



JUNE 4-6, 2021 • NEW ORLEANS

GENERAL CONFERENCE INFORMATION

Welcome to the 2021 Teaching Professor Conference. After this long year of remote teaching and virtual conferences, we are so glad you are here with us in New Orleans. For many of us, this is the first big event we've been to in more than a year—we're all a little rusty on protocol and etiquette. Let's work together to navigate the ever-changing guidelines, be aware and respectful of others' distancing preferences, and make the most of this opportunity to gather **together** to talk about our mutual passion for teaching and learning.

Networking Opportunities

- Attend the opening plenary and reception
- Attend as many sessions as possible
- Use the breaks between sessions to continue conversations
- Share a meal with someone you don't know
- Use the networking portion of the conference mobile app to plan social time or connect with other attendees
- Beyond the conference: Tweet **#TPC21**

Registration Procedures

Registration hours are on p. 3. To help with social distancing, please follow this process:

- Registration is in the Maurepas room, 3rd floor. Enter opposite the escalators
- Stand in line to receive your name badge
- There are three lines (A-L paid, M-Z paid, and Unpaid)
- Stand here to receive your name badge
- After you register, please take a gift bag and exit through the Borgne room

What's in the Gift Bag

- TPC Hand Sanitizer
- An Extra Face Mask – please wear if you are not vaccinated
- A notebook and pen
- Preferred pronoun stickers to attach to your name badge
- What's Your Comfort Zone Wristbands
 - Red: No Contact – No Exceptions
 - Yellow: Talking not Touching – I'm Cautious
 - Green: Handshakes & High Fives – Frequent hand washer

Name badges

Name badges are required for all sessions, meals, and plenary presentations. Please wear your name badge at all times. If you lose your name badge, please see a conference staff member at the registration desk for a replacement.

Photos

Magna Publications may be photographing or videotaping during the conference. Please let us know if you would not like to be photographed or videotaped.

STAY CONNECTED...



Conference hashtag **#TPC21**



Facebook.com/TeachingProfessor/



Linkedin/groups/4249252/profile

Conference App

Download the conference mobile app from your app store for many features including networking, scheduling sessions, speaker handouts, and alerts about changes or updates to the program schedule.

1. Search and download "**Magna Publications Conferences**" in your app store.
2. Under Current & Upcoming Events tap "The Teaching Professor Conference"
3. Tap "Join" and use the passphrase: **tpc21**
4. After the app is installed, please "Sign Up" and setup your Attendee Profile.

For the web version of the conference app:

- Use this link—<http://bit.ly/tpconference21-webapp> and enter the same email you registered with.

Wi-Fi

Enjoy complimentary Wi-Fi in the meeting rooms using the password **tpc21**.

Resources

Visit the Napoleon Ballroom Foyer, 3rd floor for exhibitor displays and other resources.

Evaluation

You will receive an electronic survey shortly after the conference via email. Please complete it! Your feedback will help us improve future programs.

Note

Please keep in mind that sessions are available on a first-come basis and seating will be limited due to social distancing. Please be prompt; some sessions will fill early. Please have your second and third choices ready. If you attend a session and realize it's not for you, please feel free to leave and join another session.

SCHEDULE-AT-A-GLANCE

FRIDAY, JUNE 4

8:30–11:30 am	<p>Preconference Workshops: Culturally Responsive Teaching Certification: Part 1 (Registration and Fee Required) Grand Ballroom A, 5th Floor Designing Authentic Assessments for Online Courses (Registration and Fee Required) Grand Ballroom B, 5th Floor Facilitating Deep Learning Through Contemplative Pedagogy (Registration and Fee Required) Grand Ballroom D, 5th Floor</p>
10:00 am–8:00 pm 1:00–4:00 pm	<p>Exhibit Displays Open Napoleon Foyer, 3rd Floor</p> <p>Preconference Workshops: Creating Equitable and Inclusive Online Classes Through Universal Design for Learning and Culturally Responsive Teaching (Registration and Fee Required) Grand Ballroom A, 5th Floor Designing and Delivering Engaging Online Courses (Registration and Fee Required) Grand Ballroom B, 5th Floor Ungrading and Other Alternatives to Traditional Assessment (Registration and Fee Required) Grand Ballroom D, 5th Floor</p>
3:00–8:00 pm 5:00–6:30 pm	<p>Poster Sessions Napoleon Foyer, 3rd Floor</p> <p>Conference Welcome Napoleon Ballroom, 3rd Floor</p> <p>Opening Plenary Session: The Magic of Synchrony: Savoring the Process of Teaching Through the Pandemic and Beyond Napoleon Ballroom, 3rd Floor</p>
6:30–8:00 pm	<p>Reception, Poster Sessions, and Exhibitor Mingle Napoleon Foyer, 3rd Floor</p>
8:00 pm	<p>Dinner and Evening on Your Own</p>

Registration Hours— Friday, June 4

7:30–8:30 am
 Registration Open Morning
 Preconference Workshops Only,
 Maurepas, 3rd Floor

8:30 am–4:00 pm
 Registration Open to all
 Participants, Maurepas, 3rd Floor

6:30–8:00 pm
 Registration Open to all
 Participants, Maurepas, 3rd Floor

Registration Hours— Saturday, June 5

7:30 am–2:00 pm
 Registration Open
 Maurepas, 3rd Floor

Registration Hours— Sunday, June 6

7:30 am–Noon
 Registration Open
 Napoleon Foyer, 3rd Floor

SATURDAY, JUNE 5

7:30–8:30 am	<p>Continental Breakfast Napoleon Ballroom, 3rd Floor</p>
8:00 am–5:00 pm	<p>Exhibit Displays Open Napoleon Foyer, 3rd Floor</p>
8:45–9:45 am	<p>60-Minute Concurrent Sessions</p>
10:15–11:15 am	<p>60-Minute Concurrent Sessions</p>
11:30 am–12:30 pm	<p>Lunch Napoleon Ballroom, 3rd Floor</p>
12:45–2:00 pm	<p>Lunch Plenary: Designing for Care: Inclusive and Adaptive Digital Pedagogies</p>
2:30–3:30 pm	<p>20-Minute Mentor Concurrent Sessions</p>
4:00–5:00 pm 5:00 pm	<p>60-Minute Concurrent Sessions Dinner and Evening on Your Own</p>

SUNDAY, JUNE 6

7:30–8:30 am	<p>Continental Breakfast Napoleon Ballroom, 3rd Floor</p>
8:45–9:45 am	<p>60-Minute Concurrent Sessions</p>
10:00–11:00 am	<p>60-Minute Concurrent Sessions</p>
11:15 am–12:15 pm	<p>Closing Plenary Session: Equity, Diversity, and Inclusion, Napoleon Ballroom, 3rd Floor</p>
12:15–1:15 pm 1:15 pm	<p>Lunch Napoleon Ballroom, 3rd Floor Conference Adjourns</p>

CONFERENCE PROGRAM

The Teaching Professor Annual Conference represents the best thinking on issues related to teaching and learning today. Our interactive 60- and 20-Minute sessions engage and inform attendees in 11 topical areas, designated at the beginning of each session listing.

INSTRUCTION

PREPARING YOUR COURSE

These sessions refer to all aspects of course preparation, such as:

- Learner-centered course design
- Backward design
- Active learning
- Gamification
- Designing courses for critical thinking, reflection, collaboration, and motivation
- Writing goals, objectives, learning outcomes, and their assessments

Sessions promote innovations and strategies that can be applied across a broad range of disciplines and contexts.

ASSESSING LEARNING

Sessions in this area focus on assignments, assessments, and grading practices, and/or strategies measuring students' accomplishment of course objectives and learning outcomes, such as:

- Tests and assignments
- Grading Systems and Criteria
- Self and Peer Assessment
- Rubrics
- Feedback

STUDENT ENGAGEMENT

Sessions in this area promote one or all of the dimensions of student engagement: behavioral, emotional, or cognitive. Including:

- Instructional strategies promoting engagement
- Practices supporting engaging classroom climate
- Promoting broadly engaged participation and discussion
- Classroom-based engagement activities

TECHNOLOGY TOOLS FOR TEACHING

Sessions in this track focus on the effective use of teaching and communication technologies including the theoretical underpinnings that drive the use of technology for teaching.

- The pedagogical research that supports the tool (and/or the pros and cons of the tool)
- An introduction to using the tool
- An example of the tool used in an online, hybrid, or traditional class

STUDENT LEARNING

ONLINE TEACHING AND LEARNING

Good teaching is good teaching, and much of the conference is devoted to it! This track is specific to the online environment, which presents unique challenges and opportunities. Sessions in this track typically include, but are not limited to:

- Course design

- Student discussion and engagement
- Feedback and grading
- Instructor presence

TEACHING SPECIFIC STUDENT POPULATIONS

These sessions focus on topics and issues specific to unique student populations, offering strategies and innovative ideas including, but not limited to:

- Professional studies (e.g., engineering, law, accounting)
- Student preparation for high stakes certifications or board exams
- Applied studies, including technical or vocational programs
- International students
- Non-native language speakers
- First-generation college students
- Non-traditional students
- Students with emotional, cognitive, or learning differences
- Students whose life circumstances challenge persistence, retention, and completion

EQUITY, DIVERSITY, INCLUSION

This topic focuses on practices and strategies supporting minority and/or marginalized students. Sessions may include, but are not limited to:

- Inclusive curricula
- Inclusive learning climates
- Inclusive instructional practice
- Universal Design for Learning

TEACHING IN THE HEALTH SCIENCES

These sessions cover the unique challenges in teaching in the health sciences, in areas such as:

- Teaching in a clinical setting
- Simulation-based teaching
- Teaching professional ethics

INSTRUCTIONAL GROWTH AND DEVELOPMENT

INSTRUCTIONAL VITALITY: WAYS TO KEEP TEACHING FRESH AND INVIGORATED

These sessions focus on concepts and practices for supporting mid- and later-career faculty in making positive changes that will invigorate and refresh their teaching and their relationships with students. Attendees will have completed more than five years of teaching. Topics of interest for experienced teachers may include:

- Reenergizing course material
- Mentoring new faculty in their teaching role
- Connecting with a changing student population
- Feedback that improves instruction

FOR NEW FACULTY

This topic represents teaching and pedagogy basics. New faculty are accomplished scholars in their disciplines but often have received little training or experience in teaching. Attendees in these sessions will be in their first few years of teaching. Pertinent topics for new teachers may include, but are not limited to:

- Effective classroom practices specific for novice teachers
- Teaching strategies specific to novice teachers
- Developing a teaching or classroom philosophy
- Things “I wish I knew...” and/or advice for new teachers
- Strategies for balancing the competing demands of an academic career

FACULTY SUPPORT

These sessions are for educational developers, instructional designers, and CT&L staff—those attendees who are responsible for or interested in faculty development at their home institutions. They also serve anyone working in faculty instructional mentoring. These sessions will provide advice on doing this job innovatively and effectively.

FRIDAY, JUNE 4

8:30–11:30 am

Preconference Workshops: Registration and Fee Required

Culturally Responsive Teaching Certification: Part 1

Courtney Plotts, Council For At Risk Student Education and Professional Standards

Grand Ballroom A, 5th Floor

This interactive workshop will offer part 1 of the diversity and teaching online Council For At Risk Student Education and Professional Standards (CASEPS) teaching certification. This session will review foundations and standards review for best practices in online teaching and diversity considerations. This workshop will also review specific course design and teaching considerations for a diverse population of students. Participants will have the opportunity to obtain resources and practice their face-to-face and online teaching and design skills. Create a space where culture is vibrant and academic rigor is present. All are welcome!

Designing Authentic Assessments for Online Courses

Deidre Price, Northwest Florida State College

Grand Ballroom B, 5th Floor

The quality of an online course is supported by the quality of the assessments used to measure student learning. A common challenge in online environments is developing meaningful assignments that allow the instructor to accurately gauge students' progress in the course. This session will provide faculty and course developers with strategies for developing authentic assessments that leverage active and engaged learning in the online classroom. The session will model how to modify traditional assessments and transform them into assignments that encourage students to apply their knowledge as they work toward mastery of course concepts. The session will offer solutions that support incorporating new opportunities to capture and measure students' progress without adding to faculty's workload.

Facilitating Deep Learning Through Contemplative Pedagogy

Michael Strawser, University of Central Florida

Grand Ballroom D, 5th Floor

The rapid transition to online learning in spring 2020 necessitated “quick-thinking pedagogy”. We are now at a place where we can replace our quick-thinking pedagogy with “deep-thinking pedagogy”. One way to integrate this deep-thinking pedagogy is to incorporate contemplative pedagogy practices. In short, contemplative pedagogy, according to Zajonc (2013), “offers to its practitioners a wide range of educational methods that support the development of student attention, emotional balance, empathetic connection, compassion, and altruistic behavior, while also providing new pedagogical techniques that support creativity and the learning of course content”. As a pedagogical method, contemplative pedagogy encourages mindfulness, concentration, open awareness, and sustaining contradictions. In some instances, those are characteristics in short supply in a COVID-19 pandemic educational context. This session will provide attendees with a baseline understanding of contemplative pedagogy and an opportunity to develop a plan to integrate contemplative pedagogy into their teaching. The objectives of this workshop are to better able to understand our students, ourselves, and current context more deeply; emphasize the importance of contemplative pedagogy; and share contemplative pedagogy strategies and techniques that faculty can use.

10:00 am–8:00 pm

Exhibitor Displays Open Napoleon Foyer, 3rd Floor

Stop by and say hello to our exhibitors, who have products and services that support teaching and learning.

1:00–4:00 pm

Preconference Workshops: Registration and Fee Required

Creating Equitable and Inclusive Online Classes Through Universal Design for Learning and Culturally Responsive Teaching

Flower Darby, Northern Arizona University

Grand Ballroom A, 5th Floor

Welcoming and supporting all of our diverse learners in virtual environments is of critical importance. The combined impacts of the Covid-19 pandemic, renewed calls for racial justice, and an increasingly divisive polarized culture have shown why we must do everything possible to support new majority, or historically marginalized, students. When we commit to teaching equitable and inclusive polysynchronous online classes, we embrace the opportunity to shape the leaders of a more tolerant, compassionate, and respectful society. In this workshop we will explore two frameworks that guide our way: Universal Design for Learning (UDL) and Culturally Responsive Teaching (CRT). Applying the principles of both UDL and CRT will enable us to facilitate authentic relationships, connections, and interactions to close the distance online and help all our students engage and learn. You'll leave with practical strategies to better include and support students in all your virtual class formats.

Designing and Delivering Engaging Online Courses

Mandi Campbell and Myrna Gantner, University of West Georgia

Grand Ballroom B, 5th Floor

In this workshop, faculty will learn about evidence-based strategies for designing online courses intentionally, building strong communities of online learners, creating engaging learning materials and activities, and providing students with meaningful feedback. While taking into consideration backward design strategies (Wiggins, G., & McTighe, J., 2005), participants will learn about pedagogies that work in the virtual classroom and explore technologies that they can use to enrich their students' learning experiences. At the conclusion of the workshop, participants will leave with a course design plan in hand that includes inspiration and resources for creating the following:

- A course objective/goal
- A summative assessment
- A multimedia learning material
- A formative learning activity
- An instructor presence and participation plan
- A building community and learner motivation plan

*Note to participants: To get the most out of this workshop, please prepare by identifying a particular course that you would like to design or redesign and bringing a brief course description.

Ungrading and Other Alternatives to Traditional Assessment

Jesse Stommel, University of Mary Washington

Grand Ballroom D, 5th Floor

Can we imagine assessment mechanisms that encourage discovery, ones not designed for assessing learning but designed for learning through assessment? Much of our work in education resists being formulated as neat and tidy outcomes, and yet

most assessment takes the complexity of human interaction within a learning environment and makes it "machine readable." When learning is the goal, space should be left for wonder and experimentation. This workshop will explore methods and approaches for designing assignments and assessments that push back against traditional notions of grading. We'll consider examples together and reimagine and/or refine our pedagogical approaches. In addition to crafting, collaborating, and experimenting together as a group, we'll consider some of the tools that do shape, could shape, or shouldn't shape how we approach the work of assessment.

3:00–8:00 pm

Poster Sessions (see details on p. 7)

Napoleon Foyer, 3rd Floor

5:00–6:30 pm

Conference Welcome

Napoleon Ballroom, 3rd Floor

Bill Haight, president, Magna Publications, Madeline Craig, conference chair and assistant professor, Molloy College, and The Teaching Professor Conference Advisory Board

5:00–6:30 pm

Opening Plenary Session

The Magic of Synchrony: Savoring the Process of Teaching Through the Pandemic and Beyond

Regan A. R. Gurung, interim executive director of the Center for Teaching and Learning and professor of psychological science, Oregon State University

Napoleon Ballroom, 3rd Floor

Teaching through the pandemic forced higher education to closely examine the student experience in ways it never has before. Previously related to online classes, now even face-to-face courses faced scrutiny as more attention was paid to what worked better to help students learn. Many faculty learned new instructional methods to teach remotely and discovered how much they missed some old practices. Teaching will be different after the pandemic. How will it be different? What will be kept from remote teaching? In answering these questions, the presenter will first take a spirited trip along the evolution of teaching to then focus on the role played by synchronous teaching (live class sessions) and how it illustrated the importance of student-instructor rapport, building community, and the value of "being human".

6:30–8:00 pm

Reception, Poster Sessions, and Exhibitor Mingle

Napoleon Foyer, 3rd Floor

Enjoy hors d'oeuvres while visiting the interactive poster sessions. See visual representations highlighting content of a model or strategy for teaching and learning and meet directly with the presenters to discuss the project, program, or research. This is also a good opportunity to visit the exhibitors who have products and services that support teaching and learning.

Poster Descriptions

Time Management Skills Impact on Health Studies Practicum Students

Jodi Bower and Stacy Starks, University of Louisiana at Monroe

This session will include information about time management interventions used in an internship course for senior health studies students. Students underwent pre-assessment surveys and then completed three intervention activities to help improve time management skills. Upon completion, students completed a post assessment survey to see if time management skills and self-efficacy had improved after the intervention activities. The ATMS-S and Bandura Self-Efficacy for Self-Regulated Learning scales were used to evaluate pre- and post-assessment data.

Directed Study—How “Rapid Research” and Collaborative Projects Boosts Research Interest

Juhi Patel, Amitoj Singh Sawhney, Lopa Patel, Nalini V. Broadbelt, Michelle A. Young, and Nevila Jana, MCPHS University

The responsibility of this project rests on the student's emergent scientific ability and/or experience in the field to propose a research project. Students become knowledgeable about the Internal Review Board (IRB) and the Health Insurance Portability and Accountability Act (HIPPA) requirements, and grant application process to accomplish their research. Students work collaboratively with peer/s and instructor/s to investigate, problem-solve, and summarize findings while improving interpersonal and professional skills. The final outcome of this project is to present a meaningful solution or outcome of their hypothesis at a research symposium.

Synchronized or Asynchronized Learning for Student Engagement in Online Classes?

Lisa Letz, University of Texas Medical Branch

This poster is a presentation on an Integrated Review [IR] on online nursing education and the best teaching methods and strategies. The IR will present the current state of science on synchronous, asynchronous and student engagement in online nursing education. The IR looks at research conducted within the last five years globally and across the United States. Important information is gleaned on the best strategies to use in online nursing education to increase student's engagement and success. The IR provides insight and guidance for nurse educators teaching online.

A Strengths-Based Approach to Facilitating Inclusion in Online Higher Education

Justina Or and Melissa A. Milliken, Grand Canyon University

This poster shows how faculty may employ a strengths-based approach to facilitate inclusion in online higher education. The commonly used deficit-based approach in higher education is disadvantageous to students from underrepresented backgrounds whose circumstances may easily become the center of attention. By employing a strengths-based approach, faculty view problems as opportunities. They address these opportunities by considering the student's strengths and resources. The poster illustrates the strategies faculty can use implement a strengths-based approach in online higher education, such as measurement, individualization, networking, and intentional application.

Facilitating Student Engagement and Maintaining Course Flexibility without Losing Your Mind

Jennifer Baumgartner, Louisiana State University

The poster addresses two key questions of many college teachers: how can I support flexibility for students' needs while also making sure they engage during class? And how can I do all of this without losing my mind? The drive to engage students in class and still remain responsive to individual needs can sometimes seem like competing priorities, however, this poster will share the Flexible Engagement model that visually displays how these priorities can overlap and be achieved. Positioned not as opposites on a continuum, but instead, a matrix allows us to see these critical priorities more clearly. Examples of instructional approaches that support these priorities are also included. Finally, the issues of instructor time and energy will be addressed.

Using National Public Radio (NPR) as a Text

Karen Holley, Georgia State University-Perimeter College

The poster provides ideas about different assignments using National Public Radio (NPR) broadcasts and transcripts to enhance writing, analytical reading/listening, critical thinking, research, synthesis of ideas, argumentation, debate, creativity, time management, note-taking, and decision-making. Assignments range from simple written summaries to comparisons about news coverage of an incident to in-depth research, from planning a broadcast to developing a philosophy of life. Students are challenged to engage the “text” in all of its forms, live programming, podcasts, and transcripts as they explore a wide range of programming that covers the academic disciplines as well as popular culture, often marrying the two in a way that will assist students in understanding how their academic studies inform their lives beyond the classroom.

Using Self-Reflection to Assess Learning

Ann Marie Ade, Embry-Riddle Aeronautical University

This poster presents ways to use self-reflection in various ways to assess student learning. Three specific methods will be examined: the use of an ePortfolio, the use of journals and blogs, and the use of reflection in final examinations. The presenter will provide examples used in composition courses developed and taught by the presenter and discuss how they can be applied in other disciplines, as well. The benefits of self-reflection will also be outlined, including, but not limited to, increasing student

self-awareness, aiding student critical thinking skills, decreasing plagiarism, and assessing whether or not course learning outcomes are being met.

Toward Open Educational Resources (OER)

Kapila Dissanayaka, Motlow State Community College

Open Educational Resources (OER) are educational materials that are openly licensed, freely available online, and modifiable with proper attribution to original authors. Since OER have the potential of replacing publisher textbooks of many collegiate courses at zero cost, the use of OER can reduce the overwhelming cost of college textbooks. Also, the use of OER

can induce relatively high student enrolment and completion rates of collegiate courses. However, the awareness about OER must be improved substantially among collegiate faculty to make the proper use of OER for college education. Hence, this poster presents the fundamentals of OER and reviews the impact of OER on college education.

8:00 pm

Dinner and evening on your own.

SATURDAY, JUNE 5

7:30–8:30 am

Continental Breakfast
Napoleon Ballroom, 3rd Floor

8:00 am–5:00 pm

Exhibitor Displays Open
Napoleon Foyer, 3rd Floor

Stop by and say hello to our exhibitors and learn about their products and service.

8:45–9:45 am

60-Minute Sessions



STUDENT ENGAGEMENT

Seven Strategies for Embracing the Emotional Labor of Teaching

Ashley Harvey, Colorado State University

Audience: Has some experience with this topic

Waterbury, 2nd Floor

In this session, we will explore the invisible emotional labor associated with online and in-person teaching at the college level and focus on seven emotion-regulation strategies and mindsets for college instructors drawn from education frameworks. Attendees will describe their emotional labor, examine their own attitudes towards students' challenging behavior, explore what "pushes their buttons," and identify helpful reframes for hard moments with students. The goal of this session is to help academic instructors increase their experience of genuine, positive emotion, so that they can enjoy teaching more, as well as successfully engage students and promote their success.



PREPARING YOUR COURSE

Continuous Improvement: Systems Thinking in Instructional Design and Faculty Development

Elizabeth Becker, Khalifa Alshaya and Jenny Reichart, University of North Dakota

Audience: Has some experience with this topic



ONLINE TEACHING & LEARNING

Online Teaching: The Balancing Act of Synchronous and Asynchronous Delivery

David Betancourt, Cerritos College

Audience: Has some experience with this topic

Nottoway, 4th Floor

Synchronous and Asynchronous Delivery have benefits and challenges. This session will provide an opportunity to reflect on the benefits and challenges of each delivery method while also compiling best practices. Time will be dedicated to searching out the optimum balance between the methods that empowers faculty with the ability to best serve student needs in a virtual platform. After attending this session, participants will be able to identify synchronous and asynchronous delivery models; identify benefits and challenges of synchronous and asynchronous delivery models; and develop a plan to implement a teaching strategy based on a synchronous or asynchronous delivery practice.



FOR NEW FACULTY

I'm a Biologist, not a Psychiatrist! Compassion Fatigue and Advisors

Christina Lesyk, State University of New York (SUNY)/College at

Canton

Audience: Is new to this topic

Oak Alley, 4th Floor

How prepared are you to work with students who have experienced trauma or neglect and exhibited behaviors such as impulsivity, poor problem-solving skills, anxiety, eating disorders, suicidal ideation, substance abuse, and a lack of social skills? You could have a counseling center on campus, but you are often the first line of defense before that probably overwhelmed counseling center. Added to the “usual” pressures of academic positions, it is no surprise that academic advisors experience compassion fatigue from continually experiencing and absorbing secondary traumas from today’s students. While there are similarities to PTSD and burnout, compassion fatigue uniquely impacts those who are expected to empathize – like you! In this workshop, a model for understanding the causes of compassion fatigue will be presented with prevention and self-care strategies and as a catalyst for systemic change.

 **TEACHING SPECIFIC STUDENT POPULATIONS**

Inquiry-Based Teaching Around Essential Questions for Deep, Transformative Learning

Patrick Canning and Emily Manone, Northern Arizona University

Audience: Has some experience with this topic

Bayside A, 4th Floor

This session is part narrative, part toolkit for faculty looking to reimagine their courses and/or pedagogy for deeper student learning. It is a story of how small group of faculty overhauled a First Year Seminar (FYS) program to create an experience that would disrupt secondary ways of schooling, inspire curiosity, reframe writing, and make significant commitments to build transferrable critical thinking skills. This session will argue that FYS’s design and facilitation model can build a learning foundation for college success, offer a gateway for interdisciplinary General Studies programs, and speak directly to transferrable skills for a career in a way that is particularly relevant for FirstGen and minoritized students. Participants will gain direction on how to facilitate an inquiry-based first-year course; examples of activities that promote deep learning and critical thinking; and assessment data capturing course impacts.

 **EQUITY, DIVERSITY, INCLUSION**

A Practical Model for Supporting Struggling Online Learners with UDL

Denise Harshbarger, Sarah Fulkes, Bryan Hart, Rosanna Mitchell, Stephanie Laffer, and Alexis Walker, Independence University

Audience: Has some experience with this topic

Bayside BC, 4th Floor

The Universal Design for Learning (UDL) framework underscores the importance of faculty attending to learner variability when designing and delivering instruction. When professors are aware of variability and providing instruction that is flexible, all learners can reach their maximum potential. In this session, participants will receive an overview of the Universal Design for Learning (UDL) Framework and learn how one fully online school has built a model to promote the implementation of this framework in courses. All participants will leave with a

step-by-step guide for implementation of this model, practical tips for how to implement each of the three domains of the UDL framework, and specific guidance for implementation in a fully online setting.

 **ASSESSING LEARNING**

Improving the Quality of Selected-Response Questions

Peggy Brickman, University of Georgia and Rebecca Orr, Collin College

Grand Ballroom B, 5th Floor

Well written selected-response questions are a staple of assessment, both in the online and face-to-face classroom. However, it is challenging to write these questions such that they accurately assess our students’ mastery of our learning objectives. Further, submission and grading of open response questions are incredibly time consuming in the online classroom. How can we convert open-response questions to selected-response questions while still measuring higher order thinking skills? This session will review some common mistakes that faculty make when writing these types of questions and review psychometric guidelines for writing effective selected-response questions. This opportunity will allow attendees to work in small groups to identify and correct mistakes in selected-response questions and write their own selected-response items using an item writing checklist. Participants are encouraged to bring their own selected-response and open-response test questions to review and correct, but sample questions will be available. Participants will walk away with a peer-reviewed checklist of best practices for writing selected response items prepared by assessment experts and HHMI BioInteractive. This checklist can be put into practice immediately following the session.

 **ONLINE TEACHING & LEARNING**

Increasing Inclusivity in the Online Classroom

Jo Anne Durovich, St. Joseph’s College

Audience: Has some experience with this topic

Grand Ballroom C, 5th Floor

Online education opens pathways to higher education not previously available to many students. Educators must respond to this diversity by developing innovative strategies and by seeking student feedback regarding how best to create inclusive online environments in our classes. The presenter will examine data collected through course evaluations and focus groups with recent graduates of online programs. The presentation focuses on student self-reports of their experiences in online programs, and with inclusivity specifically, and will discuss experiences since the onset of the COVID-19 pandemic. The presenter will examine opportunities for growth based on student suggestions for future academic programming and suggest best practices for creating a welcoming online environment in the classroom. This presentation will make suggestions based upon student feedback regarding how to foster student success and increase the inclusivity of online programming with regard to diverse student learning needs.

 **TECHNOLOGY TOOLS FOR TEACHING**

Enhancing Student Engagement with PlayPosit, while

Improving Assessment Practices

Melinda M Livas, University of California, Davis

Audience: Is new to this topic

Grand Ballroom D, 5th Floor

COVID-19 changed the landscape of remote teaching and instructors spent most of 2020 creating dynamic instructional content, (i.e., videos, and podcasts) to supplement online instruction. Creating dynamic instructional content takes time and incorporating an assessment element to gauge learning can be tricky. That's where PlayPosit comes in. PlayPosit is an interactive video platform that embeds active learning experiences within a video called "bulbs". PlayPosit not only creates an active learning experience that engages the learner, it also provides analytics for learning assessment improvement. After attending this session, attendees will be able to: demonstrate how to successfully upload a video (i.e., bulb) into PlayPosit; create a variety of interactions within each bulb; and publish bulbs and sync into Canvas for grading.



FACULTY SUPPORT

Creating a Collaborative Community of Online Instructors with an Online Teaching Faculty Toolkit

Mandi Campbell, instructional designer and Myrna Gantner, associate professor, University of West Georgia

Grand Ballroom A, 5th Floor

Learn how a cross-disciplinary group of online instructors both contributed to and benefitted from the Online Teaching Faculty Toolkit, an online teaching resource that served as a bridge between technology and pedagogy to help faculty as they prepared to teach online. The Online Teaching Guides within the toolkit offer instructional solutions and strategies that help instructors engage their students and deepen their learning. In addition to offering concrete, evidence-based instructional strategies, these guides link to Ed Tech Aids that provide instructions for using various tools in faculty-friendly language, a list of references, and a growing number of two-minute videos made by instructors who tested and refined the strategies in their own online classes. Social and collaborative learning theories informed our thinking about the importance of not just offering at-the-ready resources but also establishing a community of online instructors. In connecting faculty, we fostered collective efficacy and benefited from the same kind of socialized learning experiences that we strive to create for our students in the online environment. Participants in this session will critique a faculty-developed Online Teaching Faculty Toolkit that supports the design and delivery of quality online courses; recognize the value of a community of online instructors with a pedagogical focus that works collaboratively to solve common problems of instructional practice; and discuss ways to build the capacity of faculty mentors who can share their online instructional expertise with each other, including those who are new to online teaching.

10:15–11:15 am

60-Minute Sessions



STUDENT ENGAGEMENT

Practical Strategies to Promote Student Engagement and

Active Learning

Amanda Bock and Robin Vincent, William Peace University

Audience: Is new to this topic

Rhythms 1, 2nd Floor

This session focuses on practical strategies to promote emotional, behavioral, and cognitive engagement in the college classroom. Research shows that active learning is superior to passive learning; it results in deeper understanding of content, greater retention of information, and higher levels of thinking. Fostering active engagement and total participation improves instructional quality, student learning, and student satisfaction with a course. Participants will learn specific strategies to engage all students during class time. Participants will understand the rationale behind each strategy and will briefly experience each strategy presented. Presenters will model instructional strategies both with and without the use of technology tools. By the end of this session, participants will be able to design a lesson that incorporates multiple strategies to maximize student engagement.



TECHNOLOGY TOOLS FOR TEACHING

The Point of PowerPoint Is to Use All Its Power

Mick Charney, Kansas State University – Department of Architecture

Audience: Has some experience with this topic

Rhythms 3, 2nd Floor

PowerPoint presentations are important, even crucial, centerpieces of pedagogy for those instructors who strive to maximize learning outcomes with multimedia. And yet, many well-intentioned, educator-generated lists of PowerPoint “do-and-don’ts” are so proscriptive as to discourage the fullest exploration of all its bells and whistles. On the other hand, both the intentions of PowerPoint’s inventors and the findings of brain science researchers affirm that the intentional use of PowerPoint’s elaborative capabilities actually improves student performance. In short, beyond standard PowerPoint templates and text-heavy bullet points, images and animations garner huge cognitive gains. Session participants will learn how to critique PowerPoints through the lens of its inventors’ intentions, what differentiates effective from ineffectual pedagogical use of PowerPoint, and how the brain processes the several different types of elaborated media.



TECHNOLOGY TOOLS FOR TEACHING

Using Microsoft Tools to Enhance Student Engagement, Interaction and Collaboration

Anita Morgan, Indiana University, Bloomington

Grand Ballroom D, 5th Floor

This presentation will demonstrate how to use some common MS tools (Word, Excel, PowerPoint) and some not-so-common MS tools (SharePoint, Stream, Forms) to encourage and assess active learning. The demonstration includes how to organize the tools and enhance interaction using MS Teams. During the presentation you will learn how to use Microsoft tools to organize your course for enhanced engagement, encourage and monitor student collaboration, and enhance student-student and student-instructor interaction.



STUDENT ENGAGEMENT

Fostering Engaged Participation to Promote Relevant and Rigorous Learning

Rebecca Haslam, Rebecca Wigglesworth, Claudine Bedell, Amy Knight, and Amy Saks Pavese, Saint Michael's College

Audience: Has some experience with this topic

Waterbury, 2nd Floor

This session will outline a program-wide and multi-faceted approach to engagement using multiple examples from a collaboratively designed Master of Arts in Teaching (M.A.T.) program. Presenters will share their design process, including specific engagement strategies used to promote relevant and rigorous learning both in-person and remotely. Through reflecting on their practice, participating in interactive opportunities, and exploring connections to theory, participants will develop their own plan for deepening engagement at both the program and classroom level. Learn how to develop a cohort community that fosters emotional engagement; nurture faculty collaboration that is mission-driven to model behavioral engagement; and design program-wide curriculum focused on relevance, agency, inquiry, and active learning to promote cognitive engagement.



ONLINE TEACHING & LEARNING

Being BRIEF: How to Capture the Virtual Learners' Attention

LaQue Thornton Perkins, Saint Leo University

Nottoway, 4th Floor

The National Center for Education Statistics suggests that three quarters of all undergraduate students are “non-traditional” (Oblinger, July/August 2003, p. 37). Non-traditional students are generally identified as adult students 25 and older, who work full-time and attend college part-time (Houser, 2005; Quiggins et al., 2016). Additionally, studies show that because of personal and professional obligations—such as family, careers, and social commitments—nontraditional students spend less time interacting with their professors and peers than their traditional classmates (Lundberg, 2003; Quiggins et al., 2016). Nontraditional students not only struggle to find time to engage in activities outside of class, but they are also restricted in the amount of time that they can attend class or even pay attention while they are there. As a result, it is imperative that these students maximize the classroom (virtual) experience, by making the most of their time while they are in your presence. This presentation will provide a model that instructors can implement in order to help today's students meet the unique challenges of our time. At the conclusion of the presentation, attendees will have a template for attracting and keeping adult students' attention, increasing their comprehension, and motivating them to action in a blended environment.



TEACHING SPECIFIC STUDENT POPULATIONS

Widening the Admissions Door: A Teacher Education Case Study

Elodie Jones, Betsy Crawford, and Tyra Hayden, Fort Hays State University

Audience: Has some experience with this topic

Bayside A, 4th Floor

Participants in this session will explore how this case study investigates multiple undergraduate teacher education candidates struggling to meet the needed requirements to enter an accredited

undergraduate Teacher Education program. Individual case study narratives examine potential themes such as entry into a program, numerous students re-taking a standardized assessment to gain entry and challenging conversations and life decisions with their academic advisor. Beyond accreditation-based admission standards, the session will explain an alternative admissions pilot and evidence that can be utilized for meeting admissions quantifications (i.e., academic achievement, alternative assessment, increasing diverse candidate pool). Any university program with qualified admissions could consider the information shared in this presentation to re-evaluate their admission policies to be fair and equitable for all applicants.



EQUITY, DIVERSITY, INCLUSION

Maximizing Equitable Learning Opportunities in Hyflex Courses

Jeni McMillin and Kristie Lussier, Collin College

Audience: Has some experience with this topic

Bayside BC, 4th Floor

The COVID-19 pandemic has forced teaching and learning into an online environment that has proven challenging for both educators and students. These challenges, however, have compelled many to reconsider the role online learning holds in terms of improving learning opportunities for marginalized populations. Hyflex course models provide students with opportunities to engage in learning environments that allow them to overcome some of the hurdles and issues that have kept them from success in more traditional course modalities. In this session, the facilitators will present various models of hyflex learning and explore the advantages and disadvantages of the presentation mode in terms of improving equity to all students. Participants will be given an opportunity to share their insights and suggestions for increasing motivation and engagement for marginalized students.



ASSESSING LEARNING

Assessment for Learning: Formative, Fast, and Fun Interdisciplinary Strategies

Ashley Cherry and Jana Anderson, Lubbock Christian University

Audience: Is new to this topic

Grand Ballroom A, 5th Floor

We know that feedback is crucial to improve learning, yet research suggests that it is the timing of the feedback and the ability to act upon the feedback that brings about the most learning gains. However, in higher education, we often rely upon high stakes summative assessment strategies (tests, papers) as our primary feedback tools; these traditional assessment strategies provide little or no opportunity for the professor or the student to act upon misunderstandings or gaps in knowledge. This interactive session will focus on formative, fast, frugal, and fun strategies that we can use every day in our classrooms to more effectively assess understanding and foster deeper learning.

11:30 am–12:30 pm

Lunch

Napoleon Ballroom, 3rd Floor

12:45–2:00 pm

Lunch Plenary

Designing for Care: Inclusive and Adaptive Digital Pedagogies

Jesse Stommel, digital learning fellow and senior lecturer of communication and digital studies, University of Mary Washington

Napoleon Ballroom, 3rd Floor

Educational institutions are spaces for learning, but more specifically, they are spaces for social learning. There is no one-size-fits-all set of best practices for building a learning community, whether on-ground or online. Right now, we should begin our efforts toward building community by designing for the students who need that community most, the ones most likely to have been feeling isolated even before the pandemic: disabled students, chronically ill students, students of color, queer students, and students facing housing and food-insecurity. Our ability to develop community will depend on our willingness to acknowledge trauma that members of our community have and will experience. bell hooks writes, “As a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another’s voices, in recognizing one another’s presence.” So, our ability to develop community will also depend on our willingness to continue feeling joy, having epiphanies, asking hard questions, and sharing our curiosity with one another.

2:30-3:30 pm

20-Minute Mentor Sessions

There will be two 20-Minute sessions in most rooms during this hour, with a break in between. Feel free to change rooms during the break.



STUDENT ENGAGEMENT

Promotion of Situated Learning through the Real-World-Ready Experience

Lu Yuan, Southeastern Louisiana University

Audience: Has some experience with this topic

Waterbury, 2nd Floor, 2:30

The Real-World Ready (RWR) initiative at Southeastern Louisiana University was designed to prepare students for a professional life after academics by providing authentic learning opportunities that connect academic courses with real-world experience. OSHE 382 Construction Safety was approved as a RWR class each time when it was taught from 2016 to 2020. The select construction companies provided situated learning opportunities to the students for their final project. The students conducted quantitative and qualitative analyses on the assigned topics/issues and presented the study in both oral and written forms. This session will share the experience of collaboration between academia and industry, especially on how to create the situated learning opportunities for students. The evaluation of students’ performance as well as the feedback from them and the industrial partners will be discussed.



STUDENT ENGAGEMENT

Increasing Student Engagement Through the Use of Engagement Rubrics

Melissa Schettler, William Penn University

Audience: Has some experience with this topic

Waterbury, 2nd Floor, 3:00

In a time when it is increasingly more challenging to maintain students’ attention due to distractions from electronics and shortened attention spans, it is crucial that faculty pivot in their instructional approaches to provide highly engaging instruction that requires active participation from the learner. This presentation will ask participants to reflect on the specific criteria they are looking for during class that will guide them in creating a rubric for Student Engagement. The professor will identify key areas of engagement that are important in their individual classrooms and the criteria that demonstrate to students how to achieve a high level of student engagement in each given key area.



TEACHING IN THE HEALTH SCIENCES

Just Text Me: Let’s Get REAL with Clinical Supervision

Erin Holt, Mary Huston, Robyn Walker, and Kayla Fisher, Minot State University

Audience: Has some experience with this topic

Rhythms 2, 2nd Floor, 2:30

Safe, efficient, and effective real-time supervisory feedback in educational settings has always been challenging. Student clinicians and educators consistently indicate specific, immediate feedback during clinical sessions is their preferred instructional method (Lorino, Delehanty, & Woods, 2016); however, it has become extremely difficult during the COVID-19 pandemic. One speech and language clinic found the use of smartwatch technology an innovative way for educators to provide “bug in the ear” feedback to students in real-time with minimal disruption to the session. During this session, participants will learn how to incorporate wearable technology into their supervision, learn effective methods of giving feedback in this format, and adapting level of supervisor supports as applied to Anderson’s Continuum of Supervision.



ASSESSING LEARNING

Formative Assessment is a Verb

Patricia Boatwright, Francis Marion University

Audience: Is new to this topic

Oak Alley, 4th Floor 2:30

Formative assessment is the single most important thing teachers can do for their students. Formative assessment should be thought of as a verb, not a noun. It should be used during class to drive instruction. Formative assessments gather critical information to elicit understanding during instruction. These high-quality interactions include questioning, classroom discussions, exit tickets, and reflective journals. Having a variety of formative assessment approaches allows teachers and professors to measure and assess and document student achievement. In this presentation, you will learn how to successfully implement a variety of powerful formative assessment strategies that also engage your students in any classroom.



TEACHING SPECIFIC STUDENT POPULATIONS

Non-Academic Instruction and First-Year Student Success

Benjamin Blood, Northern Pennsylvania Regional College
Audience: Has some experience with this topic
Bayside A, 4th Floor, 2:30

First-year student success courses best serve students when they address non-academic obstacles to success and provide strategies for overcoming them in conjunction with academic skills and strategies for success. This session will discuss the manner in which the non-academic skills of metacognition, time management, self-discipline, resilience and perseverance, and help-seeking have been incorporated into a corequisite support course for English composition in an accelerated learning program model. This session will also provide suggestions for incorporating these strategies into a range of disciplines and first-year student success models.




FACULTY SUPPORT

Peer Mentoring with Online Learning Champions

Liz Norell, Chattanooga State Community College
Audience: Has some experience with this topic
Bayside A, 4th Floor, 3:00

When colleges and universities around the world transitioned to fully online/virtual learning in March 2020, many faculty who had never contemplated online teaching were suddenly asked to become experts, often with very little training or assistance. This session shares one model for rapidly developing a network of peer mentors trained in best practices to support colleagues within their departments/divisions. We'll discuss how the Online Learning Champions program was developed, what training the "champions" received, and how they spread that knowledge through the college during the 2020-2021 academic year. Attendees will leave with a scalable, manageable model for diffusing best practices on their campus, no matter its size.



ONLINE TEACHING & LEARNING

Small Nonverbals that have BIG impacts on our Teaching Efficacy

Rebecca Burdette and David "Boz" Bowles, Louisiana State University (LSU)
Audience: Has some experience with this topic
Grand Ballroom D, 5th Floor, 2:30

Live online synchronous classes are a unique teaching medium, which means we often need specific but novel communication techniques to teach, facilitate, interact, and present within this realm. While some of the same traditional approaches we use to effectively communicate within the physical classroom are still applicable to the virtual one, there are additional techniques we should consider when teaching synchronously online. In this 20-minute power session, we'll share our top nonverbal communication tips for bringing energy and instructor presence into the F2F classrooms that also work in the live virtual space and demonstrate a few approaches specific to live video conferencing. Teaching course content is still our primary concern, but how we show up as the instructor has a significant impact on how our students engage with our content behaviorally, emotionally, and cognitively.



INSTRUCTIONAL VITALITY: WAYS TO KEEP TEACHING FRESH AND INVIGORATED

Revising and Updating Assignments

Kaye Temanson, North Dakota State University
Audience: Is new to this topic
Grand Ballroom D, 5th Floor, 3:00

Learn to set goals, using backward design, on ways to improve and revise an old assignment. Learn to update and revise an assignment for more fresh ideas for online classes.




FOR NEW FACULTY

Creating a Model for Student Behavior and Effective Assessment

Sarah Schillage-Truxillo, Southeastern Louisiana University
Audience: Is new to this topic
Grand Ballroom C, 5th Floor, 2:30

New instructors often do not have a history of education courses on their curriculum vitae unless education is their declared discipline. In this session, learn about how to address the gap in educational training and create a model for student behavior as well as a calibration resource for assessing student achievement.



FOR NEW FACULTY

New College Faculty and the New College Student: Developing Faculty Skills to Match Student Needs

Neva Cramer and Joan Bowman, Schreiner University
Audience: Has some experience with this topic
Grand Ballroom C, 5th Floor, 3:00

In a changing demographic affected by economics, exposure to trauma, and now a pandemic, the new college student is non-traditional in almost all aspects and requires a new set of skills that has the potential to energize the learning environment and motivate the professor. Come away prepared to form more effective relations with students which build trust and accountability, increase participation through strategies that offer unique opportunities for equity of expression and performance of understanding, and gain a better understanding of the effects of trauma and poverty and how this should inform your classroom pedagogy on a daily basis.

4:00–5:00 pm

60-Minute Sessions



ASSESSING LEARNING

Assessing Indigenous Studies Courses

Meredith James, Eastern Connecticut State University
Audience: Is new to this topic
Rhythms 1, 2nd Floor

How does Indigenous Studies intersect with formal Western traditions of assessment, specifically in higher education, and how can we use formal assessment to create decolonial spaces? For my courses in Indigenous Studies, I have created formative assessment exercises as hopefully tools of decolonization, creating spaces that privilege Indigenous ways of knowing, in light of the ever-increasing demands for assessment data from

institutions. My students actively question and reflect on not only the course content and their participation, but also on how they can take knowledge and skills to their communities and future careers (education, governance, STEM, social work, etc.).


 **EQUITY, DIVERSITY, INCLUSION**
Decolonizing Feminist Futures: Pedagogical Interventions During COVID and Beyond

Sherry Zane, Mick Powell, and Lauren Todd, University of Connecticut

Audience: Is new to this topic

Bayside BC, 4th Floor

Borrowing from bell hooks' theory of engaged pedagogies, and Bettina Love's call for abolitionist teaching praxis, this session will focus on best practices for intentionally creating inclusive classrooms that center the needs, narratives, and experiences of marginalized students. Panelists will discuss their unique approaches to designing and facilitating courses that reshape hierarchical models of teaching through reforming modes of participation, creating dynamic assessments, and applying properties of the Universal Design for Learning. In highlighting our pedagogical interventions, attendees across interdisciplinary fields will be able to re-assess their courses, map out new strategies, and implement innovative techniques for more inclusive classrooms.

 **ONLINE TEACHING & LEARNING**
Collaboration and the Asynchronous Learning Space: Steps for Success

Tanya Allen, Texas Southern University

Audience: Has some experience with this topic

Grand Ballroom C, 5th Floor

Collaborative learning experiences can enhance student understanding and foster creativity; however, online asynchronous learning spaces present unique challenges for those experiences, which by design can encourage student isolation in the learning process. In addition, students often dread interdependent activities due to grading processes and past collaborative experiences. Despite the challenges, successful collaborative activities in an online asynchronous course is possible. This session will focus on three main areas important to online success: the learning environment, incremental collaborative opportunities, and group project necessities. Best practices from each area will be discussed along with suggestions for improving instruction to better engage and facilitate students' learning in a collaborative and effective way.

 **STUDENT ENGAGEMENT**
Transforming Classroom Culture

Liz Norell, Chattanooga State Community College

Waterbury, 2nd Floor

No matter the format of your class (in-person, virtual, online) you've probably struggled with students who aren't engaged, awkward silences, or energy-sapping class sessions. The most rewarding teaching often comes when a group of students just 'clicks,' when you can sense that students are as invested in the learning as you are. But how to create that? This session explains how to bring greater presence / awareness to the classroom as a teacher, and why doing so will boost the presence

/ engagement of your students. We'll explore tools for cultivating presence, such as meditation and the Enneagram, engaging in some self-discovery to boost your understanding of what you bring into the classroom. Then, we'll learn specific techniques to create a more engaging, positive, supportive classroom culture. Ultimately, by creating more heart-centered classroom cultures, we have the power to transform the culture of higher education itself—something that is, frankly, desperately needed.

 **ONLINE TEACHING & LEARNING**
Recipe for Engagement: Connection Strategies that Work

Hope Nordstrom and Julia Osteen, Lipscomb University

Audience: Is new to this topic

Nottoway, 4th Floor

In today's society, connectedness and relationships are important for students' learning experiences. Online instructors may be tempted to think it is too challenging to fully engage all of their students. How can instructors maximize the power of best practices in order to whet their students' appetites and keep them coming back for more? In this interactive session, we will peruse the student engagement buffet and sample a collection of strategies just right for cultivating your online course. We will start with an "appetizer" of research foundations, move to an "entree" of best practices, and end with a sweet "dessert" application to our own online courses. Participants will walk away with robust "ingredients" that can be implemented immediately to help them become Master Chefs of Student Engagement.

 **FACULTY SUPPORT**
Moving from Remote Emergency Teaching to Deliberate Online Course Design

Tonka Jokelova and Christina Lesyk, SUNY Canton

Audience: Is new to this topic

Oak Alley, 4th Floor

Historically, limited financial support and discussion suggest that faculty development is viewed as less of a priority than instruction, service, and scholarship, activities viewed as more directly contributing to student success and institutional reputation. However, due to the COVID-19 pandemic, faculty all over the world were suddenly forced to shift to emergency remote teaching. While online learning has existed for decades, the current education environment of uncertainty and the need for rapid learning environment shifts brought to the surface an even greater need to provide systematic faculty development in online course design. In this session, we will discuss the summer 2020 launch of a new online course design institute attended by faculty from a wide variety of disciplines. The presenters will lead participants in analyzing a three-tiered faculty training (technology, pedagogy, and mentorship) and share lessons learned from both an instructional design and faculty point of view.

 **TEACHING SPECIFIC STUDENT POPULATIONS**
Teaching Engineering and Science Remotely? Successful Tools and Strategies

Ahmad Fayed, Southeastern Louisiana University

Audience: Has some experience with this topic

Bayside A, 4th Floor

In response to restrictions required due to the COVID-19 pandemic, rapid changes have been made to teaching environments. These changes left educators puzzled on how to achieve the same quality onsite education online without losing the social, experiential, and many other dimensions of the learning process. These concerns are very serious in Science, Engineering, and Technology fields. Teaching engineering, science, and technology, in this uncertain environment forced instructors to find innovative ways of delivering the content, keeping the student engaged, and providing the required lab work and hands-on activities. In this presentation, successful strategies and tools applied in engineering classes will be shared. Solutions include integration of online simulation tools, such as TinkerCAD, CS2N, PhET, LabXchange, into class materials and using instant response tools, such as iClicker REEF, to compensate for the components missed due to remote setting. Presentation will include examples and hands-on practice.



ASSESSING LEARNING

Assessment, Alignment, Authenticity: How to Make Assessment a Learning Strategy

Cindy Decker Raynak and Cheryl Farren Tkacs, Penn State University

Audience: Has some experience with this topic

Grand Ballroom A, 5th Floor

Has the specter of academic integrity become more critical in this environment of remote instruction? Focusing on the actual learning with mixed-mode, online, or in-the-classroom assessments, you can both measure learning with integrity and provide your students with a meaningful learning activity. Your assessments can, and should, have a lasting impact on what your students learn when you start with what counts as evidence and that they have met your learning objectives. Creating assessment strategies that align with those learning objectives will, as a

result, have the potential to lower the incidence of cheating attributed to student perception of unfair tests, poor study skills, or test anxiety. In this interactive presentation you'll practice and reflect on how to do that efficiently by using tech tools and assessment strategies that collect and measure that evidence. In addition, we will discuss the concerns of academic integrity in assessment that seems to drive so much of how we evaluate students.



TECHNOLOGY TOOLS FOR TEACHING

Extending Reality: Creating Augmented and Virtual Spaces in the Classroom

Shadow Armfield, Northern Arizona University and Dawn Armfield, Minnesota State University, Mankato

Audience: Is new to this topic

Grand Ballroom D, 5th Floor

In this session, participants will be introduced to the broad idea of Extended Reality. Presenters will define and demonstrate extended reality spaces including augmented and virtual reality. The presenters will begin with a demonstration of how these ideas/tools can be used to support both teaching and learning in the university classroom. From here, the presentation will move into a hands-on "workshop" where the participants can experiment with these spaces and think through how they can be used to create activities where students demonstrate mastery of the content in the courses they teach. The presenters will demonstrate and encourage the use of five unique tools (mostly free) to support the participants and their students in getting started in using extended realities in their courses.

5:00 pm

Dinner and evening on your own.

SUNDAY, JUNE 6

7:30–8:30 am

Continental Breakfast

Napoleon Ballroom, 3rd Floor

8:45–9:45 am

60-Minute Sessions



ONLINE TEACHING & LEARNING

Course-embedded Advising and Preparation for Social Justice Work

Donna DiMatteo-Gibson, Michelle Dennis, James Halbert, Dawgelene Sangster, Irene Jones, and Desanka Djonin, Adler University

Audience: Has some experience with this topic

Nottoway, 4th Floor

This research focuses on applications of course-embedded advising with relevance to student preparation to engage in social

justice work. Course embedded advising involves the exploration of structured prompts during individual student-faculty meetings. The prompts are aligned to course objectives to ensure cohesion. Course-embedded advising has been delivered through the online graduate program, which serves as the basis of this evaluation for a period of 4 years. Following the session, participants will be able to: appraise the utility of course-embedded advising from an academic leadership perspective; assess various applications of course-embedded advising in online courses; evaluate the cultivation of student engagement through course-embedded advising; and analyze opportunities for self-preparation prior to engagement in social justice work.



ASSESSING LEARNING

Specifications Grading: A Motivational Assessment Strategy that Benefits Learners and Faculty

Deidre Meiggs, Paula Billups, and Mitch Ferguson, Life University

Audience: Is new to this topic

Oak Alley, 4th Floor

Are you looking for creative ideas to increase the motivation

of learners in your courses and encourage them to achieve higher quality work? Are you seeking ways to enhance content retention by incorporating diverse assessment strategies in your courses? Specifications grading is an assessment model that blends elements of pass-fail grading, competency-based education, and contract grading to assist faculty in achieving these goals. This session will introduce the details of what a spec grading assessment model is and the vast potential it offers. To encourage and facilitate the successful application of this knowledge following this session, three faculty from varied disciplines will highlight the successes and challenges they faced when each uniquely and successfully incorporated this assessment model into their courses. A data comparison versus previously utilized assessment strategies will also be included.



PREPARING YOUR COURSE

CUREs Impart Career Ready Skills Needed in the American Workforce

Jacqueline McLaughlin, Penn State University – Lehigh Valley and Josh Slee, DeSales University

Audience: Has some experience with this topic

Bayside A, 4th Floor

A survey of U.S. employers on the learning outcomes that they consider most important for college graduates to succeed in today's economy was published by Hart Research Associates on behalf of the AAC&U. The report revealed the top six learning outcomes: oral communication, working in teams, written communication, ethical judgment and decision-making, critical thinking, and applying knowledge and skills to the real world. More than 80 percent of U.S. employers expected students to have these specific "workforce skills." A novel CURE was utilized for lab instruction in cell biology courses over a three-year period at two different institutions and was assessed using a mixed-methods approach. Data suggest that CUREs are a viable solution to training undergraduates in both discipline-specific hard skills and essential workforce soft skills needed to succeed in today's STEM workforce.



STUDENT ENGAGEMENT

Engaging Students in a Hybrid Classroom

Heather Gilmour and Julie Wienski, Springfield College

Audience: Has some experience with this topic

Bayside BC, 4th Floor

Given the response within higher education to move to more remote and hybrid classroom settings due to restrictions related to the COVID-19 pandemic, this session will address ways to engage students within a hybrid classroom (half the class learns synchronously via Zoom, while the other half learns face-to-face). Strategies used for student engagement within a first-year course will be discussed, including in-class activities, Zoom features and tools, as well as content delivery and real-time assessment strategies.



EQUITY, DIVERSITY, INCLUSION

Engage in Decreasing the Digital Divide

Samantha Ertenberg and Audrey Antee, Florida State

College at Jacksonville

Audience: Has some experience with this topic

Grand Ballroom A, 5th Floor

Before COVID-19 and the major shift to online learning, faculty at Florida State College at Jacksonville were worried about the digital divide which research explains is the result of minority student coming to college with fewer digital skills related to academics and/or less experience with technology in general. We speculate this is a possible reason for almost a 15-percent gap in success between black and white students in our ENC1101: Composition online. To help combat this, professors designed specific, interactive modules using Adobe Captivate and other technologies and embedded them in fully online versions of ENC1101. Come learn about the idea, the development of the modules, and the survey results, and then consider how they might be adapted to decrease the digital divide at your institution.



EQUITY, DIVERSITY, INCLUSION

Including Neurodiverse Students in the College Classroom

Jessica Scher Lisa and Harry Voulgarakis, St. Joseph's College

Audience: Has some experience with this topic

Grand Ballroom B, 5th Floor

The increasing number of neurodiverse students entering higher education poses an ever-growing challenge for professors. Current literature supports an array of possibilities on how neurodiverse students experience higher education as well as ways in which higher education institutions address the needs of neurodiverse students. There has been consistent evidence that shows a disconnect between available support services and provision of technologies to support neurodiverse students in higher education. Furthermore, great difficulties are posed by the fear of stigmatization in terms of what is available and what is actually utilized by neurodiverse students. As faculty become increasingly aware of the needs of neurodiverse students, it is imperative to continue to examine ways to best support this population, from both empirical and theoretical standpoints. Tips and strategies will be delivered for including neurodiverse students both in-person as well as via distance learning.



TECHNOLOGY TOOLS FOR TEACHING

From Isolation to Presence: Six Tips to Enhance Online Learning

Joan Bowman and Neva Cramer, Schreiner University

Audience: Has some experience with this topic

Grand Ballroom C, 5th Floor

Learn how to use online tools to revamp your online communication, interaction, and student engagement. In this session, you will glean ideas for creating more interactive lessons, examples of how lead your students to interact with each other, and there will be opportunities for you to demonstrate your creativity in these areas. With the guidance from their presenters, attendees will spend time during this session on their devices developing and practicing the new learning. Session attendees will be able to revamp online professor/student communication to strengthen relationships; use Flipgrid, Padlet, and Zoom to differentiate assignments and learning; and include small, bite size changes in lessons that will game-change student engagement.

 **FOR NEW FACULTY**

Teaching Trauma-Burdened Students: Life Balancing Self-Care Strategies for Educators

Susan Egbert and Sean Camp, Utah State University

Audience: Is new to this topic

Grand Ballroom E, 5th Floor

Secondary trauma is an inherent reality for education professionals who are exposed to the difficult stories of students and who witness their struggles and pain—a phenomenon particularly prevalent in the era of COVID-19. Self-awareness and self-care practices are critical if educators are to maintain a healthy life balance and avoid compassion fatigue and burnout. This interactive session addresses: recognizing and responding to trauma-reactive behavior in students; potential sources of vicarious trauma experienced by education professionals; early warning signs of secondary traumatic stress; and compassion fatigue prevention and safety planning for effective self-care. Participatory learning and real-world application will be emphasized throughout the session.

 **INSTRUCTIONAL VITALITY: WAYS TO KEEP TEACHING FRESH AND INVIGORATED**

Put the Hammer Down and Build Your Teaching

Toolbox

Jeremy Rentz, Trine University

Audience: Has some experience with this topic

Grand Ballroom D, 5th Floor

Professors lecture a lot, even though research says lecture is not the most effective strategy for student learning. The faithful “hammer” in your teaching toolbox, lecture is easy to wield in any teaching format and it makes you feel comfortable. But if student learning is what you truly desire for your classes, you need some new tools. You don’t have to completely abandon your trusty hammer, just put it down now and then so you can engage students in “learning moments”. Learning moments are those times in class when all students are working with course material, and you have stepped out of the way. Surprisingly painless and easily implemented, many strategies are available to construct these learning moments. Focusing on intentional questions to drive student retrieval, we will help you add a variety of powerful tools to your repertoire. During the session be prepared to participate in and create learning moments.

10:00–11:00 am

60-Minute Sessions

 **ONLINE TEACHING & LEARNING**

Hyflex Model through the Community of Inquiry Lens: A Focus on Special Needs

Tiffany Mulally and Roberta Yeager, Misericordia University

Audience: Is new to this topic

Nottoway, 4th Floor

With the changes that our educational system face due to the pandemic, a reexamination of education for those students with special needs must be initiated. The presenters have examined the benefits of using a Hyflex model to meet the

needs of the exceptional student now and after the pandemic. Educators can increase the student’s success through online course development tailored to each student’s needs and the ability to move between a face-to-face and online class. Using the Community of Inquiry framework, the educator can ensure all of the student’s needs are being met through teaching, social, and cognitive presence.


 **ASSESSING LEARNING**

Stop Grading! But what about COVID?

Melissa Michael, John Brown University

Oak Alley, 4th Floor

“What’s my grade?” This is often the question that students are interested in. Research shows that when students are given a grade, they can do little else besides compare it to others. They do not see the grade as an indicator of their learning. Rather than grades, students need formative feedback that allows them to reflect on and assess their learning. But how can we do this amid COVID restrictions? This session highlights my initial journey with grading and feedback, how I eliminated grades from homework and quizzes and allowed time in class for students to reflect on my comments, and then tried to implement these ideas with COVID limitations. Session participants will have the opportunity to reflect on the research, their own grading practices, and develop ideas for changes within the new world of COVID.

 **PREPARING YOUR COURSE**

Service-Learning Course Design Strategies

Julie Turner, Lindenwood University

Audience: Has some experience with this topic

Bayside A, 4th Floor

So, you’ve determined that integrated service learning into your course makes sense. What next? Learn how to develop a course syllabus utilizing service learning, structure meaningful service-learning activities and outcomes, and articulate expectations with community partners and students. Best practice examples and a “tool kit” for each participant will be included.

 **STUDENT ENGAGEMENT**

Creating Community to Engage, Excite, and Retain Undergraduates

Becky Carmichael and Zakiya Wilson-Kennedy, Louisiana State University

Audience: Has some experience with this topic

Bayside BC, 4th Floor

Successful freshman seminars require multifaceted community structures to engage students in the discipline, build connections to experts and alumni, and solidify their sense of belonging. In this session, we’ll share a scaffolded model for team projects that enables students to connect content knowledge with higher-order skills, test collaboration strategies, engage with various communities, and participate in discipline-based activities relevant to building agency in learners’ intended fields. With a focus on freshman seminars, this model also serves to actively engage, onboard, and retain learners within the discipline. We’ll unpack the key strategies for cultivating student agency and belonging, and you’ll experience the activities we’ve used

to foster relationships, engagement, and connections among multiple communities (i.e., peer-peer, instructor-student, staff-student).



TEACHING SPECIFIC STUDENT POPULATIONS

Culturally Relevant Pedagogy for African American Students

Tarsha Reid, Livingstone College

Audience: Has some experience with this topic

Grand Ballroom B, 5th Floor

A decline of interest in students from underrepresented groups, specifically African American students, is a growing concern. Moreover, the achievement gap between White and African American students continues to be a challenge in higher education. Teachers used their knowledge of culturally relevant pedagogies to connect with the social and cultural background of their students.

Participants will be able to incorporate teaching strategies that will engage and motivate African American students in various subject areas. Participants will understand the learning styles associated with teaching culturally relevant pedagogy.



EQUITY, DIVERSITY, INCLUSION

Walk the Talk: Design (and Teach) an Equitable and Inclusive Course

Ching-Yu Huang, Virginia Commonwealth University

Audience: Is new to this topic

Grand Ballroom A, 5th Floor

How do we design and teach a course that is inclusive and equitable for all students and their learning? How do we address diversity, inclusion, and accessibility issues without feeling awkward and uncomfortable? In this session, we will explore key inclusive pedagogical practices from perspectives for course design that strive to serve the needs of our students and support their success. Topics include an inclusive classroom environment, an equitable course structure (scaffolding to support rigor and maintain high expectations for all students), additional support and accessibility for all, grading for equity, and incorporating diversity into our classroom and curriculum. Participants are expected to participate in small group discussions and will brainstorm and personalize inclusive teaching practices to redesign their classrooms.



TECHNOLOGY TOOLS FOR TEACHING

Pedagogical Video Integration to Increase Efficacy, Efficiency, and Engagement

Robb Beane, William Penn University

Audience: Is new to this topic

Grand Ballroom C, 5th Floor

The changes to teaching and learning in the age of a global pandemic have been swift and abrupt. Navigation of how to improve the efficacy and efficiency of the teaching practice is dependent upon acceptance and mastery of a number of technical skills that have been perceived as extra prior to the necessity of scheduling changes at colleges and universities all across the globe. Knowledge of how to create, share, and utilize video to raise the level of engagement with both professor and content can be accomplished with only a few applications and a deeper understanding of instructional pedagogy. Where is the

time to discover and learn about these applications and their pedagogical importance? With knowledge of where to look, the programs to use, and basic knowledge of how to use them, instructional integration of video can be done with fidelity. This presentation will cover the what, why, and how of creating and using video to enhance teaching and learning. Attendees will gain knowledge on the pedagogy of video use and find out why it is beneficial, what good quality video is, and how to both create and share instructor created video.



FACULTY SUPPORT

Transformational Coaching: Bridging the Gap in Professional Learning

Julia Osteen and Hope Nordstrom, Lipscomb University

Audience: Is new to this topic

Grand Ballroom E, 5th Floor

Traditionally, professional development for higher education faculty has consisted of a one-size-fits-all approach that is lecture-based or outside expert-led sessions. Instead, current research highlights the need for faculty development efforts that are responsive to faculty members' needs and reflective of higher education's ever-changing landscape. Coaching can fill this need. Establishing a higher education faculty coaching program alongside other professional learning programming can support educators' continued learning. Transformational coaching provides a structure for this type of coaching program. This session will share how one institution implements the use of transformational coaching within faculty development efforts. Participants will walk away with a theoretical basis for such a program, a better understanding of the benefits of coaching, and ideas for implementing a coaching program.

11:15 am–12:15 pm

Closing Plenary Session

Equity, Diversity, and Inclusion

Courtney Plotts, Council For At Risk Student Education and Professional Standards

Napoleon Ballroom, 3rd Floor

For the last 20 years discussions in higher education have circulated in and around diversity, equity, and inclusion. We are called to do more in this time in history. This is especially this case with discussion regarding classroom culture and effective teaching practices of minoritized, racialized and under-represented student populations. This interactive plenary session will explore psychological aspects of culture, its impact on faculty and students and specific strategies to improve teaching and learning outcomes for all who desire them. It is time to take our teaching practices to the next level.

12:15–1:15 pm


Lunch

Napoleon Ballroom, 3rd Floor

1:15 pm

Conference Adjourns

We did it! It was wonderful to meet together in person with colleagues from around the country. Please take the tools and connections you've made at The Teaching Professor Annual Conference and use them on your campus. Thank you for a successful conference. We hope to see you next year, June 3-5, 2022 in Atlanta, Georgia. Have a safe trip home!



THE
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JUNE 7-SEPTEMBER 30, 2021

INSTRUCTION

PREPARING YOUR COURSE

Cheating is a Choice—Instructional Strategies Promoting Better Learning Decisions

Lolita Paff, associate professor, Penn State Berks

Most decisions are based on internal cost-benefit analyses. “Do I work an extra hour or go out with my friends?” “Do I write the term paper or buy one online?” The decision to buy a paper makes sense if the perceived marginal benefit from buying is greater than the perceived marginal cost. Put another way, a student will buy the paper/HW/assignment (or just not do it) if the marginal benefit of completing it is less than the marginal cost of time and effort. As cheating has become more sophisticated, so has the academy’s responses, with a great deal of attention on reducing access to the “supply” side of the market. Frequently missing from the conversation are the ways teachers can (and I would assert should) influence demand. Join us as we explore: circumstances and factors associated with academic dishonesty; course characteristics designed to reduce motivation and opportunity to cheat; and instructional strategies that promote academic honesty.

Blending Competencies into Course Design—What’s in Your Recipe?

Vicki Mason, Lynette Savage and Christopher Nelson, University of Providence

60-Minute Session

Audience: Has some experience with this topic

In an era of academic scrutiny and escalating student debt, it is critical that academic programs meet industry needs. Employers want graduates who can demonstrate workplace competencies and career readiness. Directors of our Pharmacy Tech Certificate, BSHA, MHA, and MSN programs, reached out to stakeholders and authoritative leadership in their respective disciplines to identify workplace competencies for career readiness. We started with a base of outcomes, blended in competencies, added dashes of spicy assignments and folded in individual student learning plans within the LMS. We developed this with no outside resources within our existing LMS. We believe that other schools have the opportunity to cost-effectively leverage their LMSs to accomplish the same outcomes. Join us as we share what we have cooked up and participate in recipe sharing ideas! Takeaways from our menu include “Are we designing courses from an academic perspective or with stakeholder and industry input? Do too many cooks really spoil the broth?” and “Do we need a new set of recipes in course development?” While this is a healthcare example, this recipe is applicable across academics. Bon appétit!

Designing a Course Around Career Readiness

Rachel Smydra, Oakland University

60-Minute Session

Audience: Has some experience with this topic

As the primary architects of curriculum, faculty are largely responsible for creating courses that foster learning outcomes. Given the cost of higher education and the amount of debt students incur, higher education stakeholders have become more concerned about the investment and value of a college

education. In reaction, university leaders have been promoting student career preparedness through career-readiness initiatives. However, for most faculty in the humanities, the idea of connecting content or activities to career readiness or helping students articulate the value of the degrees or their skills fails to align with the culture of their disciplines. Adopting a process that includes mapping course design elements to desired outcomes, along with building clear connections between knowledge and activities, can assist faculty in facilitating career readiness.

Blended Learning Design with Agile Time Boxes: An Agile Learning Environment

Sarah Khan, Yan Shen, and Jakia Salam, North Carolina State University

20-Minute Mentor Session

Audience: Is new to this topic

We will present our design of a large blended learning (BL) course for Information Technology (IT) education. Based on the first principles of instruction and agile project management, we organized weekly learning into three phased sprint cycles: Phase 1: 4-Day Online Learning, as the planning phase, provides multimedia materials of basic concepts and models problem solving using IT. Phase 2: 1-Day In-Class Learning, as the execution phase engaging students in solving a real-world problem facilitated by instructor guidance. Phase 3: 2-Day After-Class Learning, as the post execution phase encourages students to integrate online and in-class learning by organizing notes and solving transfer problems. BL designed with problem-centered principles and time/process management strategies can enhance learning effectiveness and motivation. It also allows easy adaptation to BL environment and transition to fully online learning.

ASSESSING LEARNING

Assessment for Learning: Formative, Fast, and Fun Interdisciplinary Strategies

Ashley Cherry and Jana Anderson, Lubbock Christian University

Audience: Is new to this topic

We know that feedback is crucial to improve learning, yet research suggests that it is the timing of the feedback and the ability to act upon the feedback that brings about the most learning gains. However, in higher education, we often rely upon high stakes summative assessment strategies (tests, papers) as our primary feedback tools; these traditional assessment strategies provide little or no opportunity for the professor or the student to act upon misunderstandings or gaps in knowledge. This interactive session will focus on formative, fast, frugal, and fun strategies that we can use every day in our classrooms to more effectively assess understanding and foster deeper learning.

Using Universal Design and Culturally Sustaining Pedagogy to Reimagine Assessments

Meghan Owenz and Red Yuan, Penn State University, Berks

60-Minute Session

Audience: Has some experience with this topic

How can you motivate your students to read and review notes on a weekly basis? Multiple-choice quizzes are the most common assessment tool utilized to check student understanding of their learning. By nature of the structure of this assessment,

some students perform poorly despite understanding of the material. Combining Universal Design for Learning with Culturally Sustaining Pedagogy (CSP), we aimed to improve learning outcomes for all students by focusing on students who have been marginalized by standard assessment methods. The session begins with a discussion of applying principles of Universal Design for Learning to assessment design and providing alternatives to traditional assessment measures. Next, we will analyze the influence of test anxiety on test performance based on our research. Finally, we will present an assessment option which can be adapted for virtually any field. Results and student perceptions of the alternative assessment model will be presented.

Assessment, Alignment, Authenticity: How to Make Assessment a Learning Strategy

Cindy Decker Raynak and Cheryl Farren Tkacs, Penn State University

Audience: Has some experience with this topic

Has the specter of academic integrity become more critical in this environment of remote instruction? Focusing on the actual learning with mixed-mode, online, or in-the-classroom assessments, you can both measure learning with integrity and provide your students with a meaningful learning activity. Your assessments can, and should, have a lasting impact on what your students learn when you start with what counts as evidence and that they have met your learning objectives. Creating assessment strategies that align with those learning objectives will, as a result, have the potential to lower the incidence of cheating attributed to student perception of unfair tests, poor study skills, or test anxiety. In this interactive presentation you'll practice and reflect on how to do that efficiently by using tech tools and assessment strategies that collect and measure that evidence. In addition, we will discuss the concerns of academic integrity in assessment that seems to drive so much of how we evaluate students.

Formative Assessment is a Verb

Patricia Boatwright, Francis Marion University

Audience: Is new to this topic

20-Minute Mentor Session

Formative assessment is the single most important thing teachers can do for their students. Formative assessment should be thought of as a verb, not a noun. It should be used during class to drive instruction. Formative assessments gather critical information to elicit understanding during instruction. These high-quality interactions include questioning, classroom discussions, exit tickets, and reflective journals. Having a variety of formative assessment approaches allows teachers and professors to measure and assess and document student achievement. In this presentation, you will learn how to successfully implement a variety of powerful formative assessment strategies that also engage your students in any classroom.

STUDENT ENGAGEMENT

Fostering Engaged Participation to Promote Relevant and Rigorous Learning

Rebecca Haslam, Rebecca Wigglesworth, Claudine Bedell, Amy

Knight, and Amy Saks Pavese, Saint Michael's College
Audience: Has some experience with this topic

This session will outline a program-wide and multi-faceted approach to engagement using multiple examples from a collaboratively designed Master of Arts in Teaching (M.A.T.) program. Presenters will share their design process, including specific engagement strategies used to promote relevant and rigorous learning both in-person and remotely. Through reflecting on their practice, participating in interactive opportunities, and exploring connections to theory, participants will develop their own plan for deepening engagement at both the program and classroom level. Learn how to develop a cohort community that fosters emotional engagement; nurture faculty collaboration that is mission-driven to model behavioral engagement; and design program-wide curriculum focused on relevance, agency, inquiry, and active learning to promote cognitive engagement.

Transforming Classroom Culture

Liz Norell, Chattanooga State Community College

No matter the format of your class (in-person, virtual, online) you've probably struggled with students who aren't engaged, awkward silences, or energy-sapping class sessions. The most rewarding teaching often comes when a group of students just 'clicks,' when you can sense that students are as invested in the learning as you are. But how to create that? This session explains how to bring greater presence / awareness to the classroom as a teacher, and why doing so will boost the presence / engagement of your students. We'll explore tools for cultivating presence, such as meditation and the Enneagram, engaging in some self-discovery to boost your understanding of what you bring into the classroom. Then, we'll learn specific techniques to create a more engaging, positive, supportive classroom culture. Ultimately, by creating more heart-centered classroom cultures, we have the power to transform the culture of higher education itself—something that is, frankly, desperately needed.

More Heads Are Better Than One: Collaboration in Online Courses

Laurie Bobley and Alan Sebel, Touro College

60-Minute Session

Audience: Is new to this topic

It can be challenging for faculty to design and facilitate collaborative activities in asynchronous online courses. Data related to student experiences in collaborative online activities will be presented. Participants will examine a current assignment normally completed individually and consider its applicability as a collaborative project in an online or blended course. Through interactive discussion participants will be able to share ideas from their own practice. Participants will: identify how and when to use collaborative assignments in place of an individual assignment in an online course; apply best practices to develop an online collaborative activity; select an assignment from a current course that can be converted to a collaborative project; and identify the technological tools that will facilitate collaboration in an online setting.

Is Anybody There? Increasing Online Instructor Presence Using Customized Announcements

Jessica Hilton, Logan University

20-Minute Mentor Session

Audience: Has some experience with this topic

Perceived instructor presence leads to more student engagement and success. Inadequate instructor presence and low levels of student engagement are common criticisms of the online learning environment. Instructors typically address these concerns by using weekly written or video announcements. However, announcements are only effective if students read or view them. Applying a Community of Inquiry Framework (CoIF) as described by Pollard et al. (2014) can increase the likelihood that students will read/view announcements by providing timely information that students will perceive as relevant, are directly related to the course content, and are constructed in a way that conveys the instructor cares about student success. This ultimately leads to an increased perception of instructor presence and engagement by students, and a better online experience for all.

TECHNOLOGY TOOLS FOR TEACHING

Extending Reality: Creating Augmented and Virtual Spaces in the Classroom

Shadow Armfield, Northern Arizona University and Dawn Armfield, Minnesota State University, Mankato

Audience: Is new to this topic

In this session, participants will be introduced to the broad idea of Extended Reality. Presenters will define and demonstrate extended reality spaces including augmented and virtual reality. The presenters will begin with a demonstration of how these ideas/tools can be used to support both teaching and learning in the university classroom. From here, the presentation will move into a hands-on “workshop” where the participants can experiment with these spaces and think through how they can be used to create activities where students demonstrate mastery of the content in the courses they teach. The presenters will demonstrate and encourage the use of five unique tools (mostly free) to support the participants and their students in getting started in using extended realities in their courses.

Pedagogical Video Integration to Increase Efficacy, Efficiency, and Engagement

Robb Beane, William Penn University

Audience: Is new to this topic

The changes to teaching and learning in the age of a global pandemic have been swift and abrupt. Navigation of how to improve the efficacy and efficiency of the teaching practice is dependent upon acceptance and mastery of a number of technical skills that have been perceived as extra prior to the necessity of scheduling changes at colleges and universities all across the globe. Knowledge of how to create, share, and utilize video to raise the level of engagement with both professor and content can be accomplished with only a few applications and a deeper understanding of instructional pedagogy. Where is the time to discover and learn about these applications and their pedagogical importance? With knowledge of where to look, the programs to use, and basic knowledge of how to use them, instructional integration of video can be done with fidelity. This presentation will cover the what, why, and how of creating and using video to enhance teaching and learning. Attendees will gain knowledge on the pedagogy of video use and find out why

it is beneficial, what good quality video is, and how to both create and share instructor created video.

Zoom in the Active Learning Classroom: Untether the learning

Karl Carrigan and Marc Ebenfield, University of New England

60-Minute Session

Audience: Is new to this topic

Shifting rapidly to a remote learning environment inspired creativity that we can use well after the pandemic ends. This session will feature techniques used to enable active learning in hyflex & blendsync environments. We utilized the Zoom videoconferencing program to allow faculty members to push content to student devices, record an active learning class, while transitioning from micro lecture to active exercises to think-pair-share and more involved case studies. By signing into Zoom with a second device, iPad, or smartphone, we present content wirelessly, annotate, and record lecture portions of the class, and easily move about the space to support active learning techniques. We will demonstrate our methods, discuss the background theory and practice, and invite participants to follow our lead. These techniques can be used in the future to promote hyflex environments or for a variety of student accommodations and making single display classrooms more conducive to group work.

STUDENT LEARNING

ONLINE TEACHING & LEARNING

Being BRIEF: How to Capture the Virtual Learners' Attention

LaQue Thornton Perkins, Saint Leo University

The National Center for Education Statistics suggests that three quarters of all undergraduate students are “non-traditional” (Oblinger, July/August 2003, p. 37). Non-traditional students are generally identified as adult students 25 and older, who work full-time and attend college part-time (Houser, 2005; Quiggins et al., 2016). Additionally, studies show that because of personal and professional obligations—such as family, careers, and social commitments—nontraditional students spend less time interacting with their professors and peers than their traditional classmates (Lundberg, 2003; Quiggins et al., 2016). Nontraditional students not only struggle to find time to engage in activities outside of class, but they are also restricted in the amount of time that they can attend class or even pay attention while they are there. As a result, it is imperative that these students maximize the classroom (virtual) experience, by making the most of their time while they are in your presence. This presentation will provide a model that instructors can implement in order to help today’s students meet the unique challenges of our time. At the conclusion of the presentation, attendees will have a template for attracting and keeping adult students’ attention, increasing their comprehension, and motivating them to action in a blended environment.

Recipe for Engagement: Connection Strategies that Work

Hope Nordstrom and Julia Osteen, Lipscomb University

Audience: Is new to this topic

In today’s society, connectedness and relationships are important for students’ learning experiences. Online instructors may be tempted to think it is too challenging to fully engage all

of their students. How can instructors maximize the power of best practices in order to whet their students' appetites and keep them coming back for more? In this interactive session, we will peruse the student engagement buffet and sample a collection of strategies just right for cultivating your online course. We will start with an "appetizer" of research foundations, move to an "entree" of best practices, and end with a sweet "dessert" application to our own online courses. Participants will walk away with robust "ingredients" that can be implemented immediately to help them become Master Chefs of Student Engagement.

Using Online Tools and Learning Science to Spark Curiosity and Amplify Learning

Jane Sutterlin, learning designer, Penn State University

Curiosity is defined as having a strong desire to learn or know something. Wouldn't it be wonderful if all our students had this level of curiosity about our subject matter? Curiosity can lead to increased knowledge and help students make connections among various pieces of information. So how can we create an environment where students are curious to learn more? In this session, I will provide a concise overview of best practices for teaching and learning, as framed by the field of cognitive science. Participants will take part in practical teaching strategies that can be implemented in the classroom immediately. The session will focus on the ways that online tools can be used in innovative ways to make teaching more effective and student learning more durable. Participants will leave with a collection of resources that can be implemented immediately and will be able to integrate activities to spark curiosity in their classroom; use technologies to help students deepen understanding of content; and communicate to students learning strategies to help them take more ownership of their learning.

TEACHING SPECIFIC STUDENT POPULATIONS

Teaching Students with Learning Disabilities

AJ Marsden and Nicki Nance, Beacon College
60-Minute Session

Audience: Is new to this topic

This session addresses issues that faculty members encounter in a classroom comprised of students with learning differences (LD). These differences may range from Attention Deficit Hyperactivity Disorder to dyslexia to Autism Spectrum Disorders. Beacon College is designed exclusively for individuals with LDs, and therefore the faculty has a unique perspective in the challenges that one faces in the classroom. The four challenges discussed are attention and engagement; memory; behavioral issues; and mental and emotional disorders. After this session, participants will recognize learning disabilities and developmental deficits in otherwise capable students; differentiate between current developmental norms and individual developmental challenges that impair learning; and be familiar instructional strategies to address each of the four categories of learning challenges presented.

Teaching Engineering and Science Remotely? Successful Tools and Strategies

Ahmad Fayed, Southeastern Louisiana University

Audience: Has some experience with this topic

In response to restrictions required due to the COVID-19 pandemic, rapid changes have been made to teaching environments. These changes left educators puzzled on how to achieve the same quality onsite education online without losing the social, experiential, and many other dimensions of the learning process. These concerns are very serious in Science, Engineering, and Technology fields. Teaching engineering, science, and technology, in this uncertain environment forced instructors to find innovative ways of delivering the content, keeping the student engaged, and providing the required lab work and hands-on activities. In this presentation, successful strategies and tools applied in engineering classes will be shared. Solutions include integration of online simulation tools, such as TinkerCAD, CS2N, PhET, LabXchange, into class materials and using instant response tools, such as iClicker REEF, to compensate for the components missed due to remote setting. Presentation will include examples and hands-on practice of some of these tools.

Widening the Admissions Door: A Teacher Education Case Study

Elodie Jones, Betsy Crawford, and Tyra Hayden, Fort Hays State University

Audience: Has some experience with this topic

Participants in this session will explore how this case study investigates multiple undergraduate teacher education candidates struggling to meet the needed requirements to enter an accredited undergraduate Teacher Education program. Individual case study narratives examine potential themes such as entry into a program, numerous students re-taking a standardized assessment to gain entry and challenging conversations and life decisions with their academic advisor. Beyond accreditation-based admission standards, the session will explain an alternative admissions pilot and evidence that can be utilized for meeting admissions quantifications (i.e., academic achievement, alternative assessment, increasing diverse candidate pool). Any university program with qualified admissions could consider the information shared in this presentation to re-evaluate their admission policies to be fair and equitable for all applicants.

Non-Academic Instruction and First-Year Student Success

Benjamin Blood, Northern Pennsylvania Regional College

Audience: Has some experience with this topic

First-year student success courses best serve students when they address non-academic obstacles to success and provide strategies for overcoming them in conjunction with academic skills and strategies for success. This session will discuss the manner in which the non-academic skills of metacognition, time management, self-discipline, resilience and perseverance, and help-seeking have been incorporated into a corequisite support course for English composition in an accelerated learning program model. This session will also provide suggestions for incorporating these strategies into a range of disciplines and first-year student success models.

EQUITY, DIVERSITY, INCLUSION

Walk the Talk: Design (and Teach) an Equitable and Inclusive Course

Ching-Yu Huang, Virginia Commonwealth University

Audience: Is new to this topic

How do we design and teach a course that is inclusive and equitable for all students and their learning? How do we address diversity, inclusion, and accessibility issues without feeling awkward and uncomfortable? In this session, we will explore key inclusive pedagogical practices from perspectives for course design that strive to serve the needs of our students and support their success. Topics include an inclusive classroom environment, an equitable course structure (scaffolding to support rigor and maintain high expectations for all students), additional support and accessibility for all, grading for equity, and incorporating diversity into our classroom and curriculum. Participants are expected to participate in small group discussions and will brainstorm and personalize inclusive teaching practices to redesign their classrooms.

Maximizing Equitable Learning Opportunities in Hyflex Courses

Jeni McMillin and Kristie Lussier, Collin College

Audience: Has some experience with this topic

The COVID-19 pandemic has forced teaching and learning into an online environment that has proven challenging for both educators and students. These challenges, however, have compelled many to reconsider the role online learning holds in terms of improving learning opportunities for marginalized populations. Hyflex course models provide students with opportunities to engage in learning environments that allow them to overcome some of the hurdles and issues that have kept them from success in more traditional course modalities. In this session, the facilitators will present various models of hyflex learning and explore the advantages and disadvantages of the presentation mode in terms of improving equity to all students. Participants will be given an opportunity to share their insights and suggestions for increasing motivation and engagement for marginalized students.

Accountability with Compassion: Advising Competencies to Increase Student Success

Shani Fleming and Karen Gordes, University of Maryland Baltimore

60-Minute Session

Audience: Has some experience with this topic

Students enter educational programs with a myriad of characteristics, including cognitive diversity, sociocultural influences, and a variety of competing priorities. Therefore, a “one-size fits all” advising strategy is not a best practice for creating an inclusive and productive learning experience. This session will discuss how to utilize higher education advising models for monitoring, guiding, and enhancing student progress throughout a curriculum. Specifically, we will describe three evidence-based advising models: coaching (“GROW”), appreciative, and proactive and provide examples of how these advising strategies can effectively be used to longitudinally monitor and develop intervention approaches along the continuum of student progression. We will highlight how faculty can use these advising models to balance student professional and academic demands while simultaneously creating an environment of inclusivity for a diverse study population.

Introducing Racism and Inequities Through Small Group Fact-Sheet Assignments

Meghan Owenz, Penn State University, Berks

20-Minute Mentor Session

Audience: Has some experience with this topic

Students often have difficulty openly discussing race and racism within the classroom. This session provides an overview of antiracist pedagogy and provides one course activity to increase student engagement during discussions of racism and health inequities. Inquiry-based instruction is a pedagogical strategy in which students are provided a question along with scaffolding and resources in order to generate their own conclusions. In this instructional example, students worked in small groups to review fact sheets regarding human service populations. Students were given definitions and guided questions to identify health inequities. Session participants will be provided an overview of antiracist pedagogy, inquiry-based instruction, and the specific resources used within two undergraduate classes to introduce students to antiracism and health inequities

TEACHING IN THE HEALTH SCIENCES

Faculty Strategies to Support Student Success in Online and Hybrid Nursing Courses

Anne Tumbarello, Molloy College

Audience: Has some experience with this topic

This session will examine faculty strategies to support the success of nursing students in online and hybrid courses. Learning Management System tools, faculty teaching strategies, and course design considerations will include the use of announcements, course analytics, virtual office hours, feedback options, group projects, papers, surveys, and exams. A focus on identification of students who may be struggling in a course will also be included.

Just Text Me: Let’s Get REAL with Clinical Supervision

Erin Holt, Mary Huston, Robyn Walker, and Kayla Fisher, Minot State University

Audience: Has some experience with this topic

Safe, efficient, and effective real-time supervisory feedback in educational settings has always been challenging. Student clinicians and educators consistently indicate specific, immediate feedback during clinical sessions is their preferred instructional method (Lorino, Delehanty, & Woods, 2016); however, it has become extremely difficult during the COVID-19 pandemic. One speech and language clinic found the use of smartwatch technology an innovative way for educators to provide “bug in the ear” feedback to students in real-time with minimal disruption to the session. During this session, participants will learn how to incorporate wearable technology into their supervision, learn effective methods of giving feedback in this format, and adapting level of supervisor supports as applied to Anderson’s Continuum of Supervision.

The Space to Make Mistakes: Student-Committed Medication Errors

Catharine Schiller, University of Northern British Columbia

60-Minute Session

Audience: Has some experience with this topic

A medication error by a student nurse often results in the student fearing its potential impact on the patient, unit staff, and the student's educational journey. Students must navigate two parallel systems during a clinical placement—educational and healthcare—and there can be confusion about what each requires of the student. This exploratory mixed-methods study examined the process by which responsibility and accountability for a medication error is allocated and the factors that influence that allocation. It described features of an ideal allocation process, and suggested reasons why the current process often does not meet those requirements. Students are colliding with a post-error environment they view as not meeting ideals of a just culture: fairness, transparency, minimization of fear, and dedication to learning. Findings can be used to drive change that will better support those involved in a post-error process and decrease inconsistencies that are often of concern.

INSTRUCTIONAL GROWTH AND DEVELOPMENT

INSTRUCTIONAL VITALITY: WAYS TO KEEP TEACHING FRESH AND INVIGORATED

Revising and Updating Assignments

Kaye Temanson, North Dakota State University

Audience: Is new to this topic

Learn to set goals, using backward design, on ways to improve and revise an old assignment. Learn to update and revise an assignment for more fresh ideas for online classes.

Put the Hammer Down and Build Your Teaching Toolbox

Jeremy Rentz, Trine University

Audience: Has some experience with this topic

Professors lecture a lot, even though research says lecture is not the most effective strategy for student learning. The faithful “hammer” in your teaching toolbox, lecture is easy to wield in any teaching format and it makes you feel comfortable. But if student learning is what you truly desire for your classes, you need some new tools. You don't have to completely abandon your trusty hammer, just put it down now and then so you can engage students in “learning moments”. Learning moments are those times in class when all students are working with course material, and you have stepped out of the way. Surprisingly painless and easily implemented, many strategies are available to construct these learning moments. Focusing on intentional questions to drive student retrieval, we will help you add a variety of powerful tools to your repertoire. During the session be prepared to participate in and create learning moments.

The Best Citizenship Advice I Have Received

Ken Alford, Brigham Young University

What can teachers do to help their students, peers, and leaders be successful? How can teachers more effectively fulfill their citizenship responsibilities? This presentation shares citizenship advice gleaned from outstanding professors during the past forty years. Some of their suggestions may surprise you. This session will help you recognize and understand a wide variety of citizenship behaviors; evaluate your own citizenship style; consider how you might improve your effectiveness as a

contributing faculty citizen; and motivate you to improve your citizenship service.

Self-Care for Faculty: Managing Burnout, Compassion Fatigue, and Secondary Trauma

Tami Micsky, Slippery Rock University

60-Minute Session

Audience: Has some experience with this topic

Higher education faculty face a variety of unique challenges when working with students, particularly during the COVID-19 pandemic, which has increased stress, loss experiences, and grief reactions. To maintain wellness and instructional vitality, faculty should have an understanding of the risks of burnout, compassion fatigue, and secondary trauma, as well as methods to counter various risk factors. Participants will utilize tools to assess burnout, organizational components of burnout, personal professional satisfaction, and current coping mechanisms. The presenter will share strategies for incorporating self-care into daily practices and assist participants in creating a measurable, goal-oriented self-care plan.

FOR NEW FACULTY

Integrating Active Learning Strategies in the Classroom

Erin Hagar and Violet Kulo, University of Maryland, Baltimore

60-Minute Session

Audience: Is new to this topic

Educators increasingly recognize the value of engaging students in their learning experiences. While short, targeted lectures can be effective tools to communicate content and instructor enthusiasm, lectures as the sole instructional strategy may not result in optimal student outcomes. “Active learning,” often defined as any strategy that asks students to do things and think about what they are doing, can help increase student motivation, engagement, retention and transfer, as well as improve learning outcomes. Active learning (AL) strategies can include learner-centered activities integrated into a lecture, or more robust approaches like team-based or problem-based learning. This session will provide faculty an opportunity to experientially explore active learning strategies that can easily be incorporated into the classroom.

Meaningful Course Design to Increase Student Engagement with Course Readings

Brian Baldi, University of Massachusetts and Rebecca Petitti, Columbia University

60-Minute Session

Audience: Has some experience with this topic

Many teachers, particularly new teachers, grapple with engaging students deeply with assigned course readings. Some scholars have suggested that digital reading habits complicate efforts to instill deep reading habits (Miller, 2016). Teachers often report a variety of reasons why students may not engage deeply with course texts, including workload, ability or skill level, interest in material, and surface reading habits. The literature on assigning course readings, however, suggests that students will engage with readings when teachers embed intentional and scaffolded reading activities into their course design (Brown et al, 2014; Miller, 2016; Nilson, 2016). By the end of this session, participants will be able to: choose the right readings, integrate

readings into their course design, frame course readings, and teach effective reading strategies. Participants will leave the session with some new resources, tools, and practices that they can try in their own classes.

“I Love this Class”: Five Fundamentals for Every Good Teacher

Anthony Sweat and Hank Smith, Brigham Young University

Audience: Has some experience with this topic

Teaching is an art. Just as there are basic principles that make great art, there are also fundamental concepts any teacher can learn to create great teaching and learning. In this presentation for newer university-level teachers, we will cover five fundamentals for effective teaching, regardless of your background or discipline, including: efficient and effective course design, inviting meaningful student participation in learning, creating and maintaining good student rapport, preparing engaging and relevant lectures, and clear and fair assessments. Participants will leave empowered to create and deliver an effective course that yields more positive student evaluations in their formative university teaching years.

New College Faculty and the New College Student: Developing Faculty Skills to Match Student Needs

Neva Cramer and Joan Bowman, Schreiner University

Audience: Has some experience with this topic

In a changing demographic affected by economics, exposure to trauma, and now a pandemic, the new college student is non-traditional in almost all aspects and requires a new set of skills that has the potential to energize the learning environment and motivate the professor. Come away prepared to form more effective relations with students which build trust and accountability, increase participation through strategies that offer unique opportunities for equity of expression and performance of understanding, and gain a better understanding of the effects of trauma and poverty and how this should inform your classroom pedagogy on a daily basis.

FACULTY SUPPORT

Creating a Collaborative Community of Online Instructors with an Online Teaching Faculty Toolkit

Mandi Campbell, instructional designer and Myrna Gantner, associate professor, University of West Georgia

Learn how a cross-disciplinary group of online instructors both contributed to and benefitted from the Online Teaching Faculty Toolkit, an online teaching resource that served as a bridge between technology and pedagogy to help faculty as they prepared to teach online. The Online Teaching Guides within the toolkit offer instructional solutions and strategies that help instructors engage their students and deepen their learning. In addition to offering concrete, evidence-based instructional strategies, these guides link to Ed Tech Aids that provide instructions for using various tools in faculty-friendly language, a list of references, and a growing number of two-minute videos made by instructors who tested and refined the strategies in their own online classes. Social and collaborative learning theories informed our thinking about the importance of not just offering at-the-ready resources but also establishing a community of online instructors. In connecting faculty, we fostered collective efficacy and benefited from the same kind of socialized learning

experiences that we strive to create for our students in the online environment. Participants in this session will critique a faculty-developed Online Teaching Faculty Toolkit that supports the design and delivery of quality online courses; recognize the value of a community of online instructors with a pedagogical focus that works collaboratively to solve common problems of instructional practice; and discuss ways to build the capacity of faculty mentors who can share their online instructional expertise with each other, including those who are new to online teaching.

Moving from Remote Emergency Teaching to Deliberate Online Course Design

Tonka Jokelova and Christina Lesyk, SUNY Canton

Audience: Is new to this topic

Historically, limited financial support and discussion suggest that faculty development is viewed as less of a priority than instruction, service, and scholarship, activities viewed as more directly contributing to student success and institutional reputation. However, due to the COVID-19 pandemic, faculty all over the world were suddenly forced to shift to emergency remote teaching. While online learning has existed for decades, the current education environment of uncertainty and the need for rapid learning environment shifts brought to the surface an even greater need to provide systematic faculty development in online course design. In this session, we will discuss the summer 2020 launch of a new online course design institute attended by faculty from a wide variety of disciplines. The presenters will lead participants in analyzing a three-tiered faculty training (technology, pedagogy, and mentorship) and share lessons learned from both an instructional design and faculty point of view.

Transformational Coaching: Bridging the Gap in Professional Learning

Julia Osteen and Hope Nordstrom, Lipscomb University

Audience: Is new to this topic

Traditionally, professional development for higher education faculty has consisted of a one-size-fits-all approach that is lecture-based or outside expert-led sessions. Instead, current research highlights the need for faculty development efforts that are responsive to faculty members’ needs and reflective of higher education’s ever-changing landscape. Coaching can fill this need. Establishing a higher education faculty coaching program alongside other professional learning programming can support educators’ continued learning. Transformational coaching provides a structure for this type of coaching program. This session will share how one institution implements the use of transformational coaching within faculty development efforts. Participants will walk away with a theoretical basis for such a program, a better understanding of the benefits of coaching, and ideas for implementing a coaching program.

Poster Sessions

Using Self-Reflection to Assess Learning

Ann Marie Ade, Embry-Riddle Aeronautical University

This poster presents ways to use self-reflection in various ways to assess student learning. Three specific methods will be

examined: the use of an ePortfolio, the use of journals and blogs, and the use of reflection in final examinations. The presenter will provide examples used in composition courses developed and taught by the presenter and discuss how they can be applied in other disciplines, as well. The benefits of self-reflection will also be outlined, including, but not limited to, increasing student self-awareness, aiding student critical thinking skills, decreasing plagiarism, and assessing whether or not course learning outcomes are being met.

Toward Open Educational Resources (OER)

Kapila Dissanayaka, Motlow State Community College

Open Educational Resources (OER) are educational materials that are openly licensed, freely available online, and modifiable with proper attribution to original authors. Since OER have the potential of replacing publisher textbooks of many collegiate courses at zero cost, the use of OER can reduce the overwhelming cost of college textbooks. Also, the use of OER can induce relatively high student enrollment and completion rates of collegiate courses. However, the awareness about OER must be improved substantially among collegiate faculty to make the proper use of OER for college education. Hence, this poster presents the fundamentals of OER and reviews the impact of OER on college education.

Promoting Diversity, Equity, and Inclusion by Finding Your Mathematical Roots

Linda McGuire, Muhlenberg College

Studies on climate in undergraduate STEM education make clear the urgent need to better understand the barriers that inhibit student persistence and success in STEM, particularly among underrepresented minority, first-generation, low-income, and female students. This poster links existing literature to the development of a semester-long project that can be adapted for use in mathematics (or other) courses ranging from introductory level, general-education classes to advanced courses in the mathematics major. Through the intentional creation of mathematical family trees and writing their own mathematical biographies, this project is designed to battle “belonging uncertainty” and to invite and challenge students to “self-situate” in relation to the history of mathematical and scientific knowledge.

Tech Tools for Collaborating and Sorting

Karen Gentsch, East Texas Baptist University

Concepts sorts are simple small group or individual activities where students are given vocabulary terms. This poster will show what this looks like using Flippity.net and Google Drawings. Collaboration with peers has been found to promote critical reflection and thinking among college students. Two resources for doing this without face-to-face contact are Whiteboard.Fi and Google Jamboards. This poster will have a brief description of each resource, directions for how to use each, information on where to watch tutorials/learn more about each resources, and examples of student products created in the college classroom.

Students’ Experiences during Remote Teaching: A Perspective from Mid-Quarter Inquiries

Cecilia Gomez and Patricia Turner, University of California, Davis

This qualitative study explores students’ self-reported learning experiences at an R1 university during the rapid transition to remote teaching in 2020. We aim to better understand students’ perceptions regarding what helps students learn and what limits student learning in a remote teaching context. We also identify emerging themes regarding teaching practices that support or hinder student learning during remote teaching. This study uses anonymous, mid-quarter inquiry student surveys from a variety of courses and academic disciplines. The poster presents the results of our analysis and discusses evidence-based teaching strategies that promote student learning in a remote context.

Gaining Knowledge and Experience in Real-World Settings Through Active Learning

Nelda Mier, Texas A&M University

The active learning approach was used to design a course titled “Principles of Health Program Management.” This poster aims to provide insights gained from this course, which are applicable to different academic fields. In this course, active learning activities engaged students in establishing local partnerships, developing and delivering program materials, recruiting participants, and self-reflecting. Students’ reflections showed that their main lessons learned included how to collaborate with local leaders; lead and work in teams; manage programs in community settings; be more confident as public health practitioners; and be professionally prepared for their future jobs.

From Theory to Practice: Graduate Students’ Perspectives of Microteaching in an Interactive Lecture Framework

Patricia Turner, University of California, Davis

This poster presents graduate students’ perceptions of microteaching, a technique used in teacher education to engage students in planning/teaching a lesson to peers, with substantial peer and instructor feedback. Students taught using an Interactive Lecture format. A thematic analysis was performed on 25 post-reflections collected over two terms from students in a seminar on college teaching. The poster discusses the pedagogical concepts/skills students used in their microteaching; the changes to their teaching they reported after microteaching; and the role of peer and instructor feedback in this teacher development process. This poster presents the results of our analysis.

Inter-professional Simulation Education among OT, PT and Nursing Students

Alicia Lohmann, Rebecca Aulbach, Wayne Brewer, Stacy Flynn, and Teresa Maharaj, Texas Woman’s University

This poster shows the effectiveness of Inter-professional Education on self-efficacy among occupational therapy, physical therapy, and nursing students during simulation lab experiences and inter-professional collaboration amongst faculty from conception to completion with pre- and post-qualitative analysis using the Self-Efficacy Inter-professional Experiential Learning Scale.

Teaching Excellence: Moving from Student Centered to Informed Peer Feedback

Maria Reid and Erica Caton, Florida International University

Annual evaluating teaching practices nationwide within institutions of higher education, regardless of rank, usually revolve around student satisfaction surveys. Current practices are biased, particularly toward women and minorities. So, the need for alternative tools of measurement as well as other sources of data for exploration and development of pedagogy are paramount. Peers have been identified as a reliable, competent and less biased approach to this burgeoning issue. This topic will assist both those seeking peer review and those willing to engage in the process. This poster looks at the response to changes in teaching evaluation on an institutional and departmental level and looks at the creation of a training course to educate faculty on the use of appropriate feedback for peer review of courses, syllabi, and assignments.

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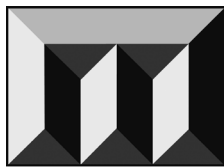
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