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#### FACULTY DEVELOPMENT

##### **A Case for Coaching**

Nicki Monahan, George Brown College  
**Savannah C, 10th Floor**

Professional athletes, business leaders, and even mid-career surgeons use coaches to achieve and maintain peak performance in their chosen careers. Why not academics? Working with an effective coach can assist faculty members to identify and achieve goals to improve their students' learning experiences and stay motivated throughout their careers. By the end of this session, participants will be able to: distinguish between

mentoring and coaching, demonstrate coaching conversations, and determine whether or not coaching is a good model to implement in their faculty development programs.

#### FACULTY DEVELOPMENT

##### **Session TBD**

**Savannah B, 10th Floor**

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#### **4:45 pm**

Dinner and evening on your own.

## SUNDAY, JUNE 3

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### **7:30 am–Noon**

Registration Open  
The Overlook, 6th Floor

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### **7:30–8:30 am**

Continental Breakfast  
Augusta Conference Center, 7th Floor

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### **8:30–9:30 am**

#### LEARNING-CENTERED COURSE DESIGN

##### **Their Experience Matters: Designing Learner-Centered Online Courses Where Students Thrive**

Michelle Kosalka and Caran Howard, University of Northern Iowa  
**Augusta CD, 7th Floor**

Embrace student experience in your online course! Neurocognitive research indicates that we learn by connecting new ideas to previous personal experience. As educators, we must make course content relatable to students. The stakes are high: the real-world importance of course content matters to students' experiential understanding of the world. Explore how to help students thrive in online courses by tapping into students' own lived experience as a jumping-off point for learning. Leave with concrete, immediate steps to re-center online courses directly on learners. (While this session focuses on online design, content is relevant to face-to-face instructors as well.)

#### LEARNING-CENTERED COURSE DESIGN

##### **Classroom Cognition: Using Educational Neuroscience to Enhance College-Level Learning**

Angela Zanardelli Sickler, Wayne State University  
**Augusta EF, 7th Floor**

One of the most pervasive challenges experienced by students is the inability to regulate their learning. They are spending a great deal of energy on comprehending and retaining course material, but their efforts are often unfruitful. Throughout their academic journey thus far, students have been taught what to learn, but seldom how to learn. The most recent research on cognitive neuroscience offers educators a better perspective into the most effective approaches to learning. This interactive session provides participants with a clear understanding of why the science of learning is an imperative component of instruction, as well as ways to seamlessly include evidence-based study systems into their class content without sacrificing significant time from the lesson.

#### STUDENT ENGAGEMENT

##### **Engaging Students by Embedding the Teaching of Critical Thinking Skills**

Julie Swanstrom, Georgia Southern University, Armstrong Campus  
**Savannah A, 10th Floor**

Critical thinking is valued by students, professors, and employers; students learn critical thinking skills best when taught in topics-based courses. Emphasizing the critical thinking skills developed by engaging in your discipline helps students engage with course material. You will learn methods for teaching critical thinking skills in a topics-based course usable in multiple disciplines. Participants will perform three of these methods—poll questions, drills, and review quizzes—to experience their effectiveness; address integrating these methods into one of their existing classes; and articulate why to teach critical thinking skills explicitly in discipline-specific settings.

## STUDENT ENGAGEMENT

### Improvisation Games to Enhance Communication Challenges

Janet Konecne, Western University of Health Sciences

Augusta 1, 7th floor

Good communication in unscripted encounters in and out of the classroom is an essential element of success in education; one must prepare for unpredictability while maintaining composure and confidence. Typical curriculum content does not address affective communication challenges. Improv games allows for a safe environment to improve emotional presence, listening skills, and efficient critical thinking required for educational engagement. Improv has been shown to increase self-confidence and spontaneity in a way that benefits less engaged students. This interactive session reviews the currently published literature regarding the use and benefits of improvisational exercises with students and introduce a variety of improvisational exercises that might be used with a student to enhance communication skill development and/or remediation.

## STUDENT ENGAGEMENT

### Teaching Tools That Build Connections

Patricia H. Phelps, University of Central Arkansas

Augusta 2-3, 7th Floor

In its most basic form, teaching involves creating conditions that facilitate making connections—instructor-to-student, student-to-student, and student-to-content. During rapidly changing times along with increased student diversity, finding meaningful ways to build connections presents a challenge to teaching professors. This session provides practical tools that a veteran educator has used to create effective connections in her classes. Participants will examine their current teaching as they identify barriers to building connections. You will experience using several learning connection tools and evaluate their significance for your disciplinary area.

## TEACHING SPECIFIC TYPES OF STUDENTS

### Teaching Students How to Study to Optimize Success

Marcella Williams, Lansing Community College

Chastain HI, 6th Floor

Teaching students how to study has long been recognized as key to student success at the college level (Stranger-Hall, Shockley & Wilson, 2011). Nursing students struggle with application-type questions commonly used in their programs and on the licensing examination. Bloom's taxonomy serves to guide the development of high level questions in many academic disciplines; however, students often find it difficult to study for this type of question. Recognizing, combining, and addressing each of these factors can help educators interested in supporting student learning within the context of application-type questions. By examining tools and techniques specifically designed to help students alter their studying, educators will be able to grow their own arsenal of successful interventions to guide student success.

## TEACHING SPECIFIC TYPES OF STUDENTS

### Transitional Experiences of Nursing Students During Their First Year

Michelle Hughes and Audrey Kenmir, Centennial College

Chastain FG, 6th Floor

First year nursing students can experience stress during their transition from high school to university. A new environment, new people, heavy course load, and their first clinical experience as a nursing student can be situational triggers related to this stress. Transitional experiences of first year nursing students, in a collaborative nursing degree program, were examined using an adapted version of the New Student Transition survey and focus group discussions. Discussions revealed four interrelated themes of students' experiences. Participants of this session will learn about students' perspectives of their transitional journey and recommendations to support students' during their first year.

## TEACHING AND LEARNING WITH TECHNOLOGY

### Program-wide Curriculum Transformation: Embracing E-Portfolios to Support Competency Development

Alice Schmidt Hanbidge, Colleen McMillan, and Kyle Scholz, University of Waterloo

Savannah B, 10th Floor

E-Portfolios can synthesize learning experiences to better understand how seemingly disparate learning modalities are connected. This is perhaps best accomplished through a program-wide implementation of e-portfolios. Core professional competencies are embedded within the e-portfolio where learners reflect on their learning experiences and explicitly connect them to competencies. We will share learner-reported data collected through focus groups and reviewer surveys to determine the effectiveness of e-portfolios for students' future careers and to synthesize aspects of the e-portfolio experience. Along with guided practice, we'll demonstrate how our results apply to your own teaching situation.

## GRADING AND FEEDBACK THAT PROMOTES LEARNING

### Teaching with the Test: Practice Questions as Socratic Method

Barry Sharpe, Western Governors University

Peachtree Room, 8th Floor

Teaching with the test means providing opportunities for students to practice reading, analyzing, and answering questions before taking high-stakes assessments to complete a course. Because the purpose of the practice question is to structure student engagement, the practice question should lead to additional questions and opportunities for students to do the hard work of explanation and clarification. This session examines three images of Socrates from Plato's dialogues (stingray, gadfly, and midwife) and three concepts from the literature on the science of learning (desirable difficulty, fluency illusion, and generation) to consider the value of teaching with the test.

**SCHOLARSHIP OF TEACHING AND LEARNING (SOTL)  
Using a Positive Reward System to Encourage Student  
Engagement**

Cara Gomez, Delaware State University

**Augusta GH, 7th Floor**

In flipped and active classrooms, student participation and engagement are imperative. When many students come to class unprepared, it is difficult for the professor to successfully implement the active learning strategies in the classroom. A reward system is one method that could be used to encourage the student behaviors necessary for these learning environments to be successful. Reward systems are used in secondary school settings but have not been reported frequently in higher education pedagogical research. This study sought to determine the students' perceptions of a reward system in a science course and to determine if and how the students redeemed their token for class rewards. In this session, participants will be introduced to reward systems in classrooms and given examples of how to implement a reward system in a collegiate setting.

**FACULTY DEVELOPMENT**

**Program SAGES: Promoting Faculty Development Through  
Graduate Student/Faculty Partnerships**

Isabelle Barrette-Ng and Yuen-ying Carpenter, University of Calgary

**Chastain DE, 6th Floor**

Over the past two years, we designed and implemented Program SAGES (SoTL Advancing Graduate Education in STEM) to support the development of evidence-based teaching practices in graduate students in collaboration with faculty mentors. In addition to achieving this desired outcome, the program also inspired faculty mentors to explore new teaching strategies. Session participants will explore how specific features of our program create a collaborative learning environment and network of practice for graduate students and faculty mentors. We look forward to discussing with participants new approaches to engaging graduate students and faculty members as partners in educational development.

**FACULTY DEVELOPMENT**

**Strategic Partnerships: Contributing to Institutional Priorities**

Amy B. Mulnix, Franklin and Marshall College and Maryellen Weimer, Penn State Berks

**Savannah C, 10th Floor**

Educational developers often have knowledge and expertise that would help accomplish an institution's strategic goals. Diversity and inclusion initiatives, globalization of a campus, introduction of high impact practices, and revision of general education curricula are just a few examples of institutional priorities to which we could be contributing. Yet reporting and governance structures can cause our expertise to go untapped. Further, we may have an interest but not the time or person-power. A case study will be used to explore the formal and informal approaches we can take to setting priorities, as well as partnering with committees, task forces and other structures in order to better contribute to our institution's priorities. In this session, participants will identify strategic priorities on their home campus where their expertise can be of use, identify governance bodies (e.g. committees) with whom they can partner, and

develop a plan of action for increasing the contributions they make to their priorities.

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**9:30–9:45 am**

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**Break**

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**9:45–10:45 am**

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**LEARNING-CENTERED COURSE DESIGN**

**Learner Centered Teaching Meets Motivation Theory: An  
Emerging Practice Model**

Marcie Walsh and Christy Tyndall, Virginia Commonwealth University

**Augusta CD, 7th Floor**

This interactive session shares lessons learned from creating and implementing two university classes focused on student wellbeing. The content, sequencing, and assignments for these classes were intentionally designed using evidence-based practices to foster student motivation and engagement, through the lens of a learner-centered teaching paradigm. The presenters share their emerging model of intentional course design, with the goal of impacting higher education teaching and learning at the class level. Attendees will learn theories of motivation and engagement and examples of effective practices that can be applied across disciplines, class demographics, and content topics.

**STUDENT ENGAGEMENT**

**Gamifying the Class—Learning is Fun**

Dong Ye, Northern Alberta Institute of Technology

**Savannah A, 10th Floor**

Keeping students motivated and engaged is a never-ending quest for educators across disciplines. According to Hartley and Davis (1978), a typical learner's attention starts to diminish after ten minutes of the class. Gamification affords educators more autonomy by incorporating game mechanics in non-game environments to increase student engagement and improve academic performance. The successful application of gamification, which includes elements such as challenges, curiosity, achievement, and fantasy, could appeal to students' learning motivation. Apart from enjoying the first-hand experience of some gamified curriculum learning activities; walk with me to revisit the design journey; and more importantly, we will engage in conversations to explore the potential of gamified learning together.

**STUDENT ENGAGEMENT**

**Let's Get Active: Shifting, Speed Dating, and Gallery Walks**

Shelley Cobbett, Dalhousie University

**Augusta 1, 7th floor**

Engaging students in active learning to achieve higher order cognitive thinking is challenging when evidence tells us that assigned prior to class readings, an integral aspect of most postsecondary programs, are not completed by over 70% of students (Kerr & Frese, 2016). Engagement strategies need to move beyond a focus on comprehension of concepts and into the realm of active learning, engaging students in co-learning,

creation of knowledge, and critical thinking. This session facilitates active learning strategies, (gallery walks, “shifting,” and speed dating), to enable participants to experience new ways of engaging students to enhance their own teaching.

#### STUDENT ENGAGEMENT

##### **Usefulness of Group Projects in an Online Course**

Aaron Marmorstein, DeVry University

##### **Augusta 2-3, 7th Floor**

Group projects are an important facet of students overall learning. To build skills relevant to the workplace, institutions have made group projects, or collaborative learning, an important part of many courses. However, group projects can be troublesome with challenges including student antipathy towards group work, inequalities in ability and non-participation. Additionally, even with improvements in online technology, group projects online present a unique set of problems. Among these are different time zones, lack of proper technology, difficulty in making contact or the invisible student and most importantly, difficulty communicating. This work highlights challenges and best practices for conducting online collaborative work with undergraduates.

#### TEACHING SPECIFIC TYPES OF STUDENTS

##### **Reaching the Struggling Writer: Effective Feedback Strategies**

Cristie McClendon, Jodee Jacobs, and Hazel Smith, Grand Canyon University

##### **Chastain FG, 6th Floor**

Many professors struggle with providing substantive feedback to struggling writers. This process is largely a one-way route with the professor pointing out what is right and wrong with student work. Substantive feedback also includes modeling, examples, and strategies students can use to improve their work. Faculty attending this session will identify characteristics and models of effective writing feedback. A variety of assessment and feedback strategies and best practices for improving student writing will be presented.

#### TEACHING SPECIFIC TYPES OF STUDENTS

##### **Talking 'Bout My Generation: Leveraging Generational Diversity in Our Classrooms**

Maria Marconi, University of Rochester

##### **Chastain HI, 6th Floor**

For the first time in history, we have four generations of students learning together in college classrooms. To create inclusive learning environments and engage students of multiple generations, we must use a variety of teaching, technology, engagement, and communication methods to meet these distinct student learning needs. This session coordinates generational learning preferences with educational methods and explore strategies that can be used across disciplines to leverage the strengths of each generation. Participants will learn preferences of each generation and to create learning environments that thrive on the attributes of each generation of learner.

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

##### **The Dreaded Introductory Paragraph: Decoding a Learning Bottleneck**

Pete Burkholder, Fairleigh Dickinson University

##### **Augusta EF, 7th Floor**

The analysis paper is a standard assignment in college-level courses across the curriculum. Unfortunately, students' papers often go off the rails in the very first paragraph: there's inadequate framing for the reader; evidence is brought into play, rather than appropriately placed in the body; there's no argument; or, in the worst-case scenario, there's no introduction at all. In such instances, it can be very difficult for students to salvage a decent paper, and instructors are left reading assignments that fail to meet basic requirements. This session will have attendees use the principles of “decoding” to identify how they, as experts, approach the introductory paragraph by breaking it down into its constituent parts. Thus simplified, it's far easier both to teach and to learn the mechanics of writing a quality paper introduction. The presentation will walk the audience through this protocol, and will share data from students' papers as learning artifacts.

#### TEACHING AND LEARNING WITH TECHNOLOGY

##### **Replacing Your Textbook with Open Educational Resources and Student-Created Content**

Susan Willey, Georgia State University

##### **Savannah B, 10th Floor**

Developing an e-book with links to open-educational resources and student-created content enables instructors to respond to the learning styles and preferences of today's students. This session provides a template to create no-cost alternatives to expensive textbook packages with content aimed at the learning styles of today's digital students: infographics, videos and podcasts for visual and auditory learners, traditional readings and websites for verbal learners, and interactive exercises for solitary learners. Instructors can quickly incorporate and update course content relevant to students' personal and professional lives.

#### TEACHING AND LEARNING WITH TECHNOLOGY

##### **Teaching Online: Understanding and Managing the Instructional Change Process**

Claire Major, University of Alabama

##### **Peachtree Room, 8th Floor**

Teaching online requires instructors to change the ways in which we conceive of and carry out our work. The shift we experience when we move from teaching onsite to teaching online requires us to update our knowledge of content, pedagogy, and technology as well as to develop new forms of instruction, revise and reconceptualize course materials, rethink communication patterns, and even reconsider who we are as teachers. Faculty who teach online typically also reassess the student experience to determine what changes for students ultimately mean for their own work and for their institutions.

In this session, you'll receive a brief history of technologically-mediated instruction as well as a brief overview of educational theory, research, and practice related to teaching online. Through active learning strategies such as discussion, you will

share strategies for managing the various instructional changes involved in teaching online. By the end of the session, you will be able to describe research findings that support teaching online; describe several key changes to the teaching and learning process that accompany teaching online; list several strategies for addressing key issues associated with teaching online; and identify ways to manage the instructional change process. This session is most beneficial to faculty members, educational researchers, instructional designers, and others who engage with online learning.

#### **SCHOLARSHIP OF TEACHING AND LEARNING (SOTL)**

##### **The Relevance of Engagement as a Component of Student Success**

Matthew Marmet, Stephanie Nesbitt, and Tracy Balduzzi, Utica College

##### **Augusta GH, 7th Floor**

Research provides abundant evidence that student success is dependent on numerous factors. The authors' own prior research has identified that student engagement explains around 17% of the variation in a student's success in a blended/distance learning environment. In this study, the authors explore the relative importance of student engagement and self-regulated learning behavior in relationship to other components of student success. Key takeaways: What are the indicators of student success in a graduate business program? Is student engagement more/less important than other indicators of student success? How should indicators of student success impact course/program design?

#### **SCHOLARSHIP OF TEACHING AND LEARNING (SOTL)**

##### **Timing the Transition from Traditional to a Flipped Classroom**

Rick Robinson, Medicine Hat College and Sheryl Boisvert, Norquest College

##### **Augusta AB, 7th Floor**

The Active-Learning Classroom enhances engagement and learning (Sahin, 2015; Cotrell & Robison, 2003; Baker, 2011). However, students often resist active learning and may take some time for adjustment (Shekhar, et al., 2015). This study considers the effects of gradually moving pedagogy toward the flipped classroom by comparing introductory accounting classes from two institutions. Participants will engage in a discussion on the preparedness of students in their first year of post-secondary education, findings on the effects of changing pedagogical approach during a term, and strategies for preparing students for the active learning.

#### **FACULTY DEVELOPMENT**

##### **Cultivating a Chrysalis for Adjunct Faculty**

Susan R. E. Malone, Gwynedd Mercy University

##### **Savannah C, 10th Floor**

Since the economic downturn of 2008, many colleges have seen a decline of traditional, on-ground students, while demand for online classes has increased. Partially in response to this trend, colleges replace full-time faculty members with less-expensive adjunct faculty. This cost-saving measure comes at a price: adjunct faculty are not as committed to institutions as full-time faculty, and online educators are at an additional "connection" disadvantage. How, then, do institutions

maintain standards of rigor and skill? Two program chairs combatted this issue through the Four Cs of Adjunct Faculty Development: Connection, Collegiality, Cognitive Discussions, and Communication.

#### **FACULTY DEVELOPMENT**

##### **Improving Faculty Teaching and Evaluation Strategies in STEM Disciplines**

Wayne Babchuk and Tareq Daher, University of Nebraska-Lincoln

##### **Chastain DE, 6th Floor**

This inquiry is part of a longitudinal project targeted at transforming instructional strategies toward more student-centered models in STEM education at a large Midwestern university. Research was conducted in the College of Engineering utilizing: faculty teaching evaluation documents, the Classroom Observation Protocol for Undergraduate STEM (COPUS), the CWSEI Teaching Practices Inventory, survey and interview, and student course evaluations to examine teaching and evaluation practices. Our research is grounded in our shared efforts to transform the culture of teaching in our college and teaching pedagogy from passive lecture modes of instruction to research-based student-centered instructional strategies to better enhance student learning and engagement. Key session takeaways focus on variability across departments in faculty evaluation techniques, teaching methods utilized, and faculty decision-making regarding their teaching pedagogy.

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### **11:00 am–Noon**

#### **Closing Plenary Session**

##### **Make Every Day a Good Teaching Day: How Communication Research Can Help**

Jennifer H. Waldeck, School of Communication, Chapman University

##### **Peachtree Ballroom, 8th Floor**

"How'd class go today?" "It was great!" That's the reply we hope for, but too often it's not the one we feel. Underwhelmed by student engagement, worried that students are bored, struck by the realization that we're bored, and wondering if we have what it takes to engage today's college students, we struggle to light the fire of learning under students. Research from the field of instructional communication suggests that effective teaching is less the result of popular activities, tips, tricks, or pedagogical strategies, and more about positive relationships with students. This plenary will offer a repertoire of evidence-based communication practices that can help build those relationships, increase teaching effectiveness, and enhance the learning experiences of students.

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### **Noon–1:00 pm**

#### **Lunch**

Augusta Conference Center, 7th Floor



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**1:00 pm**

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**Conference Adjourns**

Thank you for a great conference. Please take the tools and connections you've made at The Teaching Professor Annual Conference and use them on your campus. We hope to see you next year, June 7-9, 2019 in New Orleans, Louisiana. Have a safe trip home!

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**UPCOMING CONFERENCES**

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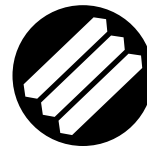
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