessing the institutional support of SoTL work. (3) Discuss institutional SoTL climate and learn about the ability to track program impact by examining change in institutional climate.

Session Type: 50-Minute Concurrent

A Framework for Measuring Out-of-Class Learning

Jennifer Friberg and Erin Mikulec - *Illinois State University*

This session will present a research-informed framework to explain hierarchical changes in learning as a result of out-of-class learning (OOCL) experiences.

Abstract: This poster session will present a research-informed framework to explain hierarchical changes in learning as a result of out-of-class learning (OOCL) experiences. We view this framework as functional across disciplines, reflecting the dual lenses of personal and professional outcomes of OOCL experiences. Attendees will learn how to identify possible contexts for OOCL experiences and will understand the steps taken to develop our framework for OOCL. Ideas for integrating this framework into teaching and learning research will be shared, as well.

Learning Outcomes: (1) Identify opportunities for OOCL. (2) Design studies to gather data on OOCL. (3) Consider different lenses to interpret data on OOCL using this framework.

Session Type: Poster Presentation

Civic Engagement in an Uncivil World: Factors that Encourage Civic Engagement Among College Students

Sonia Garcia and Leona Pallansch - *St. Mary's University, San Antonio*

The presentation analyzes the impact of a university's mission and core curriculum on college students' behaviors and attitudes associated with civic engagement.

Abstract: St. Mary's University has a Core Curriculum with a goal to instill the knowledge, skills, and habits necessary for civic engagement and social participation. To determine whether this outcome has been achieved, a survey to measure levels of civic engagement was administered in 2017. The survey was first administered in 2010, prior to the implementation of a revised Core Curriculum. Survey results will be analyzed to determine whether changes to the Core Curriculum, including a required Civic Engagement course, has increased the levels of civic engagement among our undergraduate students as measured by attitudes and behaviors associated with civic engagement.

Learning Outcomes: (1) Develop a survey to measure civic engagement. (2) Identify different domains of civic engagements. (3) Evaluate a model for teaching civic engagement.

Session Type: Round Table Discussion

How to Get Your Students to Come to Class Prepared

Lynn Gillette and Bob Gillette - *Nicholls State University and University of Kentucky*

Prepared students are not a mirage. Your students will come to class prepared, but it requires a different course design. Your teaching will be invigorated.

Abstract: You can get your students to come to class prepared, but it requires a different course design. We explain the interactive teaching model we use to ensure that students prepare for class so that class time can be used for active learning. We use a definitional grading system with class preparation assignments – structured reading assignments accompanied with informal writing assignments – to inform and stimulate class discussion, which leads to deeper learning, and increased student success.

Learning Outcomes: (1) Design a course using an interactive teaching model where students come to class prepared and class time is used for higher-level thinking and skill development. (2) Design a definitional grading system for any course with one of the categories being student preparation for class. (3) Write class preparation assignments to guide students in their reading assignments and to inform and stimulate class discussion.

Session Type: 50-Minute Concurrent

Enhancing Critical Thinking Through Revisiting Problem-Based Learning

Nicholas Grahovec - *Sam Houston State University*

A model of enhancing critical thinking using a method of problem based learning that encourages the student to find answers beyond the classroom.

Abstract: Problem-based learning involves a problem for students to solve, or enhance knowledge. This can be presented to the students in a number of ways, but typically is designed to spur communication with other students and potentially additional questions. Problem-based learning allows the student to activate prior knowledge and explore new curricular concepts during problem analysis, self-directed learning, and reporting of findings. The curriculum consists of specific problems designed to enhance the content of the course and demand an increase in critical knowledge, problem solving proficiency, self-directed learning strategies, and team participation skills.

Learning Outcomes: (1) Describe problem-based learning. (2) Implement problem-based learning as a student learning tool. (3) Construct problem-based learning activities to promote critical thinking.

Session Type: Poster Presentation

Creating Impact with Your Feedback

Vivienne Harding - *University of the West Indies*

A qualitative study that seeks to determine the extent to which the feedback given to students is perceived to be helpful in improving their performance.

Abstract: The aim of this research was to find out the nature of the feedback given by instructors to their students and the students' perception of the usefulness of the feedback received.

A qualitative approach was adopted for this research and the preliminary findings from a case study suggested that feedback was insufficient and ineffective. Subsequently, interviews were conducted with a sample of students to determine the extent to which the perceptions of the student under study were shared by other students. The results of this study will allow the researcher to make recommendations for improving instructor feedback.

Learning Outcomes: (1) Examine the nature of the feedback they provide to their students. (2) Detect the impact of the feedback they give to students. (3) Construct more effective messages/feedback that is detailed, specific, timely and corrective.

Session Type: 20-Minute Concurrent



When Real World Applications Aren't Enough: Improving Attitudes About Statistics

Sarai Hedges - *University of Cincinnati*

The creation, implementation, and results of an attitude change plan aimed at improving students' attitudes about the value or usefulness of statistics will be shared.

Abstract: The presenter will share results of the implementation of an attitude change plan and how it was developed using previous studies of statistics students' attitudes and theories of motivation. The goal of the plan was to improve students' attitudes regarding the usefulness of statistics. It included incorporation of activities aimed at students' interests as well as storytelling, which can be adapted to other disciplines. A validated survey of attitudes, administered before and after implementing the plan to measure change in attitude, will also be shared. Participants will also engage in a demonstration of one of the activities during the session.

Learning Outcomes: (1) Learn about college students attitudes about introductory statistics. (2) Engage in an method aimed at improving student attitudes about introductory statistics. (3) Begin planning how to adapt the attitude change plan to improve student attitudes in their disciplines.

Session Type: Poster Presentation

The Professional Development Series of Courses: An ePortfolio Practice

Thomas Henderson and Maria Hasenhuttl - *University of Texas at Dallas*

In this session we describe the development and content of a series of professional development courses which culminates in an ePortfolio.

Abstract: In this session, we discuss the development and content of a series of four professional development courses that all undergraduate students in our school take. We focus on discussing the coordination and sequencing of course content among these courses. During the last course in the sequence, students create a professional online portfolio. This online portfolio allows students to showcase their learning over the series of courses and helps them stand out in an increasingly competitive job market. We further discuss successes we had and challenges we continue to encounter.

Learning Outcomes: (1) Explain one university's lessons learned from using ePortfolios in a sequence of courses at the undergraduate level. (2) Examine successes and challenges while implementing ePortfolios across several courses. (3) Engage participants in discussions about ways the ePortfolio practice can be improved and used on their campuses.

Session Type: 20-Minute Concurrent

Increasing STEM Student Success Through PLTL at Kentucky State University

Kazi Javed - *Kentucky State University*

To address our STEM retention-graduation issues, we implemented a multidisciplinary PLTL program. Approximately 90% of the participants completed the program over the last three years.

Abstract: For the last several years, we have faced significant retention and graduation issues. In 2014, we implemented a modified PLTL program to address these obstacles in our STEM areas. Our work is based on the pioneering work by Treisman. Each semester, sixty students are selected for the program. Participants are required to attend two hours of PLTL workshop per week and pass all of their STEM courses with a "C" or better. Approximately 90% of the participants successfully completed the program over the last three years. Discussion will include logistics of program implementation, institutionalization, and combining PLTL with summer research.

Learning Outcomes: (1) Learn about various strategies for developing a PLTL community involving STEM students from several disciplines, particularly underrepresented minority students. (2) Learn about the importance of summer research for students in STEM disciplines. (3) Understand the importance of offering incentive stipends for selected PLTL program participants and challenging students in order for them to excel.

Session Type: 50-Minute Concurrent

Increasing the Success of 21st Century Post-Secondary Students with Disabilities

Vivian Johnson and Emma Johnson-Rivard - *Hamline University*

This presentation provide recommendations and a fresh perspective to approach issues of disability and neuroatypicality in the context of the modern classroom.

Abstract: The number of students with learning disabilities being admitted to post-secondary education is increasing and post-secondary faculty need to understand pedagogical strategies and ways of designing curriculum that will create inclusive learning environments so that they can be successful. This presentation will use the power of narrative and technology to encourage reflection and dialogue. A fundamental assumption guiding this presentation is that teachers play an important part in the lives and experiences of students and hope to provide educators with both tools and a fresh perspective to approach issues of disability and neuroatypicality in the context of the modern classroom.

Learning Outcomes: (1) Verbalize how the participant's language, past experiences, and conceptualization of their role as a teacher can impact students with a disabilities enrolled in their course. (2) Identify at least one way to encourage students with disabilities enrolled in their course to self-identify early in the term. (3) Identify at least one instructional strategy that participants can implement to create an inclusive learning environment for students with disabilities enrolled in their course.

Session Type: 50-Minute Concurrent

Innovative University and District Partnerships for Professional Development

Stacy Keith - *Avila University*

This partnership model is designed to meet teacher, district, and university needs by offering unique partnership ideas for graduate courses, certificates and degrees.

Abstract: This presentation will showcase how to develop an innovate partnership model between universities and k-12 districts that is able to create and deliver individualized graduate courses and programs that provide districts with a way to develop the capacity of their teachers around a focused set of topics. This model will illustrate how universities can be nimble and responsive to the professional growth needs of teachers in k-12 environments. The model is designed to be market-driven and able to rapidly adapt to new and ongoing challenges classroom teachers face, while at the same time providing graduate credit coursework. The model will provide specific ideas for developing a unique plan that is adaptable to most any situation using technology as well as face-to-face modalities. The ideal audience for this is both university as well as k-12 district personnel.

Learning Outcomes: (1) Understand the essential elements involved in forming university and district partnerships. (2) Understand the benefits for both the university and the school district. (3) Learn how to develop courses and programs that are capable of adapting and changing based on professional growth needs of k-12 teachers.

Session Type: Poster Presentation

The Development of Higher Education Students' Self-Efficacy Beliefs

Stacey Keown and Moriah Smothers - *University of Southern Indiana*

We will discuss the construct and development of self-efficacy beliefs, in addition to its application to students in higher education.

Abstract: The construct of self-efficacy is the belief that one has the ability to successfully perform a specific task. The development of self-efficacy is relevant to students' in higher education because it influences their individual behavior and willingness to act in specific situations which is generalizable to their future careers. In this poster session, we (two professors in teacher education) will discuss the construct of self-efficacy, its importance within the higher education context, and how it can be developed through coursework and clinical experiences. The presented data is from a study on teacher candidates, but the findings are applicable across various disciplines.



Learning Outcomes: (1) Understand the construct of self-efficacy. (2) Recognize the influence of students' self-efficacy beliefs within the higher education context. (3) Examine data supporting the development of higher education students' self-efficacy beliefs.

Session Type: Poster Presentation

Learning About Disease Through Games

Sarah Kercksmar - *University of Kentucky*

Students learn by doing... in this case, creating a game based on a disease or epidemic they've become experts on during the semester.

Abstract: In majors where students spend much of their time in classes with objective assessment (i.e. exams), critical thinking skills associated with application assignments can be difficult to teach and difficult for students to learn. Papers and presentations are appropriate ways for increasing critical thinking, but they aren't the only, or necessarily the best, ways. I will share a case study of a game project, from creation through execution. The students first become experts on a particular disease and then ultimately create their own game to show understanding and depth of knowledge at the end of the semester.

Learning Outcomes: (1) Explain the levels of Bloom's Taxonomy as related to a game project and this fits into becoming an "experiential educator." (2) Understand the case study of a new game project from start to finish. (3) Consider an assignment they currently have that might work well as a game.

Session Type: Poster Presentation

Best Practices in Assessing Community-Based Learning Courses and Capstones

Seanna Kerrigan - *Portland State University*

Participants will discuss best practices in assessing community-based learning courses/Capstones. Ideas will be shared from an updated Campus Compact in-print publication on Assessing Service learning (2018).

Abstract: Participants in this round table will share best practices in assessing community-based learning courses and Capstones. Particular emphasis will be given to how faculty, administrators and institutions can document student learning related to diversity and equity. A protocol will be shared on how one institution captured student learnings around the notion of epiphanies that resulted from engagement in community-based learning Capstones. The facilitator for this session co-authored the Campus Compact publication *Assessing Service Learning and Civic Engagement* (2001) which has been newly revised in 2018. Handouts will provide examples of written course evaluations, interview protocols, and a student work sample assessment.

Learning Outcomes: (1) Define current trends in assessing community-based learning courses including Capstone experiences. (2) Describe best practices in assessing student learning in community-based learning courses and Capstones. (3) Identify national resources to support the develop of these instruments and protocols on their own campus.

Session Type: Round Table Discussion

First Generation College Students' Academic Success and Adjustment

Ae-Sook Kim and Sheena Choi - *Quinnipiac University and Indiana University–Purdue University, Fort Wayne*

This study disentangles heterogeneous characteristics of the first generation college students based on the existence of older siblings in their family who have attended college.

Abstract: This study seeks to disentangle heterogeneous characteristics of the first generation college students (FGCSs) based on the existence of older siblings in their family who have attended college. We hypothesize that FGCSs with older siblings, but not the first FGCSs, might be similar to continuing-generation college students (CGCSs). The survey results support no difference between FGCSs with older siblings and CGCSs; however, the first FGCSs reveal a significant gap. This implies post-secondary education needs to specify their target and develop programs accordingly corresponding to the needs of each group so that contributing to FGCSs' academic success and adjustment in college.

Learning Outcomes: (1) Discover the difference of the FGCSs with older siblings who attended college with the first FGCSs and the similarity with continuing generation college students (CGCSs). (2) Understand underlying causes of the differences and similarities among the three groups. (3) Know what programs of postsecondary education help FGCSs successfully adjust to higher education culturally, socially, and academically.

Session Type: Poster Presentation

Teaching in Colonized Classrooms: Creating Deeper and More Empathic Dialogue

Elizabeth Kirkland - *Dawson College*

What does it mean that we teach in colonized classrooms? This session will explore ways to understand and teach empathically in these settings.

Abstract: This presentation provides the opportunity for educators to explore their own positions in the context of a settler-colonial classroom setting. Because North America is a settler society, our classrooms are necessarily colonized spaces. The presentation will begin with a discussion of what this means and what the implications are of this often-ignored dynamic. As a group, we will brainstorm about the ways our students are experiencing the ongoing process of colonization and how our curricula are implicated in this process. Finally, the presentation will be tied together with a demonstration of an active learning exercise borrowed from indigenous pedagogy – a self-location (or “looking twice”) exercise.

Learning Outcomes: (1) Learn more about the context of education within a colonial society. (2) Explore ways the classroom and curricula are shaped by colonized-colonizer relationships. (3) Discover an active learning exercise known as Self-Location that can help create a deeper understanding of individual and collective positions within a colonized setting.

Session Type: 50-Minute Concurrent

Using Peer Assessment to Develop Professional Skills and Cohesive Groups

Judy Klimek and Cathryn Sparks - *Kansas State University*

Changes to our course that led to the development of a peer assessment instrument and protocol; and results of student surveys and teaching evaluations.

Abstract: The ability to give and receive feedback, and work collaboratively as a member of a team, are professional skills used daily by veterinarians. In our anatomy course we have emphasized the value of collaborative teamwork toward accomplishing the dissection, but have not previously used peer assessment in the course. Due to the addition of a peer teaching component this year, we will include peer assessment. We describe the changes that led us to include peer assessment, the development of the peer assessment rubric and protocol, the development of our survey/interview instrument, and results of student surveys and teaching evaluations.

Learning Outcomes: (1) State reasons why working together does not necessarily equate to optimum group functioning. (2) List potential benefits of including formative peer assessment as a component of team- or group-based courses. (3) Identify components that should be included in a professional behavior assessment rubric.

Session Type: 50-Minute Concurrent



The Use of Metacognition and Calibration in Curriculum Development

Edward Kraus, Christina Bullard, and Rich Dionne - *University of Arizona, University of Connecticut, and Purdue University*

Metacognition is a process of focused self-regulation and self-evaluation. This session explores key concepts necessary for creating curriculum that increases student independence and agency.

Abstract: Self-reflection and self-assessment (Calibration) are at the core of the concepts known as metacognition and critical thinking. Pedagogy and curriculum based on these concepts (Problem Based Learning, Studio Courses, Design Thinking, ...) can help educators identify their students' base levels of knowledge to move them to deeper levels of understanding. It is not enough to give our students information about the subject being taught. Instead, students need to experience the information in a way that allows them to achieve a full and deep understanding of the material, and faculty need to engage students in ways that strengthen students' self-reflection and self-assessment of their own knowledge.

Learning Outcomes: (1) Define the terms Metacognition and Calibration. (2) Discuss their importance when creating curriculum. (3) Explore pedagogies that utilize the concepts of Metacognition and Calibration.

Session Type: 50-Minute Concurrent

(Re)Imaginings: Using Students' Creativity to Deepen Literacy

Bridget Kriner and Kristina Ambrosia-Conn - *Cuyahoga Community College*

Session explores (re)imaginings, a creative co-curricular event for the college-wide common reading text inspiring students to translate text into the creative medium of their choice.

Abstract: (re)imaginings is a co-curricular activity and event emphasizing creativity, academic research, and student-faculty interaction (Lundberg & Schreiner, 2004; Nakajima, Dembo & Mossler, 2012; Wirt & Jaeger, 2014) associated with the College's Common Reading Program which drew students and faculty from seventeen disciplines into an ongoing conversation around one common text. The contest asks students to interpret the text in the medium of their choice—poem, song, sculpture, play, dance, film, food, painting, etc. allowing them to achieve the highest level of Bloom's taxonomy: creating (Anderson & Krathwohl, 2001). Affording students such autonomy in the learning process is also a key dimension of student-centered teaching (Weimer, 2013).

Learning Outcomes: (1) Demonstrate how (re)imaginings moves students beyond the lower levels of remembering and understanding that usually occurs in the classroom to the highest level of Bloom's taxonomy: creating. (2) Illustrate how (re)imaginings fosters deep literacy. (3) Explain what the current literature says regarding student participation as it relates to retention, persistence, and graduation.

Session Type: 20-Minute Concurrent

Greening the Curriculum: Inspiration and Ideas for Undergraduate Science Courses

Sujatha Krishnaswamy - *Chandler Gilbert Community College*

The presentation will prepare participants with a methodology to green the existing curriculum in general science courses.

Abstract: Modifying a rigorous undergraduate science course can be a daunting task. This presentation will provide participants with tips and techniques to change an existing science curriculum into a sustainability focused course. Examples of activities from organic chemistry will be presented both as a guideline as well as motivation for faculty to revise their own science courses. Changes in student perceptions towards economic, social and environmental issues were assessed. Data obtained from the study was analyzed using ATLAS.TI. Findings showed that engaging students in activities that focus on green practices instills a sense of social responsibility and environmental stewardship.

Learning Outcomes: (1) Design learning activities that increase social, economic and environmental consciousness of students. (2) Design undergraduate science research projects that focus on principles of sustainability. (3) Construct rubrics that will assess both cognitive and affective domains of students participating in sustainability focused activities.

Session Type: Round Table Discussion

Reframing the Lecture as a Pedagogy of Engagement

Claire Howell Major - *University of Alabama*

Abstract: Educators today would be hard pressed to identify a teaching technique more heartily maligned than the lecture. Critics have called lectures boring, obsolete, old-fashioned, overused, and even unfair. Such criticisms, however, are levelled at one type of lecture: the full-session, transmission-model lecture. Lectures, however, come in many different shapes and sizes and when done well can occupy an important place in the college classroom. Lectures are particularly effective when they are paired with active learning methods that provide students with ways to mentally prepare for and pay attention to lectures as well as with ways to apply and reflect upon what they have learned.

Learning Outcomes: (1) Apply principles of effective presentations to classroom lectures. (2) Choose active learning strategies that support student learning during lectures. (3) Formulate a plan for integrating lectures along with active learning strategies in a seamless process.

Session Type: Plenary Presentation

Student-Community Partnerships for Local Social, Economic, Environmental Sustainable Development

Susan Manring - *Elon University*

Case Study: Students worked with university and community partners to collect restaurant waste cooking oil which was then processed as biodiesel fuel for school buses.

Abstract: Students learned that waste cooking oil is sought by refiners to comply with government renewable fuels mandates. Students seized this sustainable development opportunity to create a bio-regenerative initiative with university and community partners. Students “sold” this project to the local mayor, influential restaurant owners, and the university’s food service provider and transportation department. Students also partnered with the state-wide Bio-Diesel 4 Schools program, which processes waste cooking oil to produce biodiesel fuel for university and community-wide school buses. Another partner provides job opportunities for chronically un-employed, including ex-offenders. Q and A will explain how this project is applicable across disciplines.

Learning Outcomes: (1) Learn how the teacher, students, and community partners worked together to create this localized bio-regenerative project. (2) Reflect on alternative ways to create community-based learning opportunities for students to engage substantively and holistically with local sustainable development initiatives. (3) Learn ways to further develop leadership skills for creating sustainable development collaborative partnerships and learning networks.

Session Type: 20-Minute Concurrent

Enhance Student Learning Using Frequent Low-Stakes Assessments

Craig McCarron and Teresa Partridge - *University of the Incarnate Word*

Strong research supports the effectiveness of frequent low-stakes assessments. Learn techniques for applying this research in the classroom. Bring your own device (recommended).



Abstract: A strong body of research supports the assertion that frequent, short assessments are more effective for student learning than less frequent, long examinations. The technology supporting informal classroom assessment has exploded over the last decade; instructors now have a wide range of tools available from high-tech products to low-tech tried and true methods. In this session, participants will become familiar with tools like Kahoot, Poll Everywhere, and Socrative as well low-tech approaches like the finger quiz, think/pair/share, and exit permits.

Learning Outcomes: (1) Explain the rationale for using frequent, low-stakes assessment. (2) Describe the use of several online tools for low-stakes assessment. (3) Describe several “no-tech” ways to implement low-stakes assessment.

Session Type: 20-Minute Concurrent

Experiential Learning Abroad: Leveraging Technology for Critical Reflection and Intercultural Competence

Lisette Montoto and Catherine Day - *International Studies Abroad and Carroll College*

This presentation demonstrates the creative use of a learning management system to incite critical reflection from students engaging in experiential learning abroad.

Abstract: This presentation demonstrates the creative use of a learning management system to incite critical reflection from students engaging in experiential learning abroad. A mere immersion experience abroad does not foster the intercultural competence it boasts. Students in our sample receiving intervention demonstrate greater gains in intercultural competence. An analysis of our sample of students from both service learning and internship experiences abroad, engaged in a curriculum online, provide insight into the power of learning at a deeper level with guided prompting and feedback for students.

Learning Outcomes: (1) Learn how to leverage a learning management system (LMS) to provide a curriculum for experiential learning (whether the placement is domestic or international). (2) Better understand the difference between a prompt that will lead to a student’s critical reflection versus a journal entry that merely describes their experience. (3) Gain a better understanding of the literature on education abroad and intercultural competence and consider the lessons for application to their own curriculum.

Session Type: 20-Minute Concurrent

Signature Course Stories: Innovation In Implementing A Curriculum Overhaul

Patricia Moran Micks and Lori Holleran Steiker - *The University of Texas at Austin*

Signature Courses employ a curriculum that transforms high school students into collegiate thinkers. Learn how to develop such a course from programmatic and pedagogical perspectives.

Abstract: The Signature Courses connect first-year students with distinguished faculty members’ passion, research and expertise in unique learning environments. By way of these rigorous intellectual experiences, students develop college-level skills in research, writing, and speaking, through an approach that is both interdisciplinary and contemporary. A major initiative in the campus’ curriculum overhaul, Signature Courses employ a curriculum that transforms high school students into collegiate thinkers. Learn how to develop such a course from programmatic and pedagogical perspectives.

Learning Outcomes: (1) Understand the complexity of the Signature Course model, and how it differs from a traditional freshman seminar 101. (2) Develop a basic plan for proposing a Signature Course on their campus, which will include consideration of the following items: Stakeholders and funding; Undergraduate curriculum/core requirement needs; Faculty Involvement; Quality/programmatic oversight. (3) Develop plan of engaging and finding support from faculty, staff, and students on their campus.

Session Type: 50-Minute Concurrent

Digital Dissection Portfolios As Team-Based Learning Tools

Susan Murphy - *Our Lady of the Lake University*

Digital dissection portfolios serve as an assessment of student engagement, responsibility, and teamwork, while mimicking the trend toward team-based learning in the health professions.

Abstract: Dissection is the common core of anatomy but can be difficult to both teach and learn. Grouping students into teams, with the goal of both sharing their work with others and producing a product that demonstrates their mastery, works to engage all members of each group and provides teamwork and leadership skills that can be carried into professional arenas. A digital dissection portfolio, produced by a team of students serves to demonstrate the overall team-based learning of the material at hand. Images, when shared with the rest of the class, allows for additional comparative and leadership opportunities. The overall goal is a sense of intellectual identity and ownership of the material, setting the stage for future professional endeavors.

Learning Outcomes: (1) Enhance team-based learning in their own class or laboratory, using strategies that will enhance student engagement, responsibility, leadership, teamwork, and professionalism.

Session Type: Poster Presentation

The Scholars Academy: Cultivating a Sustainable Model of Evidence-Based Teaching

Joseph Ortiz, Eric Haas, and Michael Canham - *Scottsdale Community College*

The Scholars Academy engages faculty in a community of practice focused on problematic learning issues. This session details the model, overviews action research projects, and presents the outcomes.

Abstract: The Scholars Academy engages a group of community college faculty and faculty-facilitators in a community of practice focused on action research and evidence-based teaching and learning. Participants identify “knotty problems” in their own classes, explore theories and strategies around the Scholarship of Teaching and Learning, complete an action research project to address their learning problem, and ultimately reflect on their own teaching and learning experiences. Initially funded by an internal grant, the Scholars Academy is now an ongoing entity at the college. This session details the model, overviews projects, and presents the outcomes.

Learning Outcomes: (1) Describe a process for creating a community of practice among faculty. (2) Identify the relationship of action projects to evidence-based teaching. (3) Explain the role of reflection in the Scholarship of Teaching and Learning.

Session Type: Round Table Discussion

Project ACC: A Collaborative Fellowship for Faculty

Missi Patterson - *Austin Community College*

Learn about a program that engaged faculty in a year-long process of learning about new teaching strategies and sharing them with their colleagues.

Abstract: A Community College adopted a year-long program of faculty-led faculty development. Faculty Fellows researched, piloted, and taught their colleagues about new teaching strategies. This process built community, increased interdepartmental collaboration, raised faculty to positions of leadership, and gave faculty time to engage in meaningful work to improve their teaching and the teaching throughout the college. Join this discussion to learn how you might bring a similar program to your school.

Learning Outcomes: (1) Describe the Project ACC program and how it encourages faculty growth and leadership. (2) Identify opportunities for developing a similar program, including options for adjusting the budget to suit different needs. (3) List at least three subjects they could share with faculty during monthly meetings to further the goals of a faculty fellows program of their choosing.

Session Type: 50-Minute Concurrent



The Benefits of Testing - More Than Just an Incentive to Study

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

When you think assessment, do think “grades” - or “feedback”? There are others reasons you should think about assessments and this session will explore those reasons.

Abstract: Traditionally we may think of assessments as a way to get data to give students feedback or to assign grades. However, other reasons exist of why to administer assessments and why assessment format may matter. This session will focus the potential learning benefits of testing and discuss the potential benefits of multiple choice testing on student learning. Attendees will come away with a better understanding of how to maximize the use of assessments and some ideas on how to use multiple choice items as a learning tool.

Learning Outcomes: (1) Describe alternative reason to use assessments within their courses. (2) Describe how construction of multiple choice items may help or hinder learning. (3) Describe ways of helping students “not forget” major course topics.

Session Type: 50-Minute Concurrent

Reducing Student Anxiety Through Mindfulness Practices and Classroom Activities

Whitney Pisani - *Collin College*

This poster will examine how to implement mindfulness practices, within the classroom, to help alleviate student stress and anxiety, especially regarding the preparation and execution of classroom presentations.

Abstract: There are many proven benefits to incorporating mindfulness in the academic arena. Regularly practicing mindfulness has been shown to reduce stress, anxiety, and expressive reactivity, while increasing retention, cognitive elasticity, self-awareness, and wellbeing. I would like to discuss opportunities to incorporate different mindful exercises within the classroom to allow students to reduce anxiety and more specifically reduce Communication Apprehension before delivering a classroom presentation. The activities and strategies I will share may apply to any discipline which features a presentation style assignment. The exercises may also help students manage stress and anxiety on an everyday basis.

Learning Outcomes: (1) Identify strategies to reduce student stress and anxiety. (2) Explore exercises to lower Communication Apprehension. (3) Examine student stress and anxiety levels in academia.

Session Type: Poster Presentation

Building a Shared, Multi-Disciplinary Creativity Requirement for First-Year Students

Marilyn Plotkins - *Suffolk University, Boston*

This presentation will examine how university faculty from two schools overcame significant differences to build a shared, multi-disciplinary Creativity requirement for First-Year undergraduates.

Abstract: Although there is plentiful research on the value of embedding creativity requirements into university curricula, there is much less to be found about implementation strategies. Building on existing research on teaching creativity across disciplines, this presentation examines a unique and instructive prototype. It makes a case that embedding a multi-disciplinary creativity requirement, united by shared criteria, as a pillar of a shared, general education core curriculum for first-year undergraduates, is not only possible, but desirable.

Learning Outcomes: (1) Assess the viability and preliminary steps of developing and implementing a creativity requirement in their own curricula. (2) Appreciate the value of working with diverse departments and schools towards a common goal. (3) Share with their colleagues what they have learned about developing and implementing a creativity requirement like the one at Suffolk University, Boston.

Session Type: 50-Minute Concurrent

Enhanced Lecturing: Renovation, Not Replacement

Todd Primm - *Sam Houston State University*

Lecturing can be enhanced by addition of active learning, which increases student learning. This session demonstrates a progressive series of activities to incorporate into lectures.

Abstract: Lecturing is the dominant content delivery format in higher education. Lectures provide instructor control and transmit information efficiently, but don't promote critical thinking. Research demonstrates that audience attention and note-taking drops during continuous lecture, and student recall of material is poor. However, pausing during lecture allows audience attention to rebound, and instructor-student and student-student interaction enhances memory of content. Replacement of a learning environment composed of solely lecture by lecture plus activities leads to documented increases in student learning. This session will demonstrate engaging tools that can be incorporated into lecture which enhance learning and assess the level of student understanding.

Learning Outcomes: (1) Understand advantages and disadvantages of the lecture format. (2) Practice learning activities which can be incorporated into enhanced lectures. (3) Develop activities specifically for the participant's course.

Session Type: 50-Minute Concurrent

Reading: Entrance Ticket to the Classroom

Janis Prince - *St. Leo University*

Entrance Tickets to be described in this session are summaries based on assigned readings; they are designed to encourage student reading before class.

Abstract: What would motivate students to read class materials if they can succeed in your class without doing so? This session will guide participants through a variety of conversations and exercises designed to help teachers encourage their students to attend class having already read class materials.

Learning Outcomes: (1) Know how to implement "entrance tickets" tied to course readings. (2) Be able to develop assignments that draw upon entrance tickets. (3) Use a variety of strategies designed to improve student reading.

Session Type: 50-Minute Concurrent

American Psychological Association (APA) Workshop Implementation for Associate Degree Program

Holly Puckett - *Centra College of Nursing*

An APA workshop was implemented into our Associate Degree Program in preparation for their preceptorship final reflection paper.

Abstract: Our Associate Degree in Nursing students often forget the importance of applying the traditional APA format to their formal papers. Thus, an APA workshop was introduced in their last semester (final semester) as guidance and education to improve their knowledge of what APA format really is. The APA workshop included the traditional format guidelines, how to cite accurately based on source, and how to formulate the reference page. For students that attended and were engaged during the workshop, their knowledge of APA format increased and their ability to apply and implement APA format in their final preceptorship paper in their last semester was greatly increased as well. The students that attended the APA workshop exceeded expectations and excellence on their final formal reflection paper for their preceptorship and truly benefited from this education.

Learning Outcomes: (1) Describe the importance of APA format in health sciences. (2) Recognize the differences between MLA and APA format. (3) Apply APA format accurately in a formal document.

Session Type: Poster Presentation

Encouraging Student Learning Through Formal Writing

G. Kevin Randall - *Sam Houston State University*

Best practices in formal writing assignment design are discussed and modeled. Participants will plan and share how to incorporate best practices in their own assignments.

Abstract: Participants will review recent writing-to-learn literature and resources, focusing on best practices for designing formal writing assignments. Outcome data, based on the presenter's original and revised formal writing-to-learn assignment incorporating best design practices, will be presented. Discussion will focus on how such practices can be implemented across the university curriculum. Participants will be given time to draft how they would incorporate one or more best practices by adapting an existing assignment or creating a new formal writing assignment. Last, participants will share with others what they've reviewed and how they'd implement best practices for formal writing in their own courses.

Learning Outcomes: (1) Identify best practices in assignment design applicable to their classroom writing assignments. (2) Evaluate outcomes from one small study that tested the efficacy of best practices in writing assignments. (3) Adapt and/or compose at least one writing assignment, incorporating best practices in assignment design.

Session Type: 50-Minute Concurrent

Student Research Showdown: A Research Communication Competition

Robert Reichle - *University of Texas at Austin*

Through the Student Research Showdown, students train in research communication and construct personal narratives by creating videos and presenting their research to a general audience.

Abstract: Student researchers are rarely trained to explain their work to a general audience, but must do so throughout their careers. To help undergraduate researchers do this, we created the Student Research Showdown, a research video and presentation competition. Students create brief videos voted on by their peers, and the top video creators face off with presentations awarded prizes by a judging panel. Students engage in reflection on their experiential learning as they construct a narrative that disseminates their findings, communicates impact, and serves as a sharable testament to their success. Session participants will learn how to implement this event.

Learning Outcomes: (1) implement their own research showdown event. (2) guide students in reflecting on their experiential learning. (3) help create deliverables that benefit the student and the institution.

Session Type: 20-Minute Concurrent

Graduate Student Teaching Training Through Mentorship

Christopher Richmann and Lenore Wright - *Baylor University*

Promoting improvement of teacher training, this session introduces a graduate student teaching mentorship program with data on protégé confidence, teaching abilities, and climate for teaching.

Abstract: Ph.D. students need pedagogical training, for which nationwide initiatives commonly recommend mentorship. After calling forth possible meanings and desired outcomes of graduate student teaching "mentorship," we will argue that suggestions to incorporate mentorship lack supporting research. We will then introduce our institution's graduate student teaching mentorship program, with a critical discussion. To contribute to research, this program measures outcomes in protégé confidence, teaching abilities, and "climate for teaching." After reporting early data, we will engage participants in mock surveys of graduate student teacher confidence and "climate for teaching" at their institutions, encouraging participants to consider programmatic elements for their communities.

Learning Outcomes: (1) Articulate their understanding of quality graduate student teaching mentorship. (2) Select from a range of options for activities and assessment tools for graduate student teaching mentorship. (3) Critique their own institution's "climate for teaching" as it pertains to graduate student teachers.

Session Type: 50-Minute Concurrent

Integrating Student-Created YouTube Videos into the Classroom

Jacqueline Riley - *Texas A&M University-Commerce*

This presentation will explore how instructors can use student-created YouTube videos as a means to engage, empower and assess students.

Abstract: Students are frequently asked to be the recipients of information; however, few opportunities are provided for students to share what they have learned with a larger audience. Student-created YouTube videos are an engaging and empowering way for students to demonstrate mastery and application of course content. The presenter will explain the process in which her own students created YouTube videos to demonstrate various teaching strategies. She will explore how students planned, collaborated, filmed, edited and reflected upon the video. Finally, she will work with participants to complete a planning guide which walks them through the process of using a similar model in their own classrooms.

Learning Outcomes: (1) Identify how a student-created video could be used in place of or in addition to an existing assignment. (2) Create a blueprint for students to create their own videos. (3) Locate tools for creating and editing videos.

Session Type: 50-Minute Concurrent

Making the Most of Your First Day of Class

Jacqueline Riley - *Texas A&M University-Commerce*

The presenter will demonstrate creative, effective and easy to implement strategies for integrating technology, art and more to create an informative and engaging first day.

Abstract: A typical first day of class may include the instructor dryly explaining the course syllabus and a forgettable, or even uncomfortable, ice breaker. However, there are better ways to outline class expectations, get to know students, and establish a context for the material from day one. The presenter will explain the components of an effective first day and how they can be applied to any college classroom. She will demonstrate creative, effective and easy to implement strategies for integrating technology, art and more to create an informative and engaging first day.

Learning Outcomes: (1) Establish a welcoming tone for the rest of the semester. (2) Create engaging activities to review content presented in the course syllabus. (3) Incorporate meaningful, artistic pieces to serve as the basis for self-introductions.

Session Type: 50-Minute Concurrent

Why Won't They Write?

James Robins - *Baker University*

The presentation will focus on the difficulty students have in completing writing projects and provide some solutions to the problem.

Abstract: This presentation deals with the struggles that students face in completing writing projects. The presenter will share from experience in working with both undergraduate and graduate students and will provide potential solutions and strategies. Research relative to student motivation will be shared. Various instructional and technical



methods will also be submitted for consideration. The presenter will allow time for participants to discuss the issues in a small group setting and will allow time for a question and answer period at the conclusion of the program.

Learning Outcomes: (1) Identify and classify the motivational factors that affect the performance of student writers. (2) Access new instructional technologies and learning strategies that will enable professors to assist student writers in a more efficient manner. (3) List and confront some of the common roadblocks to student success in writing.

Session Type: Round Table Discussion

Preemptive Remediation: A Vaccination for Student Success

Cheryl Rogers - *Centra College of Nursing*

Remediation strategies are helpful for students who struggle in nursing courses, so why not begin with these approaches rather than waiting until remediation is necessary?

Abstract: In 2015, faculty in this Maternal-Child Nursing course developed a plan for test remediation to help students who were struggling to be successful in the course. This plan included test analysis, review of study skills, and use of a prioritization skills worksheet to help students identify important information. Since the prioritization worksheet, when completed, was very successful for many nursing students; we have begun to use it proactively instead of only for remediation. This form has been simplified to four main questions which identify the nursing priorities and help to improve critical thinking skills for the students.

Learning Outcomes: (1) Identify specific strategies for student remediation. (2) Identify the need for student success strategies to be proactive rather than reactive. (3) Outline questions to help identify priorities and improve critical thinking skills for nursing students.

Session Type: Poster Presentation

Creating an LGBTQ-Inclusive Classroom Environment

Cliff Roudner - *Temple University*

Participants will explore challenges faced by LGBTQ college students and strategies to create an inclusive classroom environment that can benefit all students.

Abstract: College can be a time of more open exploration of students' sexual identity and gender identity and expression. Students who identify (publicly or privately) as LGBTQ may face additional stressors on campus such as discrimination, harassment, or violence. The environment faculty create in their classrooms has the potential to help or hinder students emotionally and academically as they work through issues related to these identities. This interactive session will enable you to learn about the challenges faced by LGBTQ students and explore classroom environments that can centralize rather than marginalize LGBTQ students.

Learning Outcomes: (1) Describe the challenges of students who identify (publicly and privately) as LGBTQ. (2) Identify examples of explicit and implicit marginalization in the classroom. (3) Determine which steps they would be interested in taking in the future to foster a sense of inclusivity.

Session Type: 50-Minute Concurrent

Learning Networking and Security in an Engaging Hands-On Environment

Lopamudra Roychoudhuri - *Angelo State University*

We created a fun and effective hands-on classroom lab environment, consisting of virtual and real devices, for teaching a beginning computer networking and security class.

Abstract: The presentation describes an effective active learning classroom environment for an introductory computer networking and security class. Students play with intriguing yet potentially harmful offensive security techniques or ‘attacks,’ such as reconnaissance, backdoor, IP-spoofing and password cracking, using Linux virtual machines running on their Windows workstations. Kali Linux, a penetration testing platform, is used as the ‘attacker,’ and Ubuntu Linux as the ‘victim.’ The virtual environment ensures that the ‘hacking’ activities stay safe inside a workstation and are not transmitted across network. Students then configure real security devices, such as firewalls, which effectively demonstrate preventative measures of defensive security to thwart attacks.

Learning Outcomes: (1) Design a vulnerable ‘playground’ of virtual environment on classroom workstations to enable students experiment freely with offensive security and threat scenarios. (2) Create a network of real devices, such as switches and router/firewalls, to demonstrate defensive security concepts. (3) Design effective hands-on exercises using the virtual and real environments that will help students learn by doing and master security techniques.

Session Type: Poster Presentation

Blueprinting: Building a Faculty Development Program for Online Course Design

Matthew Russell and Adria Battaglia - *University of Texas at Austin*

Many colleges and universities have faculty development programs for online course development. We will discuss the unique challenges and opportunities that informed our design process.

Abstract: This session discusses the design and implementation of a faculty development program that guides faculty through the process of developing online courses. It will focus on how the design decisions related to the program, a “Deeper Dive Instructional Guide” (DDIG), were tailored specifically for the faculty of a large, diverse research university. With a virtual faculty guide (whose research forms the connecting thread) and thematic video introductions, our “Architecting Online Courses” hybrid program uses online badges to give credit to faculty for their progress. An evaluation of the first round of the program will be discussed.

Learning Outcomes: (1) Identify opportunities for participants to design their own online course design programs. (2) Develop materials that correspond to their own institutional contexts. (3) Consider ways to implement new and emerging technologies into the faculty development process.

Session Type: 20-Minute Concurrent

Factors Associated with Student Learning: Student Perceptions Versus Statistical Analyses

Patricia C. Sanchez-Diaz - *University of the Incarnate Word*

Pre-class work was associated with in-class and exam performance. According to students’ perceptions, “pre-class work” ranked after “lectures” when it came to learning efficiency.

Abstract: We used a flipped biochemistry course to identify factors associated with final exam performance. One-hundred ninety-seven students participated. We used Spearman, partial correlations, and multiple regression to assess the effects of pre-class work, in-class performance, midterm grade, gender, and ethnicity on the final exam. Student perceptions were collected using SurveyMonkey®. The strongest predictor of “final exam” was “midterm” ($\beta=0.490$; $P<0.001$). “Pre-class work” correlated with “in-class performance” ($P=0.001$), “midterm” ($P=0.033$), and “final exam” ($P<0.001$). Students ranked “pre-class work” after “lectures” and “in-class activities” for learning efficiency. Pre-class work may increase course performance but students need to buy-into the flipped-classroom concept.

Learning Outcomes: (1) Incorporate flipped-classroom approaches into a lecture-based basic science course for healthcare students. (2) Design strategies to get students motivated to complete their pre-class and in-class assignments. (3) Evaluate the impact of low-stake assignments such as pre-class work and in-class activities on student learning.

Session Type: Poster Presentation



Borrowing Across Disciplines for Integrated Curriculum Development

Mary Scanlon and Michael Crumpton - *Wake Forest University and University of North Carolina, Greensboro*

This presentation will demonstrate how incorporating components of data visualization, into a library science graduate level course on management can enrich the learning experience.

Abstract: In a complex society curriculum design becomes critical in conveying the specific expectations of practical application of materials by students. It can be helpful to look to other disciplines for insight regarding how best to deliver content. Plus, pedagogy might influence how the material is received and absorbed by students in the larger overall course meaning. The authors will discuss results of their study on how the delivery of this content differed between a traditional classroom delivery and an online experience of the same key components.

Learning Outcomes: (1) Describe basic components of data and statistical literacy. (2) State the advantages for visualizing data. (3) State the pros and cons of teaching material in online vs in-class venues.

Session Type: 50-Minute Concurrent

Pharmaceutical Industry Elective Course: Active Learning to Expand Career Horizons

Natalia Shcherbakova - *Western New England University*

This elective uses learner-driven current events mini-talks, role-play, speakers, and question & answer sessions to teach the pharmaceutical industry enterprise.

Abstract: Objective: To describe the implementation of a global pharmaceutical industry elective in order to introduce students to key topics via active learning strategies including current events mini-talks, role-play, speakers, and question and answer sessions. Methods: An anonymous questionnaire regarding student experiences with the course content and intention to pursue pharmaceutical industry careers was distributed to students at the end of the course. Results & Conclusion: Fifty-percent of the students (n=13) reported intention to apply for a pharmaceutical industry summer internships and/or industry fellowship post-graduation. Other educators may adopt this format to immerse learners into their course materials.

Learning Outcomes: (1) Learn how to pass effectively large component of content ownership to the learners. (2) Brainstorm types of role-play activities that may be appropriate to facilitate learning in their courses. (3) Learn effective ways to recruit motivated and inspiring speakers to enrich their courses.

Session Type: Poster Presentation

Flipping the Research Paper: Using E-Portfolios to Engage Student Writers

Lisa Shutt - *University of Virginia*

This presentation will demonstrate how the use of the e-portfolio format can be transformative in terms of student engagement when teaching the traditional research paper.

Abstract: When millennial students are faced with writing major research papers, regardless of their field of study, they often experience self-doubt and are intimidated both by the prospects of conducting original research of completing a lengthy paper. This presentation will demonstrate how the use of the e-portfolio format can be transformative in terms of student engagement when teaching the traditional research paper. Using the e-portfolio format helps students build confidence, a sense of ownership and pride in their work, and can enable students to move beyond the limits of the traditional research paper to create something much more comprehensive and exciting.

Learning Outcomes: (1) Visualize and describe how e-portfolios are put together and how they can be constructed differently to support different end-goals. (2) Understand why students are more likely to engage deeply in research projects when they use e-portfolios. (3) Conceptualize how they could use e-portfolios to structure semester-long projects in their own classes.

Session Type: Poster Presentation

Service Learning: Integrating Theory to Practice within the Aging Community

Misty Smith - *Tarleton State University*

Service learning was utilized to encourage students to engage with community residents of a skilled nursing facility. Evaluative outcomes of this teaching method will be explored.

Abstract: A service learning project was utilized to encourage students to engage with residents at a skilled nursing facility to integrate course concepts into practice to meet the course objectives of social work assessment. Research indicates working with the aging population is a least favored choice among students due to a lack of familiarity and preparation to work with this population. Through engagement in the community, students were afforded an opportunity to apply theoretical concepts to practice experiences and expand comfort levels. A convergent-mixed methods design was implemented to evaluate the outcomes of this teaching method and results will be explored.

Learning Outcomes: (1) Differentiate between a content teaching strategy versus a practice behavior-oriented teaching strategy through a service learning project illustration. (2) Identify effective teaching/training strategies for implementation with students across disciplines. (3) Apply models of innovative teaching strategies in practice.

Session Type: Poster Presentation

Using the Power of Skilled Observational Techniques in the Classroom

Paul Solomon - *Western Michigan University*

Presentation and discussion that shares experience and techniques learned working collaboratively on a radically interdisciplinary course about the intersection of art and science.

Abstract: Presentation and discussion in which I share methodologies and techniques acquired working collaboratively with colleagues in the sciences, medicine, the humanities and arts, creating and teaching a new course about how these disciplines intersect in theory, history, and practice: *The Skilled Observer in Art and Science*. Changes in our culture, the complexity of issues we face, and the impact of new technology demand that we teach more skillfully and more ardently than ever. The course is an exemplar of what teachers can do to widen disciplinary expertise, increase student engagement, and impart specific skills applicable to the needs of all students.

Learning Outcomes: (1) Experiment with techniques of skilled observation to identify to create cross-disciplinary connections to subject matter in their respective disciplines. (2) Apply techniques involving embodied cognitive processing in the classroom. (3) Experiment with and apply methods of analyzing language to reveal otherwise hidden facets of disciplinary knowledge, and beliefs.

Session Type: 50-Minute Concurrent

Successfully Tackling Writing in Business and the Sciences

Tanja Stampfl, Susan Hall, and Craig McCarron - *University of the Incarnate Word*

This session will dismantle common myths related to teaching writing and share proven strategies of how to teach writing effectively in Business and the Sciences.

Abstract: This presentation shares the findings of a multidisciplinary faculty learning community on how to teach writing effectively. 10 academic programs grappled with the biggest challenges they face in terms of student writing, and over the course of two years have developed strategies that have both helped students to write better and instructors to enjoy reading those writing assignments. This session will address common myths related to the teaching of writing, discuss the greatest challenges experienced by individual disciplines, and introduce 5 proven strategies to teach writing more effectively: a mix of classroom activities, course design, and departmental curriculum decisions.



Learning Outcomes: (1) Gain a clearer understanding of discipline-specific challenges in teaching writing. (2) Understand the role of teaching writing in Business and the Sciences vis-à-vis Composition courses. (3) Take away concrete strategies for teaching writing more effectively in non-Humanities courses.

Session Type: 50-Minute Concurrent

Brilliant Corners: Jazz and Multi-Cultural Leadership

Michael Stephens - *Johnson & Wales University*

Jazz allowed black Americans, who had been excluded from leadership roles in white-dominated fields, to demonstrate musical and cultural leadership to the world.

Abstract: This poster presentation describes a proposed class on Jazz and Leadership. Jazz band leaders of the 1930's, 1940's and 1950's, like Duke Ellington, Count Basie and Miles Davis crossed racial barriers before the Civil Rights movement and became avatars of African-American leadership on multiple levels. People of color saw in Duke Ellington's elegant and suave public persona, a fully self-actualized model of black leadership. Jazz also provides a rich metaphor for creative approaches to leadership through improvisation, innovation and artistic expression. This poster outlines how jazz can be used in Multi-Cultural and Creative leadership classes.

Learning Outcomes: (1) Incorporate jazz into leadership classes. (2) Apply musical concepts like free improvisation into classes. (3) Appreciate the importance of music in African American history.

Session Type: Poster Presentation

Teaching Global Learners: An Evidence-Based Approach to Collaborative Online Learning

Sophia Stone - *Duke University*

Duke Learning Innovation develops global online course models (Hybrid, Flipped, MOOC) to promote peer-to-peer learning for international students in nursing, global health and medical education.

Abstract: This session presents three blended global online course models (MOOCs, hybrid, and flipped instruction) developed for faculty teaching in nursing, global health, and medical education, across continents. A demonstration of the digital pedagogies, instructional design, and teaching strategies used to create student-centered, interactive peer-to-peer learning environments is showcased. The presenter will share implementation strategies and effectiveness of the MOOC/hybrid technologies for teaching global learners. Evidence-based data includes the student perspective and a post-course evaluation of the faculty perspective on teaching global learners. Project outcomes include a set of faculty considerations for globalizing online courses and building cross-cultural competencies.

Learning Outcomes: (1) Describe innovative online course models that promote peer-to-peer learning experiences for global students. (2) Recommend digital pedagogies that facilitate cross-cultural collaboration in online teaching. (3) Summarize faculty considerations for teaching global learners.

Session Type: Poster Presentation

Developing At-Home Labs for Online Courses

Nancy Sundheim and Eric Little - *St. Cloud State University*

Our research question was if labs completed at home with inexpensive, readily available items could teach engineering concepts as effectively as traditional in-class labs.

Abstract: Engineering Technology places heavy emphasis on hands-on experience. Yet many today need a program delivered online. One approach for meeting these two conflicting goals is to develop equivalent labs that can be completed at home. Participants were randomly assigned to either a face-to-face (F2F) group or an online group.

F2F was in a traditional lab setting with an instructor present. Online participants completed labs at home. There was no significant difference in performance. It appears students feel confident in completing labs at home without help. Confidence in mastering the concepts may, however, be a little lower for online students.

Learning Outcomes: (1) Identify the difficulties of delivering lab classes in an online format. (2) Overcome some of the difficulties of creating equivalent at-home labs for online courses. (3) Discuss the one possible drawback from at-home labs discovered in this study.

Session Type: 20-Minute Concurrent

A Relational Approach to Collaboration and Connection in the Classroom

Pamela Szczygiel - *The University of North Carolina, Pembroke*

This session explores the value of incorporating a relational approach to enhance cohesion in diverse educational settings. Participants will explore and discuss relationally-based classroom strategies.

Abstract: Relational-psychodynamic theories can be applied to the process of learning. Such theories place high value on the following: the impact of past relationship experiences on one's current interactions, maneuvering actual or perceived power imbalances based on cultural differences among individuals, and the role of meaningful connections with others in the development of self-efficacy. Attachment research supports the claim that healthy relational experiences impact bio-psycho-social well-being, which greatly impacts the learning process. This presentation will explore the value of a relational approach to teaching and will offer participants opportunities to identify relationally-based tools for developing connection and cohesion in the classroom.

Learning Outcomes: (1) Identify three or more core values/concepts of relational theories. (2) Identify three or more ways that a relational approach to instruction will enhance student-to-student and student-to-teacher connection and collaboration. (3) Identify at least two relationally-based strategies they'd like to incorporate in their own classroom settings, to enhance connection and cohesion.

Session Type: 50-Minute Concurrent

Contemporary Culture: A Foundation to Kick Start Engaged Learners

Marla Thompson - *Life University*

This session presents educators with concepts aimed to kick-off engaged learning, stimulate curiosity, fuel creativity, and improve the overall learning experience by integrating contemporary culture, with real-world, lived experiences into the core curriculum.

Abstract: These contemporary, interactive engagement activities are designed to help students apply classroom theory to real-world situations. The exercises extend beyond the classroom preparing learners for the competitive global environment in which they will have to compete. Participants will walk away with ideas to: Energize learners; Enhance critical thinking; Leverage community partners to create collaborative, meaningful projects; and Employ engagement activities to help students recognize their strengths to be the best student in the classroom and as they enter the real world of work. Hand-outs with detailed instructions on how to deliver the engagement activities to learners will be distributed.

Learning Outcomes: (1) Practical engagement techniques that will help facilitators improve teaching methods by integrating lecture materials with engagement activities. (2) Establish learning communities that encourages participation and enhances critical thinking as they are presented with a problem and tasked to individually or collectively resolve it. (3) Innovative approaches that integrates active learning and assessment to create a unified process with enriched outcomes.

Session Type: 50-Minute Concurrent



How Community-College Partnerships Influence College Students While Helping Communities

Joy Thompson-Grim - *San Jacinto College South*

Partnerships built between an urban area community college and neighboring community programs have positively influenced volunteering college students while assisting at-risk school children.

Abstract: Service learning, or fieldwork, is a requirement for some majors of study including teacher education. Partnerships between an urban area community college and neighboring community programs serving at-risk school children were developed to fulfill this requirement. Surveys and reflections papers completed by the college students have demonstrated that volunteering students became more confident in their chosen field of study and more aware of the need within their immediate community. The school children receiving assistance from the college students were influenced positively by the relationship built over time through academic tutoring provided by a positive role model.

Learning Outcomes: (1) Understand the positive impact of community service learning on college students in one teacher education program as identified through surveys and reflection papers. (2) Identify volunteer opportunities available to college students and explore possible ways to integrate service into discipline specific courses. (3) See the work of college students, and the impact on the lives of the children assisted, by watching one video created by students showing their experiences working in one community tutoring program.

Session Type: 50-Minute Concurrent

Identifying and Reducing Student Anxiety Through Mindfulness Practices

Renee Turner and Jenise Engleke - *University of Mary Hardin-Baylor*

Presenters identify a specific measure to assess student learning strategies and levels of anxiety and discuss current research regarding application of mindfulness in higher education.

Abstract: Research indicates doctoral-level students have high levels of anxiety and other related mental health concerns. While this knowledge is known and accepted, few studies have examined specific strategies to improve student wellness and academic outcomes. In this poster presentation, an interdisciplinary team will present research which examined the impact of mindfulness and a mindfulness tracker on anxiety and learning outcomes in doctoral level students. Results from both experimental groups suggest mindfulness practices and tools (i.e. trackers) reduce student levels of anxiety. In addition to providing data, researchers will also provide resources for mindfulness in academic settings.

Learning Outcomes: (1) Identify measures to assess anxiety in students as they relate to study and learning skills. (2) Gain knowledge of existing literature regarding mindfulness outcomes in higher education. (3) Review data from current research with doctoral level students regarding study strategies, anxiety, and mindfulness.

Session Type: Poster Presentation

Group Study Pedagogic in Skill Building Flipped STEM Courses

Victoria Volkis - *University of Maryland, Eastern Shore*

Five different group study activities in and out of flipped classroom will be presented as an interactive experiencing; attendees will act as students in classroom.

Abstract: Building the career in STEM disciplines is impossible without working in a groups/teams. Even upon graduation majority of students lack communication, organizing and collaboration skills that are essential for their success. The environment of flipped classroom provides unique opportunities to teach students working in groups along with teaching the course materials. In this presentation participants will form groups to experience five different group working techniques, that can be applied in and out of classroom. Although those techniques originally were developed in organic chemistry course, the examples in this presentation will be relevant to all STEM disciplines.

Learning Outcomes: (1) Use five group working techniques in course assignments. (2) Make group work in classroom successful and pleasant to students. (3) Assess and improve the effectiveness of group work.

Session Type: 50-Minute Concurrent

The One Hundred Dollar Solution: Moving from the Classroom to the Real World

Jami Warren and Sarah Kercksmar - *University of Kentucky*

As a course, community planning in healthcare has been taught in a hypothetical way. Using the One Hundred Dollar Solution, students will engage in real-life community planning.

Abstract: Experiential learning pedagogical methods, including service learning, have increased within college classrooms across the United States in recent years. Research demonstrates a variety of positive outcomes for students engaged in service learning within the classroom; however, less research exists on the impact of students' service learning projects on community partners. The current proposal aims to integrate the \$100 Solution, one specific service learning approach, into a Community and Institutional Healthcare Planning course. Higher order learning outcomes will be compared between students in the \$100 Solution course with students in a traditionally taught section of the course. Qualitative interviews will measure meaningful impact of students' projects on community organization.

Learning Outcomes: (1) Articulate the \$100 Solution approach to service learning. (2) Understand how the approach could enhance a variety of courses. (3) Identify needs for future research of this approach.

Session Type: Poster Presentation

Managing Behavior in the Classroom

Pete Watkins - *Temple University*

Participants will learn how to structure their classes so as to minimize disruptions and to effectively manage disruptions that occur.

Abstract: Teacher education programs routinely include training on classroom management techniques such as proximity control and non-verbal prompting. However, college professors are usually not taught such techniques. In this workshop, participants will watch a brief and humorous video of a classroom situation involving disruptive behavior, discuss how to structure their class to minimize disruptive behaviors, and manage a range of disruptive behaviors from mild (such as texting in class) to dangerous.

Learning Outcomes: (1) Structure their classroom so as to minimize disruptions. (2) Use practical behavior management strategies to manage disruptive behavior without stopping their teaching. (3) Convey both authority and support in the classroom.

Session Type: 50-Minute Concurrent

Purposeful Play: Using Facebook for Critically Fun Learning

Katherine Watson - *Coastline Community College*

Facebook comprises more than a digital playground." Learn five ludic ways to create pages and postings for academic purposes, engagement, and enhancement of critical thought.

Abstract: With about a billion daily users, social media are so pervasive as to demand attention. Educators can and must harness these tools' twin abilities to facilitate and expedite information exchange while at the same time improving the communication skill and critical thinking underlying effective verbal expression. Facebook will be seen and used, hands-on, ludically; its capability will be made plain to offer the social, teaching, and cognitive



presence comprising the three core elements of the higher-order learning needed in an effective community of learning: pages will be created, goals and security defined, and postings made objectively and subjectively for sharing and evaluation

Learning Outcomes: (1) Produce substantive, organized material for posting in Facebook that transmits a clear and desired message, both objectively and subjectively. (2) Evaluate and interpret the academically substantive, accessorial, or extrinsic nature of material posted on a Facebook page and in Facebook postings. (3) Discern and decide on the utility for classroom use of cognitive and non-cognitive aspects of a Facebook post or page.

Session Type: Round Table Discussion

Relying on Real Lies? Critical Thinking Discerns True Fakery

Katherine Watson - *Coastline Community College*

Participants will learn and practice Scientific Method techniques developed in the News Literacy Project and New York Times Knowledge Network for amassing data and determining reliability, or “truth value” in a world where “news feed” is continuous and reliability questionable.

Abstract: Technological tools are available with which to receive, amass, and analyze data--”news”-- from everywhere, and though those tools are typically wielded regularly and with facile ease, there seems to be very little critical thought--and even less design thinking--applied to the information that those tools retrieve. “Fake!” and “Real” labels are placed upon information fed to us from across the disciplinary spectrum and around the world. A two-pronged effort can address the problem: On the one hand, the notion of critical/design thinking in the digital age must be raised; and on the other hand, the concept of reliable “truth” in a world of things “fake” must be engaged.

Learning Outcomes: (1) Discern between reliable and unreliable resources and data. (2) Determine and explain why and how a datum is reliable or real v. unreliable or false, by using Scientific Method-style critical analysis. (3) Create their own “news”, both fact-based and not, that will convince others.

Session Type: 20-Minute Concurrent

Data-Driven, Student-centered Curriculum Redesign in Animal Science

Tryon Wickersham, Kathrin Dunlap, Nessie Early, and Debra Fowler - *Texas A&M University*

Using an animal science department as an example context, participants will enjoy an opportunity to discover the challenges and rewards of program-level curriculum redesign.

Abstract: An academic discipline continues to exist so long as it continues to provide needed resources to its stakeholders. To reach that goal, an animal science department embarked on a faculty-led, academic-developer supported, and data-driven systematic process to confirm its purpose in higher education and society. With this goal as the foundational impetus, the knowledge and skills essential to animal scientists were determined. To foster their development, a student-centered curriculum was designed. Utilizing an example in animal science, this session will illuminate a curriculum update process that is adaptable to many contexts.

Learning Outcomes: (1) Describe key steps in a program-level curriculum redesign. (2) Identify data sources for knowledge and skills to be developed in curriculum update. (3) Identify potential pitfalls and how they might be avoided in a curriculum update effort.

Session Type: 20-Minute Concurrent

Teaching Intercultural Competence Through Perspective Taking and Experiential Learning

Donna Wilkerson-Barker - *SUNY, The College at Brockport*

This presentation addresses the challenges instructors face in teaching and assessing intercultural competence and issues of diversity, areas of critical importance to undergraduates' success today.

Abstract: It is widely recognized that opportunities to develop intercultural competence and learning that promotes diversity and inclusion should be key elements within undergraduate education if post-secondary institutions are to successfully fulfill their missions of preparing graduates to function effectively in the integrated world system of the twenty-first century. Frequently, however, instructors face challenges when it comes both to teaching and assessing intercultural competence and issues of diversity. This presentation addresses these challenges by showcasing a pedagogical model that draws on the principles of experiential learning, research in the field of intercultural competence, and the AAC&U Value Rubrics.

Learning Outcomes: (1) Describe intercultural competence. (2) Develop a definition of culture that is dynamic and sensitive to the process of meaning-making in given social contexts. (3) Design an assignment to develop students' intercultural competence that involves a real-world application or problem.

Session Type: 20-Minute Concurrent

Exploring Project-Based Learning (PBL) Using Community Engagement in a Web-Enhanced Learning Environment

Mary Williams - *Sam Houston State University*

This presentation will share experiences of students and community stake-holders related to participation in Project-Based Learning (PBL) during a web-enhanced learning community.

Abstract: Project-Based Learning (PBL) is a student-centered learning approach that requires a rigorous process where students work for an extended period of time on authentic and engaging problems and projects that are focused on student learning goals. In this case study, pre-licensure healthcare students in a therapeutic interventions course joined community partners to develop instructional therapeutic exercise videos that would be delivered in rural school settings. Student teams collaborated using Blackboard to develop video projects. Project-Based Learning was assessed via student reflections, community partner feedback, and the Critical Thinking Value Rubric (AACU, 2009).

Learning Outcomes: (1) Define Project-Based Learning. (2) Identify how PBL can be scaffolded in an web-enhanced course. (3) Describe how PBL may enhance critical thinking.

Session Type: 20-Minute Concurrent

Utilizing Interprofessional Education in a Disaster Simulation Exercise

Mary Williams, Pam Slagle, and Nicholas Grahovec - *Sam Houston State University*

This presentation will provide a model of interprofessional education within the disciplines of Nursing, Athletic Training, and Homeland Security Studies in a disaster simulation exercise.

Abstract: The increasing frequency of natural and man-made disasters continue to impress upon the world how imperative it is to take proactive measures in preparedness and response efforts to mass casualties. The American Nurses Association and the National Athletic Trainers' Association recommend members to be active in disaster emergency planning and response. The need for mass casualty education does not start and end with healthcare professions. Many other professionals may be involved depending on the context. This presentation will demonstrate a unique model of Interprofessional Education (IPE) using lane style training, a U.S. Army model, for disaster and emergency simulation.

Learning Outcomes: (1) Describe Interprofessional Education (IPE). (2) Implement debriefing as a student learning tool. (3) Identify how to plan an interprofessional simulation activity.

Session Type: Poster Presentation

Using Online Testing Reports for Post-Test Learning Activities

Tonya Willingham - *Campbell University*

This session will discuss the how to use reports, both for students and instructors, with online testing software to implement post-test learning activities.

Abstract: Post-test strategies can be utilized to promote deeper learning. This session presents two post-test strategies that use online testing software analysis reports. One strategy utilizes student individual test reports for students to self-correct the exam. The second strategy utilizes the item analysis to select a set number of questions for students to answer in a collaborative test session. Both strategies can be implemented within 15 minutes after initial online testing is complete, making the post-test activity more timely and relevant for the learners.

Learning Outcomes: (1) Verbalize the benefit of post-test learning activities. (2) Develop one post-test learning activity. (3) Determine how to incorporate testing reports to enhance post-test learning activities.

Session Type: 50-Minute Concurrent

Creating Opportunities for Genuine Faculty Engagement

Suzanne Wilson Summers, Susan Thomason, and Missi Patterson - *Austin Community College*

Faculty engagement is a critical component of Guided Pathways. At Austin Community College, faculty define what values undergird their various roles so that faculty processes reflect them.

Abstract: We all agree that faculty engagement in policy-making is a good thing, but how do we structure meaningful opportunities to promote it? Authentic faculty engagement results from an alignment between core values and institutional policy. In this session, we will share our experiences and processes at a community college adopting a Guided Pathways model. During a year-long process, we planned and executed activities that would allow faculty to define their core values as the college began to revise key faculty-related processes. The insights gained will be helpful for those looking for ways to create genuine faculty engagement at any level.

Learning Outcomes: (1) describe the process used to develop faculty values at a Texas community college. (2) discuss other initiatives that could engage faculty in this way. (3) outline a plan to gain support for their own initiative.

Session Type: Round Table Discussion

Modeling Metacognition and Providing Background Knowledge Via Guided Reading Videos

Julie Wulfemeyer - *Minnesota State University, Mankato*

Discussion of a strategy for improving reading comprehension and compliance (using no class time!) by modeling metacognition and providing background knowledge in guided reading videos.

Abstract: This presentation addresses well-known and difficult problems involving reading comprehension and compliance in college courses, using a lower-level GE course as a case study. I draw upon research in three promising areas for reading instruction: metacognition, modeling via “think-alouds”, and background knowledge. I explain how I combine all three in the use of guided reading videos (GRVs). After reviewing the relevant literature and explaining my process in producing them, I report the results of an anonymous student survey on GRVs and discuss their use from an instructor’s perspective. Finally, I examine potential advantages, additional applications, and worries concerning their use.

Learning Outcomes: (1) Identify problems relating to reading comprehension and compliance in college courses. (2) Model metacognitive reading strategies for their students. (3) Provide background knowledge to students without sacrificing class time.

Session Type: 50-Minute Concurrent

Becoming a Self-directed Learner: Experience, Logic, Application, and Innovation

Juillian Yarbrough and Patrick C. Hughes - *West Texas A&M University and Texas Tech University*

College students must shift from pedagogical facilitation to andragogical exploration. To support self-directed learning, Yarbrough and Hughes created the process Experience, Logic, Application, and Innovation.

Abstract: To experience long term academic success, first year college students must shift from teacher led pedagogical facilitation to student driven andragogical exploration. Can a university offer a first year experience course that facilitates a student shift to self-directed learning? Yarbrough and Hughes created a book and learning management system (LMS) called, *Becoming a Self-directed Learner: Experience, Logic, Application, and Innovation*. The purpose of the learning system is to place first year college students on a self-directed exploration of their knowledge, skills, abilities and interests. The following presentation will share information about the book development, instructor training and student outcomes.

Learning Outcomes: (1) Appreciate the need for instructor support of student driven andragogical exploration. (2) Foster an environment where students begin to facilitate and direct their own learning journeys. (3) Support the development of self-directed learning skills in college students through scaffolded reflection.

Session Type: Poster

Assessing our Work: Documenting Center for Teaching and Learning Effectiveness

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

In this session, we will discuss how resources and events provided by a campus teaching and learning effort may be documented.

Abstract: In this session, we will first look at a matrix designed to give you a sense as to how well your faculty development effort is designed. This will give you an opportunity to benchmark your current or anticipated center/efforts against a standard as developed by a team of faculty developers. This work was facilitated by the American Council on Education (ACE). We will also discuss how best to document the work done by a center for teaching and learning, including: reaction to programs/resources, learning on the part of faculty, behavioral teaching changes, and increased student learning.

Learning Outcomes: (1) Identify where your current or proposed teaching center/effort compares to “industry standards,” (2) Outline at least one new assessment measure that may be implemented on your campus, and (3) Explain how data might be collected at the levels of faculty behavioral change and student learning.

Session Type: 50-Minute Concurrent

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

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

Abstract: Lecture, engaged learning, flipped classrooms, and service-learning are just a few concepts commonly used when talking about teaching and learning in higher education. There has been a lot of talk about teaching in higher education and it is important to not forget about learning. In this session, we will look at common

characteristics of effective and efficient learning for all individuals. Using cognitive load as a framework for better understanding how, as faculty members, we can create better learning opportunities for our students, we will look at the foundations of brain-based learning and evidence-based teaching.

Learning Outcomes: (1) Describe cognitive load and how this concept is a foundation for all learning. (2) Implement at least one strategy to decrease extraneous or germane load. (3) Explain the foundational requirements for brain-based learning and long-term retention of information.

Session Type: Plenary Presentation

Redesign Computer Science Programming Courses with Evidence-Based Teaching Pedagogies

Xiang (Susie) Zhao - *Alabama A&M University*

Through this NSF and Department of Education sponsored project, faculty members implemented evidence-based instructional practices in gate-keeping programming courses in the computer science curriculum.

Abstract: Through this NSF and Department of Education sponsored project, faculty members at Alabama Agricultural and Mechanical University (AAMU) are implementing evidence-based instructional practices in programming courses in the CS curriculum. The major intervention accomplished in this project include: (1) redesigned multiple gateway programming courses by applying various evidence-based teaching strategies such as student-centered problem-based teaching(SC-PBT), example-based teaching(EBT), and project-based teaching (PBT);(2) Employed model students to lead Supplementary Instruction (SI) courses using evidence-based peer-to-peer learning strategies. The student assessment and survey data indicated the effectiveness of the evidence-based instructional practices and the SI peer-to-peer learning strategies.

Learning Outcomes: (1) Learn about how evidence-based teaching impacted students classroom engagement. (2) Learn about how peer-tutoring strategies improved students retention. (3) Learn about the challenges and lessons learned from the project.

Session Type: 20-Minute Concurrent

Practical Examples of SoTL Research in a Community College Setting

Jasmin Ziegler, Lisa Lentner, Jennifer Liberty Clark, Monica Janzen, and Catherine Ford - *Anoka Ramsey Community College*

This session will focus on the research projects faculty created [reason for and process of], and share preliminary results of that research.

Abstract: Community Colleges present a unique set of challenges that often differ from those attributed to the average four-year college or university. This invites the question: how can two-year colleges apply research-based inquiry to improve in areas of instruction, curriculum design, feedback, and student engagement to address some of these challenges? Anoka Ramsey Community College in Coon Rapids, Minnesota has created a SoTL program to guide faculty in the pursuit of research at the two-year college. This session will explore the value and implementation of SoTL in the two-year college setting and share the preliminary research results by ARCC faculty.

Learning Outcomes: (1) Understand the process of developing a research project in a community college setting. (2) Identify research questions to improve student success in various disciplines. (3) Inspire and equip other community college faculty with the tools to engage in the SoTL Process.

Session Type: 50-Minute Concurrent

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The Scholarly Teacher



Applying Evidence-Based Strategies to Enrich Student Learning

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The fundamental goals are to:

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

www.scholarlyteacher.com

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

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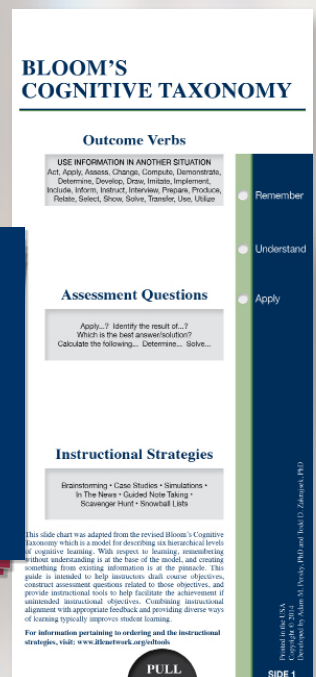
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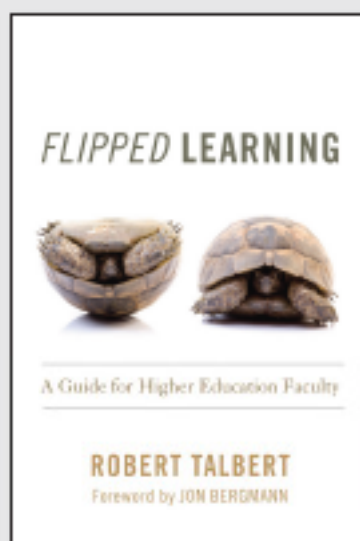
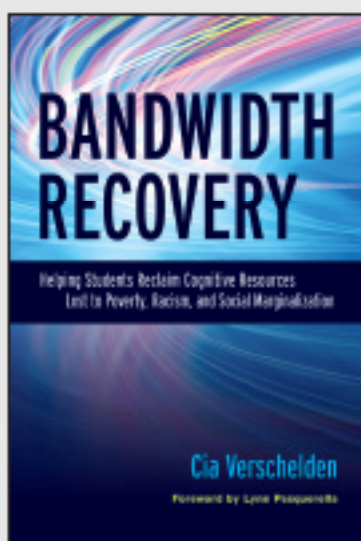
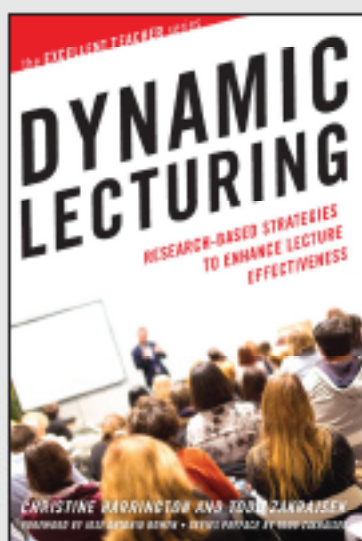
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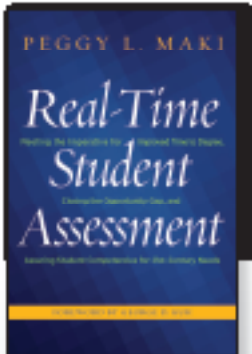
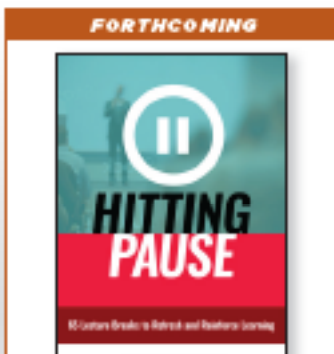
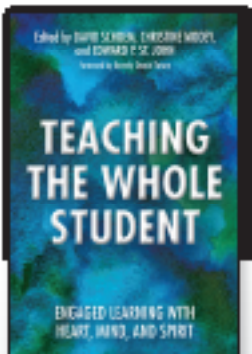
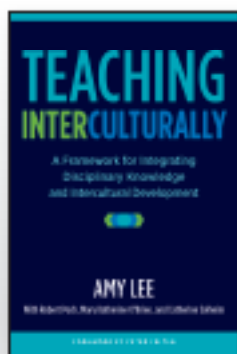
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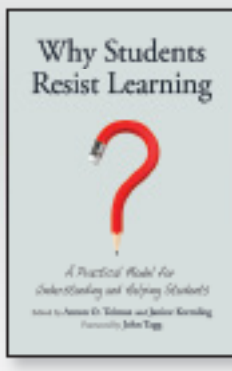
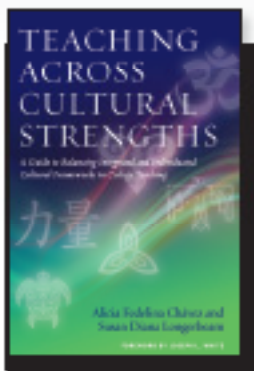
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