



**JUNE 3-5, 2016 • WASHINGTON, D.C.**

# PROGRAM-AT-A-GLANCE

## FRIDAY, JUNE 3

7:30 a.m.–8:30 a.m.	<b>Registration Open—Morning Preconference Workshop Participants Only</b> —Room: Congressional Registration, Ballroom level
8:30 a.m.–8:00 p.m.	<b>Registration Open to all Participants</b> —Room: Congressional Registration, Ballroom level
8:30 a.m.–12:00 p.m.	<b>Preconference Workshop: Starting a Teaching Career: Creating a Teaching Identity That's a Conduit for Learning—Registration and Fee Required</b> —Room: Congressional A, Ballroom level
8:30 a.m.–12:00 p.m.	<b>Preconference Workshop: Strategies for Greater Student Engagement &amp; Professor Enjoyment! Registration and Fee Required</b> —Room: Congressional B, Ballroom level
8:30 a.m.–12:00 p.m.	<b>Preconference Workshop: Marshaling Content to Attain Learning Goals—Registration and Fee Required</b> —Room: Congressional C, Ballroom level
8:30 a.m.–12:00 p.m.	<b>Preconference Workshop: Flipping Your Class Using Team-Based Learning—Registration and Fee Required</b> —Room: Mount Vernon Square, Meeting Room level
10:00 a.m.–8:00 p.m.	<b>Exhibitor Displays Open</b> —Room: Congressional Ballroom Foyer, Ballroom level
1:00 p.m.–4:30 p.m.	<b>Preconference Workshop: Going Beyond Content Expertise: Thinking Critically About Our Communication with Students—Registration and Fee Required</b> —Room: Congressional A, Ballroom level
1:00 p.m.–4:30 p.m.	<b>Preconference Workshop: Let's Invigorate Your Teaching and Enhance Their Learning: Strategies and Techniques to Engage Students—Registration and Fee Required</b> —Room: Congressional B, Ballroom level
1:00 p.m.–4:30 p.m.	<b>Preconference Workshop: Creating a Positive Climate for Learning—Registration and Fee Required</b> —Room: Congressional C, Ballroom level
1:00 p.m.–4:30 p.m.	<b>Preconference Workshop: Ready to Learn: How to Get Your Students to Come to Class Prepared—Registration and Fee Required</b> —Room: Mount Vernon Square, Meeting Room level
1:30 p.m.–3:00 p.m.	<b>Poster Sessions</b> —Room: Congressional and Grand Ballroom Foyers
5:00 p.m.–6:30 p.m.	<b>Conference Welcome and Opening Plenary Session—Assessing How Individuals Organize Disciplinary Knowledge—Card Sorting, Superheroes, and Moving Towards Measuring Expertise Among Undergraduates</b> —Room: Grand Ballroom, Ballroom level
6:30 p.m.–8:00 p.m.	<b>Reception, Poster Sessions, and Exhibitor Mingle</b> —Room: Congressional and Grand Ballroom Foyers
8:00 p.m.	<b>Dinner on and evening on your own</b>

## SATURDAY, JUNE 4

7:30 a.m.–2:00 p.m.	Registration Open—Room: Congressional Registration, Ballroom level
8:00 a.m.–5:00 p.m.	Exhibitor Displays Open—Room: Congressional Ballroom Foyer, Ballroom level
7:30 a.m.–8:30 a.m.	Continental Breakfast—Room: Grand Ballroom, Ballroom level
8:45 a.m.–9:45 a.m.	Concurrent Sessions
10:15 a.m.–11:15 a.m.	Concurrent Sessions
11:30 a.m.–12:30 p.m.	Lunch—Room: Grand Ballroom, Ballroom level
12:45 p.m.–1:45 p.m.	Concurrent Sessions
2:15 p.m.–3:15 p.m.	Concurrent Sessions
3:45 p.m.–4:45 p.m.	Concurrent Sessions
4:45 p.m.	<b>Dinner and evening on your own</b>

## SUNDAY, JUNE 5

7:30 a.m.–12:00 p.m.	Registration Open—Room: Congressional Registration, Ballroom level
7:30 a.m.–8:30 a.m.	Continental Breakfast—Room: Grand Ballroom, Ballroom level
8:30 a.m.–9:30 a.m.	Breakfast Plenary Session—Lecture vs. Active Learning: Reframing the Conversation—Room: Grand Ballroom, Ballroom level
9:45 a.m.–10:45 a.m.	Concurrent Sessions
11:15 a.m.–12:15 p.m.	Concurrent Sessions
12:15 p.m.–1:15 p.m.	Lunch—Room: Grand Ballroom, Ballroom level
1:15 p.m.	Conference Adjourns

# POSTER SESSIONS

## FRIDAY, JUNE 3

### 1:30 p.m.–3:00 p.m.

Rooms: **Congressional and Grand Ballroom Foyers, Ballroom level**

Take advantage of this opportunity to meet informally with colleagues to discuss their teaching and learning projects, programs, strategies, and research.

#### **Sparking Innovation in Teaching & Learning Practice**

Marsha Ham and Ann Boyle, A.T. Still University

#### **Using Mind Maps to Help Students Integrate Course Concepts**

Lev Elson-Schwab, Bastyr University

#### **Scholarship in Teaching and Learning: Overcoming Myths and Challenges**

Louise Rawluk, Grande Prairie Regional College

#### **Enhanced Structured Online Course for First Semester Graduate Project**

Janet Reid Hector and Albert Heuer, Rutgers University-RBHS

#### **Ten GLOBE Cultural Clusters Wiki Assignment**

Elna Ibrayeva, University of Nebraska-Lincoln, College of Business Administration

#### **Mastery Teaching and Active Learning: The Perfect Couple**

Deidre Meiggs, Life University

#### **Concept Mapping as a Tool for Integrating Learning**

Jean Pak and Elaine Wells, SUNY Optometry

#### **Building Capacity in Undergraduate Research with Interdisciplinary Collaborations and Community Partnerships**

Dwayne Sheehan, Mount Royal University

#### **Boot Camp: Does It Prepare Students for High-Stakes Exams?**

Judy Bhatti and Elissa Twist, Palmer College of Chiropractic

#### **Assessing the Level of Test Anxiety in First-Term Students**

Judy Bhatti, Elissa Twist and Katherine Manley-Buser, Palmer College of Chiropractic

#### **Philosophy within Practice: Relationships between Faculty's Philosophical Orientations & Teaching Styles**

Lisa Strout, Rivier University

#### **Troubling Success: Interview with Black Female Faculty**

Nivischi Edwards, Southern Adventist University, M. Anne Shillingford, University of Central Florida, Evadne Ngazimbi, Central Connecticut State University, and Sophie Maxis, University of North Florida

### 6:30 p.m.–8:00 p.m.

Rooms: **Congressional and Grand Ballroom Foyers, Ballroom level**

#### **Let's Talk about Practice: A Collaborative Approach to Faculty Development**

Renée Anderson and Candace Walker, Thompson Rivers University

#### **The Art of Questioning**

Candace Walker, Renée Anderson, and Andrea Sullivan, Thompson Rivers University

#### **Interdisciplinary Approach in the Identification of Eating Disorders**

Clotilde Dudley-Smith, Sacred Heart University

#### **The Student Learning Objectives (SLOs) Initiative**

Ida Chung, Western University of Health Sciences, College of Optometry

#### **Valuing Our Students' Potential: A Humanizing Approach to Research**

Ester Sesmero, University of Maryland, Baltimore County

#### **Team Teaching in the Crawl Space: Teaching Immigration through Collaboration**

Neal MacDougall, California Polytechnic State University

#### **Use of Giving to Guide Success within Universities**

Shannon Jackson and Sheri Bias, Saint Leo University

#### **Fostering Creativity Skills in Online MBA Programs: Perceptions of MBA Alumni**

Mark Orlando, University of California, Santa Barbara

#### **The Greatest Reason to Stop Using Learning Styles**

Phillip Fox, Goodwin College

#### **Faculty Small-Group Variations: Reading, Scholarship, Writing**

Mike Pinter, Belmont University

#### **Serious Play with Pinterest**

Mary Balkun, Seton Hall University

#### **Problem-Based Learning: An Interdisciplinary Collaborative Team Experience**

Linda Hensel, Robert Barnhart, Christine Moser, Wanda Routier, and Meghan Watry-Christian, Concordia University Wisconsin

#### **The Immortal Life of Henrietta Lacks as an Interdisciplinary Case Study**

Suzanne Sumner, University of Mary Washington, and JoAnn Schrass, Germanna Community College

## POSTER SESSIONS, CONTINUED

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### **Blending Old and New: Incorporating the Socratic Method into Online Discussion Forums**

Stephanie Palenque, Grand Canyon University

### **A Project-Based Learning Environment for a Community College Nutrition Course**

Lynnea Melham, Ivy Tech Community College

### **Building Confidence and Campus Community with Student-Led Open Mics**

Jason Donner, West Kentucky Community and Technical College

### **Language That Lasts: Bringing Significant Learning into an Introductory Thai Class**

Jo Ann Higginbotham, Lee University

### **Active-Learning Strategies: Enhancing Student Participation in Hybrid Health Care Classes**

Jitendra Singh, Minnesota State University Moorhead

### **Collaboration Technology for Student Teams: Effectiveness of an Evaluation Framework**

Yide Shen, Rowan University, Lei Li, and Guangzhi Zheng, Kennesaw State University

### **Isolation to Community: Collaborating to Enhance Student-Centered Active Learning**

Kris Macomber, Cathie Ostrowski, Maria Pickering, Deborah Maldonado-DeOliveira, Rachel Findley, Rebecca Kirstein, and Shannon Johnstone, Meredith College

## COMPLETE PROGRAM

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### FRIDAY, JUNE 3

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#### **7:30 a.m.–8:30 a.m.**

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#### **Registration Open—Morning Preconference Workshop Participants Only**

Room: **Congressional Registration, Ballroom level**

Registration is open for those registered for one of the four preconference workshops taking place on Friday morning.

#### **8:30 a.m.–8:00 p.m.**

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#### **Registration Open—All Participants**

Room: **Congressional Registration, Ballroom level**

Registration is open to all participants.

#### **8:30 a.m.–noon**

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*Preconference Workshop: Registration and Fee Required*

#### **Starting a Teaching Career: Creating a Teaching Identity That's a Conduit for Learning**

Maryellen Weimer, Penn State Berks and Linda K. Shadiow, Northern Arizona University

Room: **Congressional A, Ballroom level**

A teaching persona evolves from slices of our identities that we adapt consciously or subconsciously for our “public teaching self.” Graduate school and professional experiences prepare us for teaching with content expertise, institutional orientations prepare us with policies and procedures, and mentors and colleagues pass on advice that worked for them. But on the first day of a course, when we choose how to introduce the content, course, and ourselves to students, the choices we make about how we proceed are ours.

Reflecting on the beginnings of his own career, Professor James Lang writes, “I see now that I made lots of choices that were designed to shape my teaching persona, but I did so in haphazard ways. A more deliberate effort to think about who I wanted to be in the classroom might have saved me a lot of anxiety during those first few years of teaching.” This session is for those in the early stages of their college teaching who want to explore the choices that result in establishing a teaching persona and communicating that persona to students. In a journal article, Professor Pip Ferguson asks, “Who am ‘I’ who teaches?” That question remains throughout a career because a teaching persona evolves as our experiences accumulate and contexts shift.

Understanding the concept of a teaching persona and exploring how it is a conduit for the development of the learning environment can enrich our teaching experiences and student learning experiences.

During this preconference workshop, participants will work with multiple examples, draw on their own experiences and intentions, and work through discussions to:

- Assess the influences and impacts of features of a teaching persona.
- Develop awareness of features of their own teaching persona.
- Explore options for communicating their teaching persona.
- Develop a plan for professional growth.

#### **8:30 a.m.–noon**

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*Preconference Workshop: Registration and Fee Required*

#### **Strategies for Greater Student Engagement & Professor Enjoyment!**

Roger Mackey, Liberty University

Room: **Congressional B, Ballroom level**

Evidence regarding the benefits of active learning continue

to mount. Most students learn best and retain more when they are actively engaged with the content, constructing meaning and applying concepts. Active learning can be messy, and it is hard work, but it is also fun—for you and your students. This preconference workshop will provide evidence-based strategies to help you expand your instructional repertoire, and will equip you with the skills necessary to effectively infuse your instruction with activities that engage and motivate students. You will learn through demonstrations and actual engagement in 20 strategies that promote higher levels of student participation and professor enjoyment. Active learning doesn't mean that you'll never lecture again. You'll just lecture much less and in shorter bursts, while changing your students from passive recipients to involved, active, and engaged learners.

After this workshop, you will be able to:

- Clearly explain each of the 20 engagement strategies presented.
- Construct two examples of each strategy for a specific lecture topic.
- Name and explain the three optimum times in the lecture to implement one of the 12 strategies.

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### **8:30 a.m.–noon**

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*Preconference Workshop: Registration and Fee Required*

#### **Marshaling Content to Attain Learning Goals**

Pete Burkholder, Fairleigh Dickinson University

Room: **Congressional C, Ballroom level**

Basic content knowledge is critical for any course or program. For this reason, instructors often begin and end their course designs around content, even though they aspire to more ambitious learning goals for their students. As a result, content becomes tyrannical, with courses being more about instructor-centered “coverage” than the students’ development of new ways of knowing, thinking, and expressing.

Fortunately, there are ways out of this situation. Using the technique known as “backward design,” this workshop will help instructors identify the critical learning objectives for a given course, and assist them in marshaling content to attain those goals. The workshop will also address the proper sequencing of objectives to create a rational learning arc for a course, as well as authentic assessments that are commensurate with desired outcomes.

Note: This workshop is best suited to those instructors who exercise control over the design of a course. Participants should plan on bringing syllabi and assessment materials for a course they wish to consider modifying.

After this workshop, you will be able to:

- Identify the key learning goals for a given course they teach.
- Determine what course content is crucial to attaining those goals.
- Sequence the learning goals and assessments in a progressively challenging order.
- Appreciate the inherent pros and cons of designing a course around desired learning goals.

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### **8:30 a.m.–noon**

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*Preconference Workshop: Registration and Fee Required*

#### **Flipping Your Class Using Team-Based Learning**

Jim Sibley, University of British Columbia

Room: **Mount Vernon Square, Meeting Room level**

Prepared, engaged students ...

A college classroom humming with active learning ...

Time for rich, structured problem solving ...

What teacher wouldn't jump at the chance to create a learning environment like that?

Come find out what team-based learning (TBL) is all about! In this very hands-on workshop, you will learn about the important processes and procedures to successfully implement TBL. Learn how to get your students to come to class prepared and then how to use that preparation to “flip” your classroom so class time can be better spent helping students learn how to apply course concepts to solve problems.

During the workshop you will get to experience all the main instructional components of TBL from the student perspective.

After this workshop, you will be able to:

- Identify first steps in getting started with team-based learning.
- Design/develop powerful flipped student learning experiences that scale easily to large-classroom settings.
- Implement strategies to get students to come to class prepared and then deepen their content knowledge by applying the course content to solve significant problems.

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### **10:00 a.m.–8:00 p.m.**

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#### **Exhibitor Displays Open**

Room: **Congressional Ballroom Foyer, Ballroom level**

Stop by and say hello to our exhibitors, and learn about their products and services that support teaching and learning.

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### **1:00 p.m.–4:30 p.m.**

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*Preconference Workshop: Registration and Fee Required*

#### **Going Beyond Content Expertise: Thinking Critically About Our Communication with Students**

Jennifer H. Waldeck, Chapman University

Room: **Congressional A, Ballroom level**

Most of us are highly credible subject matter experts in our disciplines. We know what we want our students to accomplish as a result of their experiences in our classes. But somewhere along the way, we sometimes lose our students. We don't connect with them in ways that motivate and excite them about our content and learning goals. They leave our classes believing that we don't care about them. At their core, these problems are not expertise or pedagogical problems. They are communication problems. Communication is not a “common sense” activity, and none of us are born with the ability to communicate well. And even if we develop that ability, it is important, as students and pedagogies change, to continually sharpen our skills. This workshop will give

you the opportunity to focus on an often unappreciated, misunderstood aspect of our important work.

After this workshop, you will be able to:

- Communicate in ways that enhance student motivation and readiness to learn.
- Facilitate course sessions using specific communication skills (e.g., clarity, confirmation, immediacy, assertiveness/responsiveness) that support both rhetorical and relational instructional goals, their credibility, and student learning.
- Maximize the value of out-of-class interactions with students (informal conversations before and after class, on campus, or in the professor's office).
- Enhance student perceptions of your warmth and approachability—key predictors of student learning.
- Display leadership and classroom management, confidence, poise, organization, credibility, and assertiveness without creating an oppressive or harsh rule-bound learning environment.

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### **1:00 p.m.–4:30 p.m.**

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*Preconference Workshop: Registration and Fee Required*

#### **Let's Invigorate Your Teaching and Enhance Their Learning: Strategies and Techniques to Engage Students**

Sarah Marshall, Central Michigan University

Room: **Congressional B, Ballroom level**

Effective teaching requires knowledge of the discipline and a commitment to student engagement. In this interactive workshop, participants will learn how to build a safe learning environment, engage students by using interactive activities to reinforce learning, and implement a learning-centered classroom. Marshall will demonstrate various techniques to intentionally engage students and maximize and reinforce learning. Techniques include the use of novelty, humor, contrast, meaning, and emotion; 90-second reinforcing activities; imagery, movies, drawings, and technology; and other anchoring activities to solidify learning. Participants will be actively engaged in their learning throughout the workshop and will leave feeling inspired, motivated, and confident to try new techniques in their classrooms.

After this workshop, you will be able to:

- Understand techniques and examples for creating a student-centered environment.
- Understand how brain-based research can inform intentional strategies to engage students via active engagement and participation.
- Inspire faculty to enhance teaching and learning by demonstrating participatory teaching techniques.
- Design an engaging class session including a quick-start activity, content delivery with reinforcing activities, a practical application, and a meaningful concluding activity.
- Encourage dialogue around best practices to increase student engagement.

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### **1:00 p.m.–4:30 p.m.**

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*Preconference Workshop: Registration and Fee Required*

#### **Creating a Positive Climate for Learning**

Nicki Monahan, George Brown College

Room: **Congressional C, Ballroom level**

The beginning of every semester creates an excellent opportunity for a fresh start for learning. What happens on the first day of class often sets the tone for the entire academic semester. Creating a positive climate for learning can foster academic success and help prevent student behaviors that interfere with learning.

After this workshop, you will be able to:

- Identify strategies to establish a positive climate for learning from the very first day of class.
- Examine a variety of approaches to establishing classroom norms.
- Explore student behaviors that interfere with learning and implement a proactive approach to addressing those behaviors.
- Reflect on assumptions about student behavior and explore alternatives to managing problematic behavior.
- Select learning strategies that exemplify inclusive practice.

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### **1:00 p.m.–4:30 p.m.**

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*Preconference Workshop: Registration and Fee Required*

#### **Ready to Learn: How to Get Your Students to Come to Class Prepared**

J. Robert Gillette, University of Kentucky, and Lynn Gillette, Nicholls State University

Room: **Mount Vernon Square, Meeting Room level**

When students come to class prepared, class time can be used for deep learning and skill development. You can get your students to come to class prepared, but it requires a different course design. We explain the interactive teaching model we use to ensure that students prepare for class. We use class preparation assignments (CPAs)—reading assignments paired with informal writing assignments—to inform and stimulate class discussion, and use a definitional grading system that includes the class preparation assignments.

CPAs have to be written and used appropriately. We will discuss how to handle the paper load, how to craft CPA questions that aren't too easy or too hard, and how to use the CPAs as the foundation for class discussion and active learning activities. Using CPAs allows time and space for informed student voices and deep learning. This approach will invigorate your teaching.

The workshop will be highly interactive as we work together so that you will be able to:

- Design a course using an interactive teaching model where students come to class prepared and class time is used for higher-level thinking and skill development.
- Design a definitional grading system for any course with one of the categories being student preparation for class.

- Write class preparation assignments at the appropriate level of difficulty to guide students in their reading assignments and to inform and stimulate class discussion.
- Describe how CPAs give space and time for student voices and show students respect, and how this method will invigorate your teaching.

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### **1:30 p.m.–3:00 p.m.**

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#### **Poster Sessions**

Room: **Congressional and Grand Ballroom Foyers, Ballroom level**

Get an early start by viewing selected poster sessions. There will be additional poster sessions during the evening reception.

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### **5:00 p.m.–5:15 p.m.**

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#### **Conference Welcome**

Bill Haight, Magna Publications; and Maryellen Weimer, Penn State Berks

Room: **Grand Ballroom, Ballroom level**

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### **5:15 p.m.–6:30 p.m.**

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#### **Opening Plenary Session**

**Assessing How Individuals Organize Disciplinary Knowledge—Card Sorting, Superheroes, and Moving Towards Measuring Expertise Among Undergraduates**

Kimberly Tanner, professor, San Francisco State University

Room: **Grand Ballroom, Ballroom level**

How do experts structure their thinking about the concepts in their discipline? How is this different from the way those new to a discipline organize the same ideas? Does undergraduate education in a discipline affect how an individual organizes their disciplinary knowledge?

In this interactive session, participants will engage in exploring differences in expert and novice thinking, which is grounded in theories and methodologies from both science education and cognitive psychology. A card sorting exercise will illustrate the many ways that knowledge within a discipline can be organized. Participants will then make predictions about potential organizational frameworks that might be used by novices and experts within their own disciplines. Finally, we'll make predictions about and evaluate primary research data on the influence of undergraduate education on novice-to-expert transitions, using the field of biological science as an example.

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### **6:30 p.m.–8:00 p.m.**

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#### **Reception, Poster Sessions, and Exhibitor Mingle**

Room: **Congressional and Grand Ballroom Foyers, Ballroom level**

Enjoy hors d'oeuvres while visiting the interactive poster sessions. Several faculty members will present visual representations highlighting content of a model or strategy for teaching and learning. Conference attendees can meet directly with the presenters to discuss the project, program, or research. This is also a good opportunity to visit the exhibitors displaying products and services that support teaching and learning.

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### **8:00 p.m.**

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**Dinner and evening on your own**

## **SATURDAY, JUNE 4**

### **7:30 a.m.–2:00 p.m.**

#### **Registration Open**

Room: **Congressional Registration, Ballroom level**

### **7:30 a.m.–8:30 a.m.**

#### **Continental Breakfast**

Room: **Grand Ballroom, Ballroom level**

### **8:00 a.m.–5:00 p.m.**

#### **Exhibitor Displays Open**

Room: **Congressional Ballroom Foyer, Ballroom level**

Stop by and say hello to our exhibitors, to learn about their products and services that support teaching and learning.

### **8:45 a.m.–9:45 a.m.**

#### **Integrating Critical Thinking into Instruction**

Kamil Hamaoui, Westchester Community College

Room: **Congressional A, Ballroom level**

When we teach a course, we are teaching a type of thinking. Critical thinking involves analyzing and evaluating thinking. This metacognitive approach to instruction makes critical thinking an explicit and integral part of the course, embedded in lecture presentations, the grading of assignments, and the framing of discussions.

#### **Learning goals:**

- Describe the model of critical thinking promoted by the Critical Thinking Community.
- Apply this critical-thinking model to the presentation of course content.
- Apply this critical-thinking model to the grading of assignments.
- Use this critical-thinking model to structure class discussions.

#### **Let's FLIP It! 10 Flipped Activities to Engage Your Students**

Barbi Honeycutt, North Carolina State University and FLIP It Consulting

Room: **Congressional B, Ballroom level**

Are you looking for new and creative ideas to add to your classroom to engage your students and improve learning? In this highly interactive session, you will participate in 10 different flipped learning activities. Each activity is informed by research, grounded in theory, and designed for practical application. At the end of the session, you will adapt one of the flipped activities for your own course.

#### **Learning goals:**

- Experience 10 different flipped learning activities.
- Analyze how to adapt one of the flipped activities for your own course.

- Reflect on your skills and abilities as a facilitator of learning.
- Explore new teaching techniques.

#### **Leadership Lessons for Faculty Developers**

Patty Phelps, University of Central Arkansas

Room: **Congressional C, Ballroom level**

As the landscape of higher education continually evolves, the cultivation of quality faculty development experiences is challenging. Achieving success in the realm of faculty development calls for leadership, knowledge, and strength. Drawing upon 20 years of experience as a faculty developer, I will help current and aspiring faculty developers in their leadership roles. You will learn to apply useful principles of change leadership to faculty development programming.

#### **Learning goals:**

- Examine a set of guiding leadership principles for faculty developers.
- Apply guiding leadership principles to instructional improvement programming.
- Evaluate peer suggestions based on leadership principles.
- Increase faculty developers' self-confidence to fulfill their campus leadership roles.

#### **Gender Attentiveness: The Professor's Impact on Learning in the Classroom**

Dina Hayduk, Kutztown University

Room: **Mount Vernon A, Meeting Room level**

For women to succeed professionally, it takes more than mastering discipline-based knowledge. This session will focus on practical techniques that we as teaching professionals in higher education can incorporate into our pedagogy to position female students to meet the demands of the professional world.

#### **Learning goals:**

- Create a safe classroom where every voice is heard.
- Encourage gender awareness in class in order to close the confidence gap.
- Identify curriculum and pedagogy issues that impact gender parity.
- Discover assertive communication techniques that promote every student in the classroom.

#### **Are You Testing What You're Teaching?**

Invited Presenters: Cindy Decker Raynak and Crystal Ramsay, Penn State University

Room: **Mount Vernon B, Meeting Room level**

Are you testing what you're teaching? Are your assessments and evaluations fair, and do they actually reflect the students' learning? Are you regularly disappointed in the scores students earn on exams and evaluations? Do students often comment that your tests are "unfair," "too hard," or even "tricky"? In this session, we examine and practice approaches and strategies to determine whether your exams and assignments effectively evaluate student learning, and how better to align your intended learning outcomes with your teaching and evaluations.



Learning goals:

- Describe why some assessments fail to measure intended learning.
- Learn to align evaluations and teaching methods with stated learning objectives.
- Practice test “blueprinting” to evaluate alignment.

### **More Than Meets the Eye—Optimizing Graphics for Learning**

Carey Blackmore and Julia Sanders, Indiana University

Room: **Renaissance West A, Ballroom level**

A picture is worth a thousand words, especially if it helps students understand and retain what they need to learn. Come discover how effective visual design supports student learning. You will participate through an interactive multimedia platform as we explore the key communication functions of graphics and highlight key design principles instrumental in shaping student learning. You will learn best practices for creating accessible graphics, review strategies for incorporating educational graphics that reduce cognitive load, and discover tips and free or low-cost tools to create graphics for learning.

Learning goals:

- Discover how effective visual design supports learning.
- Identify the right graphics to enhance learning and reduce students’ cognitive load.
- Discover best practices for creating accessible graphics.
- Find free or low-cost tools to create graphics for learning.

### **Prior Knowledge: Identify and Correct Misconceptions That Hinder Learning**

Janet Hudson, University of South Carolina

Room: **Renaissance West B, Ballroom level**

While prior knowledge is essential for new learning, incomplete, confused, and/or flawed prior knowledge becomes a barrier to learning. Thus, faculty who develop strategies for identifying students’ prior knowledge and strategies for making visible students’ unstated misconceptions and flawed understanding can help remove barriers to and potentially accelerate student learning. In this session, we will review the compelling literature on this topic, examine examples of prior knowledge assessments from a variety of disciplines, practice identifying common misconceptions, and develop assessments and learning activities for addressing these common misconceptions.

Learning goals:

- Review the research on why prior knowledge facilitates and obstructs new learning.
- Share active-learning strategies and assignment ideas to address students’ prior knowledge gaps.
- Identify common misconceptions and flawed understandings students bring to your discipline.

### **Creating a Social Presence in Online Teaching**

Nancy Stockall, Sam Houston State University

Room: **Renaissance East, Ballroom level**

Social presence, the degree of prominence the instructor projects in the online classroom, is an important element

in students’ perceptions of learning, their connection to the class, and their motivation to participate with others. Immediate instructor responsive behaviors are associated with students’ attitudinal changes, including motivation to study and satisfaction. In this session, we’ll examine the process for creating an online social presence.

Learning goals:

- Identify four critical elements for creating a social presence.
- List examples of each of the four critical elements for creating a social presence.
- Generate a short analytic dialogue for use in your online courses.
- Share one new takeaway idea for use in your courses.

### **Course-Embedded Assessment: Using Course Assignments to Strengthen Program Assessment**

Matt Johnson, Bryan College

Room: **Penn Quarter, Lobby level**

Course-embedded measures allow academic departments to customize their assessments to get clear pictures of how well their students are doing relative to program-specific learning outcomes. These measures enable faculty to make real-time adjustments to curricula, teaching, and student engagement to improve learning. In this session, you will learn about using or modifying preexisting assignments in upper-level courses to help support assessment in your academic program.

Learning goals:

- Discuss the use of curriculum mapping to initiate and organize course-embedded assessment.
- Use standardized assignments for consistently measuring learning and tracking data over time.
- Identify the types of assignments for use in course-embedded program assessment.
- Discuss the development and use of grading rubrics to assess student performance.

### **Deploying Lists, Acronyms, and Visuals to Produce Cognitive Transfer Structures**

John Hanes, Regent University

Room: **Meeting Rooms 8/9, Meeting Room level**

Several pedagogical tools combine to produce cognitive transfer structures that feature lists, acronyms, and visuals in a manner that invites better understanding of complex topics. The structures demonstrate transfer within and across disciplines, sometimes with surprising associations such as theology framing strong experimental research designs. In this session, I will demonstrate the deployment of multiple disciplines within a single cognitive structure.

Learning goals:

- Explore the use of transfer within your discipline.
- Model cognitive structures.
- Demonstrate examples of transfer.
- Integrate knowledge and understanding using multiple disciplines.

### **Adapt to Inspire! Integrating Adaptive Learning Strategies into Your Course**

Samantha Mulford-Phillips, Samantha Coen, and Melinda Carver, Saint Leo University

Room: **Meeting Rooms 10/11, Meeting Room level**

Learners enter online and blended courses with a range of prior knowledge about the course content. In this session, you will identify curriculum content that adapts to meet the needs of multilevel learners in online or blended learning environments by providing enrichment and critical-thinking concepts for learners with prior knowledge while supporting learners who need deeper content exposure. You will also learn how to select an appropriate content-adaptive pathway to promote learner achievement by implementing adaptive-learning techniques.

Learning goals:

- Differentiate between types of adaptive learning models.
- Identify content for use in an adaptive framework.
- Utilize an adaptive pathway to create an interactive curriculum.
- Promote learner achievement.

### **Managing True Discussion**

Laura Lee Whitten, Jefferson College of Health Sciences; and Suzanne Smith, Carilion Clinic

Room: **Meeting Rooms 12/13/14, Meeting Room level**

Managing an online discussion forum can be a daunting process. Unfortunately, students will not naturally interact when presented just any type of question. The great news is that good discussion is possible in a course. When properly designed, discussion board questions give students an opportunity to think critically and make meaningful connections, which promotes comprehension, recall, and application. In this session, we will demonstrate ways to develop questions that elicit true discussion.

Learning goals

- Develop clear discussion questions so students know exactly what is expected.
- Apply a minimalistic approach to creating discussion questions.
- Facilitate student participation by deploying follow-up questions.
- Identify discussion question best practices that will aid in time management.

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**9:45 a.m.–10:15 a.m.**

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**Break**

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**10:15 a.m.–11:15 a.m.**

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### **Zest, Grit, & Sweat: Strategies to Develop Critical Learners**

Invited Presenter: Lolita Paff, Penn State Berks

Room: **Congressional A, Ballroom level**

This interactive session identifies student and teacher practices that help students take responsibility for their learning. We'll do this by examining Ambrose and Lovett's (2014)

five-component model of metacognition: Assess, Evaluate, Plan, Apply and Monitor, and Reflect. As the session title suggests, we'll extend the model by incorporating zest (enthusiasm), grit (passion combined with perseverance), and sweat (desirable difficulties).

Learning goals:

- Analyze the roles of assessment, evaluation, planning, application, and reflection in critical learning.
- Brainstorm strategies to engage students' curiosity, foster enthusiasm, and promote grit.
- Create a learning activity that is driven by student curiosity, rewards persistence, and advances critical learning skills.

### **The Art of Storytelling and Creativity in the Classroom**

Crystal Karn, Indiana Institute of Technology

Room: **Congressional B, Ballroom level**

Storytelling can help create a personal connection to course materials and organizational ideas and increase commitment to change. Storytelling allows for the creation of ideas, evaluation of content, analysis of situations, application of course content to current situations, understanding of new concepts or ideas, and remembering and passing along information to others. We will examine the art of storytelling in organizations and examine the good, bad, interesting approach to discussing new ideas.

Learning goals:

- Increase critical thinking.
- Use various levels of Bloom's Taxonomy to increase motivation, learning, and innovation.
- Create motivation to facilitate change.
- Engage in the creative side of change management.

### **Teaching Critical Thinking to Experiential Learners**

Ellen Vincent, Clemson University

Room: **Congressional C, Ballroom level**

Techniques developed to engage college students in the art of critical thinking were developed for a sustainable landscape class in the horticulture program at Clemson University. Detailed structure of the assignments, exercises, and rubric created for experiential learners will be presented along with student's reported growth and challenges.

Learning goals:

- Acquire documents to adapt for classroom use.
- Gain tools for classroom investigations that encourage interdisciplinary communications.
- Learn to reduce Powerpoints and increase student engagement while teaching critical thinking.
- Discover useful authors whose critical thinking processes are adaptable to experiential learners.

### **Edible Ed 101: Engaging Activities for Hungry Minds**

Deborah Mink and Jaquelyn Singleton, Indiana University Southeast

Room: **Mount Vernon A, Meeting Room level**

The popularity of the Food Network and similar channels confirms the fact that Americans are fascinated by the topic of

food. For teachers, this subject provides a springboard to create lessons that actively engage students regardless of discipline. Using food as an overarching theme, this hands-on session will focus on how to motivate, engage, and actively involve students through practical, meaningful, and thought-provoking, classroom-tested activities. We will share a variety of edible activities designed to help your students develop positive attitudes, increase motivation, and become more effective learners.

Learning goals:

- Recognize the importance of using strategies that actively engage students in learning.
- Implement practical methods to help students build confidence and professionalism.
- Discover engaging, practical, and classroom-tested activities to help students learn more effectively.
- Use high-interest activities to increase students' motivation and achievement.

### **Cell Phones as Productive Classroom Engagement Tools**

Jasmine Majkowski and Renee Collins, Hardin Simmons University

Room: **Mount Vernon B, Meeting Room level**

Today's students seek entertainment in the classroom; subsequently, they sometimes misuse computers and cell phones to pass the time. In this presentation, we will explore ways to utilize cell phones as a learning tool in the classroom. You will learn how to engage students with technology, create group competitions, poll the audience, take attendance, foster interaction, and enhance learning.

Learning goals:

- Employ technology to engage students.
- Discover ways to use cell phones to encourage communication and provide immediate feedback.
- Replace didactic lectures with cooperative learning.
- Enhance learning with technology.

### **Tending the Teacher: Self-Care Strategies for Dynamic Faculty**

Bevin Clare and Camille Freeman, Maryland University of Integrative Health

Room: **Renaissance West A, Ballroom level**

Faculty engagement is rooted in instructor excitement and vitality, and yet many faculty find themselves stretched thin and unable to commit as much energy as they'd like to their students. Self-care for faculty can be a critical step toward preserving vitality. We will explore strategies to generate a thriving and dynamic faculty. Take home specific tips and practices to create a more sustainable energy balance and be able to problem solve with peers to create a tailored self-care plan.

Learning goals:

- Implement intentional self-care to encourage more sustainable use of instructor energy.
- Design courses to minimize repetitive and tiring activities.
- Engage in daily practices to effectively manage energy.
- Plan wellness practices to foster overall well-being, which can improve engagement.

### **Supporting Students from Marginalized Groups**

Maya Simpson, Carla Shapiro, and Terri Ashcroft, University of Manitoba

Room: **Renaissance West B, Ballroom level**

Students from marginalized groups are often underrepresented in postsecondary classrooms. They encounter barriers resulting from a history of colonialism, making it difficult to achieve academic success. We will share our experiences as professors in the "most racist city in Canada," where we have increased the number of indigenous students applying to and completing our Bachelor of Nursing program. You will explore how you can apply our lessons to your own academic programs.

Learning goals:

- Recognize how the legacy of colonialism affects postsecondary students from marginalized groups.
- Explore barriers that students from marginalized groups encounter in postsecondary institutions.
- Identify consequences of failing to address these barriers in your institution.
- Implement strategies for facilitating success of students from marginalized groups in your institution.

### **Teaching Strategies to Inspire and Engage Students at a Distance**

Lynn Wimett and Cris Finn, Regis University

Room: **Renaissance East, Ballroom level**

Educational trends and student expectations demand more and more virtual learning spaces designed to inspire and engage student learning; however, how to best help students grasp the relevance of essential concepts in courses delivered in asynchronous formats even when utilizing advancing technology and information can be perplexing. In this session, we will share successful strategies designed to motivate active student learning and help students grasp the relevance of essential concepts. We will share lessons learned from employing digital storytelling and videotaped interviews to engage and inspire students in online courses.

Learning goals:

- Utilize digital storytelling and videotaped interviews to engage and inspire online learners.
- Explore strategies to help students see the value and relevance of course content.
- Motivate active learning in asynchronous environments.

### **The Big Bang Theory of Learning**

Kim Kennedy, Olds College; and Doris MacKinnon, Red Deer College

Room: **Penn Quarter, Lobby level**

In project-based learning, students start with a driving question or problem that needs to be addressed or explained. This center of focus drives the students' learning, which "explodes" and grows as the project work is completed. The students' motivation to learn keeps the momentum of the learning and project moving outward, expanding as they complete the work. In this session, you will engage in active learning about our pilot project that paired students with a local

business and explore the literature on emerging pedagogies in innovative entrepreneurial learning.

Learning goals:

- Participate in a case study of entrepreneurial learning.
- Adapt experiential learning to your discipline.
- Develop evaluation methods for project-based learning.
- Discuss the importance of flexibility in lesson planning.

### **Adapting the Montessori Method**

Emily Grant, Washburn University School of Law

Room: **Meeting Rooms 8/9, Meeting Room level**

The Montessori Method, typically employed at the primary and elementary school levels, is relevant to and useful in higher education as well. This session will explore how the methods employed in Montessori schools can be adapted to higher education settings to promote creative and self-directed learning that results in a deeper understanding of core concepts.

Learning goals:

- Identify opportunities in your classes for creating self-directed learning opportunities.
- Prepare an environment and materials that are consistent with Montessori's principles.
- Engage each student's natural desire to learn.
- Look beyond the traditional teacher-centered lecture models to develop meaningful learning experiences.

### **Program (Re)Design Model for a Learner-Centered Curriculum**

Debra Fowler, Maria Macik, and Carolyn Sandoval, Texas A&M University

Room: **Meeting Rooms 10/11, Meeting Room level**

Imagine that a student asked you a question about the content of your course that reflected her ability to deeply think about, synthesize, and make connections to concepts explored across your discipline. Imagine if students in your program were able to articulate what they know, why it matters, and how it connects to future learning or application. In this session, we will illustrate how we use a customized curriculum (re)design model to support program leaders and faculty colleagues in (re)designing a curriculum that fosters reflective and critical thinking in students.

Learning goals:

- Design curricula to foster reflective and critical thinking.
- Discover how programs have used a (re)design model to develop learner-centered curricula.
- Discuss how to encourage the progressive mastery of knowledge and skills.
- Promote a collaborative environment where knowledge is integrated.

### **Say It Out Loud! Encouraging Public Speaking across Disciplines**

Ginger Matthews, Mark Matthews, and Charisse Spence, Grand Canyon University

Room: **Meeting Rooms 12/13/14, Meeting Room level**

Are you looking for ways to revitalize your classroom interactions? By giving your students opportunities to speak

publicly in your classroom, you empower them to succeed beyond the classroom. In this session, you will learn how to incorporate student mini-speeches, student expert panels, how-to presentations, and other public speaking opportunities into any curriculum. Join us and learn how your students can have a more vibrant learning experience through public speaking.

- Examine the benefits of public speaking.
- Identify opportunities to incorporate public speaking into any course.
- Create a more vibrant learning experience.
- Revitalize classroom interactions.

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**11:15 a.m.–11:30 a.m.**

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**Break**

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**11:30 a.m.–12:30 p.m.**

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**Lunch**

Room: **Grand Ballroom, Ballroom level**

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**12:30 p.m.–12:45 p.m.**

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**Break**

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**12:45 p.m.–1:45 p.m.**

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### **Creative Course Design**

Invited Presenter: Ken Alford, Brigham Young University

Room: **Congressional A, Ballroom level**

Exciting things can happen to your teaching and your students' learning when you look for and incorporate creative approaches to course design and assessments. Please join us as we explore creative design principles and discover multiple ways to effectively apply them to the continuing challenge of designing and teaching successful courses.

Learning goals:

- Understand and demonstrate creative and innovative course design principles.
- Experience the value of interdisciplinary thinking to solve course design challenges.
- Find new excitement for teaching and collaborating in your discipline.

### **Presentations That Teach: 10 Strategies for Reaching Students in Word and Image**

Invited Presenter: Gary R. Hafer, Lycoming College

Room: **Congressional B, Ballroom level**

This session will show faculty 10 strategies for creating and delivering more effective everyday classroom presentations, ones that significantly contribute to student learning. Dispensing with boilerplate bullets and canned PowerPoint content, this session will also give participants specific, concrete illustrations they can implement in their classrooms and online.

Learning goals:

- Describe the unique problems associated with slide preparation for the classroom.
- Determine the key events in composing slide decks.
- Analyze the relationship between words and available screen real estate during their planning.
- Formulate a workable way to invent their own presentations for their students.

### **Give 'em What They Want! Increasing Voluntary Participation in Professional Development**

Michelle Love, Jessica Blair, Teresa Burke, Brittany Williams, and Steve Peterson, Grand Canyon University

Room: **Congressional C, Ballroom level**

Increasing attendance in faculty professional development can improve student performance and satisfaction, but how do we get faculty to participate—voluntarily? Discover how we increased attendance through five years of analyzing faculty feedback and learning from a lot of trial and error.

Learning goals:

- Discover motivators for voluntary faculty participation.
- Identify professional development modalities and how to determine the right mix.
- Increase buy-in by involving faculty in creating and delivering professional development.
- Discuss systematic two-way communication around professional development opportunities and faculty feedback.

### **Using Formative Assessment Probes to Uncover College Students' Science Thinking**

Emilio Duran and Lena Ballone Duran, Bowling Green State University

Room: **Mount Vernon A, Meeting Room level**

University scientists often teach their courses in the same way they were taught—a teacher-centered, lecture-driven approach that ignores findings in education and cognitive psychology. Research shows that students' misconceptions are major barriers to science learning and that many teachers are unaware of the strategies and resources to facilitate conceptual change. This session will explore how formative assessment probes can help teachers uncover the main ideas that students bring to the classroom. The information provided by these probes can then be used to design learning opportunities that promote conceptual change.

Learning goals:

- Discuss how alternative conceptions are major barriers to learning.
- Use formative assessment probes to uncover students' understanding of key science concepts.
- Explore techniques that can be used to administer assessment probes effectively.
- Use formative assessments to help design instructional strategies that support conceptual learning.

### **Making the Most Out of the First Day of Class**

Jacqueline Riley, Texas A&M University–Commerce

Room: **Mount Vernon B, Meeting Room level**

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

Learning goals:

- Establish a welcoming tone for the course.
- Create engaging activities to review content presented in the course syllabus.
- Incorporate meaningful, artistic pieces to serve as the basis for self-introductions.
- Implement creative activities for introducing and contextualizing the course material.

### **Teaching in the Global Classroom: Approaches, Activities, and Assessments**

Mary Ritter and Suzanne Kaplan-Fonseca, New York University

Room: **Renaissance West A, Ballroom level**

As teaching professors adapt to the increasing globalization of our classrooms, we seek tools to encourage international student participation. This interactive session will expand the intercultural awareness necessary to engage all students in a safe, inclusive environment.

Learning goals:

- Generate multiple interpretations of student behaviors.
- Increase your awareness of the need for global English.
- Explore proven community-building tools and exercises.
- Identify additional ways of assessing class participation.

### **Aligning Research, Design, and Technology to Improve Instruction**

Theresa Wilson and Briana Taylor, Saint Francis University

Room: **Renaissance West B, Ballroom level**

When the process of instructional design is informed by research on how students learn, we are more likely to develop activities that better support achievement. Technology can enhance these efforts by providing engaging environments, simplifying data collection and analysis, and creating authentic learning experiences. In this session, we will examine research-based principles of learning relevant to activating and assessing prior knowledge, organizing knowledge, and providing practice and feedback. We will brainstorm related instructional activities and demonstrate specific Web 2.0 tools that can be used to facilitate selected activities.

Learning goals:

- Identify principles that impact student learning.

- Identify teaching strategies that relate to the learning principles.
- Design instructional activities that incorporate the learning principles.
- List technologies that can be used to create engaging activities.

### **Active Learning for Busy Skeptics (and True Believers)**

Michael Prince, Bucknell University

Room: **Renaissance East, Ballroom level**

Active learning has consistently been shown to be more effective than traditional instruction for promoting learning, motivation, and student retention. Despite the overwhelming research support, instructors have a number of significant concerns about adopting active-learning techniques in their own classes, including worries about preparation time, content coverage, and student resistance to new teaching methods. In this session, you will learn quick and simple active-learning techniques that are effective, require little preparation or class time, and generate little or no student resistance.

Learning goals:

- Identify instructors' concerns about active learning.
- Explore effective active-learning techniques.
- Overcome student resistance to active learning.
- Explore active-learning techniques that require little preparation or class time.

### **ePortfolios for the 21st Century**

Judit Torok, Berkeley College

Room: **Penn Quarter, Lobby level**

ePortfolio implementations that successfully integrate teaching, learning, and assessment in higher education can also promote critical abilities and habits for students that are essential in the 21st century. These skills include collaboration, social learning, creativity and innovation, and global and digital literacies. Drawing on foundational works of ePortfolio scholarship, research, and resources, I will guide you through the ever-changing value of ePortfolios as both a learning platform and a pedagogy that can help students acquire skills that are important for succeeding in our increasingly global and digitally connected world.

Learning goals:

- Discover the benefits of ePortfolios as a learning platform and pedagogy.
- Implement ePortfolios to teach essential collaboration, social learning, creativity, and digital literacy.
- Explore ePortfolio scholarship.
- Articulate how ePortfolios help students succeed in an increasingly digitally connected world.

### **Giving Thanks for Gifting Yourself Enjoyable Holidays and Beyond**

Karen Walker, Lebanon Valley College

Room: **Meeting Rooms 8/9, Meeting Room level**

When the bulk of final assignments are due at the end of the semester, students often are unable to give it their best. And

grading the majority of work at the end of the semester is stressful for professors. Learn how to restructure your courses to avoid the end-of-the-semester crunch. You'll find that moving your assignments so that they are submitted at times other than the end of the semester can be quite liberating.

Learning goals:

- Examine how your course assignments are structured so you get the best from students.
- Discuss ways to modify assignments to reduce stress at the end of the semester.
- Take control of your schedule.
- Explore ways to reduce stress.

### **MeTL: Saint Leo's Answer to the Interactive Classroom**

Thomas Bartley and Greg Kunzweiler, Saint Leo University

Room: **Meeting Rooms 10/11, Meeting Room level**

PowerPoint is outdated and boring. Prezi isn't much better. Polling software limits the type of feedback. Group work is difficult to share afterward. Submitting digital assignments wastes time with unnecessary uploading, downloading, and re-uploading. MeTL solves these problems and many more. This session focuses on using an interactive and collaborative tool to engage students that also features real-time data analysis. You will leave with hands-on experience with MeTL and understand how it has the potential to revolutionize how educators prepare lessons and teach.

Learning goals:

- Explore the uses of MeTL.
- Gain hands-on experience using MeTL.
- Discuss how MeTL may revolutionize how educators prepare lessons and teach.

### **The Importance of Signature Assignments: A Process for Design and Evaluation**

Pamela Pinahs-Schultz, Carroll University

Room: **Meeting Rooms 12/13/14, Meeting Room level**

Employers believe that requiring students to complete a significant applied-learning project in college improves the quality of learning and the quality of graduates' preparation for careers. This session will introduce you to the process for designing and evaluating signature assignments and strategies for promoting integration into the entire curriculum in order to strengthen student engagement, foster deep learning, and address employers' concerns. We will engage in reflective dialogue on the challenges of using signature pedagogies across the curriculum and explore lessons learned about design, student motivation, and assessment.

Learning goals:

- Explore the literature supporting engagement-based pedagogies.
- Design and evaluate signature assignments.
- Discuss strategies to promote integration into an academic program.
- Identify the benefits of signature assignments.

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**1:45 p.m.–2:15 p.m.**

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Break

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**2:15 p.m.–3:15 p.m.**

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**Decoding Disney: Translating Imagineering Tricks into Teaching Strategies**

Mick Charney, Kansas State University

Room: **Congressional A, Ballroom level**

Walt Disney philosophized that there is great enchantment in the discovery of knowledge and, conversely, some grain of wisdom in any entertainment. The magic of Disney entertainment, conjured up through unobtrusive deployments of imaginatively engineered contrivances, cloaks an indomitable enterprise so masterfully structured that its operational practices are readily adaptable to many other workaday situations, including the classroom. This session enumerates an array of Disney's clever Imagineering tricks and translates them into pedagogical applications.

Learning goals:

- Ground pedagogical theory in the entertaining and familiar realm of popular culture.
- Apply the practices of a successful enterprise to education.
- Examine a pedagogical perspective that demonstrates ideas applicable to any course format.
- Articulate a comprehensive approach to reflective teaching.

**Student Engagement: Getting and Keeping Their Attention**

Shannon Hankhouse, Jim Gentry, and Derrill Watson, Tarleton State University

Room: **Congressional B, Ballroom level**

Captivating students' attention and maintaining engagement in class has the potential to promote learning, increase critical thinking, and develop improved communication skills. But getting students to actively participate in class can sometimes be a challenge. In this session, we will focus on a variety of student engagement techniques that can be applied across disciplines.

Learning goals:

- Critically examine the topic of student engagement.
- Observe several different student engagement techniques.
- Implement student engagement strategies.
- Assess personal strengths and challenges in implementing student engagement techniques.

**Exploring the Metaphors We Teach By**

Claire Lamonica, Illinois State University

Room: **Congressional C, Ballroom level**

How do you spend your time in class? How do you handle late work? What's your attendance policy? Ideally, the answer to each of these quandaries (among others) should grow out of your core beliefs about teaching and learning. In this workshop, we will explore those beliefs, consider how best to articulate them, and ask tough questions about the extent to which we are enacting them.

Learning goals:

- Identify the metaphors that guide your teaching.
- Explore the extent to which your teaching reflects those metaphors.
- Analyze key classroom policies in light of your metaphors.
- Articulate your core beliefs about teaching.

**Inclusive Strategies for the Global Virtual Classroom**

Angela Atwell, Embry-Riddle Aeronautical University

Room: **Mount Vernon A, Meeting Room level**

In today's digital age of global enterprise, higher education is focused on delivering high-quality experiences in virtual learning environments. Instructors must be armed with the knowledge and skills to use online learning tools effectively to deliver an engaging learning experience for all students. In this session, you will learn how to enrich your global learning environment by developing a diversity-inclusive plan.

Learning goals:

- Identify common stereotypes and myths regarding cultural diversity.
- Articulate challenges in a diverse virtual learning environment.
- Explore inclusive strategies to create a climate for learning.
- Develop an action plan for implementation.

**Balancing the Teeter-Totter: Listening Skills, Technology, and Creativity in Class**

Carol Beathea and Kirsten Ericksen, Norfolk State University

Room: **Mount Vernon B, Meeting Room level**

Research indicates that multitasking—abetted by electronic devices—is increasing among students of all ages. With immediate access to information, students tend to seek brief answers to complex phenomena and often report boredom while reading and distractions while listening. The proliferation of electronic devices presents a significant challenge for educators: how to balance active-listening skills and the use of electronic devices in the classroom setting. In this session, you will learn about the implications of multitasking and find ways to manage this 21st-century dilemma.

Learning goals:

- Explore the neurological, psychological, and social impact of multitasking.
- Discuss the pros and cons of electronic device use and multitasking in classrooms.
- Facilitate attentive listening skills amid increases in electronic device use and multitasking.
- Examine device applications useful in classroom activities.

**Universal Design for Learning: Three Steps to eLearning for Everyone**

Thomas Tobin, Northeastern Illinois University

Room: **Renaissance West A, Ballroom level**

Section 504 of the 1973 Rehabilitation Act banned discrimination on the basis of disability for recipients of federal funds. In 1979, Nicholas Hirtz proposed "a concrete and practical effort aimed directly at faculty function with handicapped

students.” Why are universities still being sued for not providing access to learning? To help make education inclusive for all learners, this session radically reflects on how to motivate and inspire faculty members to adopt Universal Design for Learning (UDL) and broaden the focus away from learners with disabilities toward a larger ease-of-use/general diversity framework.

Learning goals:

- Incorporate UDL/Instruction elements into existing courses.
- Design/retrofit course components using UDL principles.
- Motivate faculty colleagues to adopt UDL as part of the campus culture.
- Expand use of UDL elements beyond the legally required minimum.

### **Linking Our Teaching and Learning Philosophies**

Invited Presenter: Neil Haave, University of Alberta

Room: **Renaissance West B, Ballroom level**

When faculty are cognizant of how learning occurs as they teach, the teaching and the learning improve. Understanding of teaching and learning can be promoted by the development of our learning and teaching philosophies. Often faculty start teaching with no time to consider how to teach in ways that promote learning. Likewise, students rarely have the opportunity to consider how and why they learn. This session will engage participants in exploring how preparation of teaching and learning philosophies can strengthen the connections between the how and why of teaching.

Learning goals:

- Participants will consider, list, and discuss their best and worst teaching and learning experiences.
- Participants will develop or reconsider their teaching philosophies in light of their learning and teaching experiences.
- Participants will work in dialog with each other to link their teaching praxis to how they think learning works.

### **Blending Learning: What, Why, and How**

Anthony Sweat, Brigham Young University

Room: **Renaissance East, Ballroom level**

What is blended learning? Why is it useful? How do you structure your class and begin creating blended learning videos to implement this learning approach? In this session, I will review the theories and practices that support blended learning and share principles to help create and implement effective blended learning videos based on response data from 300 university students about their learning experience in a first-time blended learning general education university classroom.

Learning goals:

- Examine theories of blended learning.
- Analyze effective blended learning videos.
- Apply principles of effective blended learning videos.
- Create a plan to implement blended learning videos.

### **Creating Confidence-Inspiring Writing Assignments with the Discourse-Community-Knowledge-Framework**

Angus Woodward and Susan Brigman, Our Lady of the Lake College

Room: **Penn Quarter, Lobby level**

Challenging students to write, in any discipline and at any level, deepens learning and promotes critical thinking. Faculty often put a great deal of effort into designing writing tasks to foster student success. But it can be difficult to succinctly convey a complicated task to students. Sometimes the more we know about the value of writing, the longer our assignment handouts grow. This session will focus on using a five-part framework to present writing assignments without compromising their complexity or subtlety. The result for students is increased writing self-efficacy.

Learning goals:

- Define the five elements of the discourse-community-knowledge framework.
- Apply the discourse-community-knowledge framework to enhance students' understanding of writing assignments.
- Define writing self-efficacy and its relationship to the discourse-community-knowledge framework.
- Use the discourse-community-knowledge framework to foster confidence in student writers.

### **Integrating Information Literacy Frames and Metaliteracy into Your Course Design**

Irene McGarrity, Keene State College

Room: **Meeting Rooms 8/9, Meeting Room level**

Academic librarians have moved away from a model of teaching research skills toward a more holistic approach. The new paradigm involves teaching students to engage with and participate in complex information ecosystems. Academic librarians have also stepped back from “owning” information literacy to training and supporting nonlibrary faculty to integrate information literacy into their courses. In this workshop, we will discuss new frameworks and strategies for designing courses to teach information literacy and metaliteracy.

Learning goals:

- Recognize teaching and course design implications of the Framework for Information Literacy.
- Discover a holistic approach to teaching students to engage with information.
- Develop strategies for teaching information literacy and metaliteracy.
- Engage in activities that facilitate metaliteracy.

### **Using Technology in the Large Class to Foster Positive Student-Instructor Relationships**

Jenepher Lennox Terrion and Jerie Shaw, University of Ottawa

Room: **Meeting Rooms 10/11, Meeting Room level**

Studies show that positive student-instructor relationships are important for student engagement, motivation, retention, and achievement. Yet, as class sizes grow, these relationships are increasingly difficult to develop. In this session, we will discuss how technology can be used to bridge the relational gap



between students and teachers in large, primarily undergraduate postsecondary courses.

Learning goals:

- Explore what student-instructor relationships are and why they are important.
- Analyze the current literature on using technology in large undergraduate classes.
- Discuss technologies that can facilitate the development of student-instructor relationships.
- Discuss the impact of technology on student perceptions of student-instructor relationships.

### **Applying Agile Scrum Principles and Tools for Complex Class Projects**

Roslin Hauck, Illinois State University

Room: **Meeting Rooms 12/13/14, Meeting Room level**

Scrum is a framework used in industry to solve complex problems and complete tasks and projects that involve iterations of planning, communication, execution, and reflection. It's a framework built on the values of openness, focus, respect, courage, and commitment, and the principles of transparency, adaptability, and inspection—all of which are relevant to higher education, particularly to group projects. In this session, you'll learn how to apply the Scrum framework to group projects and activities in your classes.

Learning goals:

- Relate Scrum's underlying values and principles to your class goals.
- Develop practical strategies for applying the Scrum framework to your classes.
- Articulate the benefits and challenges of using Scrum in a classroom setting.
- Implement the Scrum framework in your classes.

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**3:15 p.m.–3:45 p.m.**

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**Break**

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**3:45 p.m.–4:45 p.m.**

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### **Give Them Purpose and Focus and They Will Read!**

Julie Schrock and William Schmidt, Meredith College

Room: **Congressional A, Ballroom level**

Instructors rely on students completing assigned readings to participate meaningfully in class; however, research indicates that most students are not completing assigned readings. We will examine why students do not read, discuss some strategies that increase reading compliance, and engage in a strategy to increase student compliance with and comprehension of assigned readings.

Learning goals:

- Examine why students do not complete assigned readings.
- Consider strategies that increase reading completion.

- Participate in and analyze a strategy for increasing reading compliance.
- Propose how to implement the strategy in courses you teach.

### **Teaching Them How to Learn**

Debra Herold, Indiana University–Purdue University Indianapolis

Room: **Congressional B, Ballroom level**

What activities lead to the best learning? What can we do as teachers to encourage these behaviors in our students both inside and outside the classroom? Research in cognitive psychology has taught us a great deal about how memory works, including how to improve retention of information and how to avoid memory failures. In this presentation, you will learn how to apply this research to the way you approach your class sessions and how to encourage students to study efficiently and effectively.

Learning goals:

- Improve instruction.
- Help students use their time wisely.
- Foster a positive learning environment.
- Articulate to students the reasoning behind the design of your course.

### **Saving Students Money: Teaching with Open Educational Resources**

John Hilton, Brigham Young University

Room: **Congressional C, Ballroom level**

A recent survey found that 23 percent of students regularly forego purchasing required textbooks due to their high cost. In some educational settings, the cost of textbooks approaches or even exceeds the cost of tuition, which is why it's important to consider alternatives such as free open educational resources (OER). In this session, you will learn how to find OER, how OER affect learning outcomes, and how much money OER can save students.

Learning goals:

- Discover what OER are.
- Identify relevant OER for your courses.
- Discuss the magnitude of cost savings for students by using OER.
- Evaluate the efficacy research has on OER.

### **Encouraging the Heart of the Teacher**

Glenda Williams, Lone Star College, and Sue Jones, Richland College

Room: **Mount Vernon B, Meeting Room level**

The daily demands of our lives are sometimes overwhelming and may cause us to lose sight of why we teach and who we are as teachers. In this session, we will take the opportunity to quiet the noise within and around us and explore the “who” that is the teacher. We will use a teaching metaphor as the basis to review your motives for teaching, your connections with those you teach, and the results and effectiveness of your teaching over the course of your career.

Learning goals:

- Describe your motives for teaching and need for encouragement.
- Identify skills that enable your teaching and what you get from teaching.
- Use metaphors to understand students and whether your perception of them has changed.
- Examine the results and effectiveness of your work in relation to your identity.

### **Venture to Learn! Embark on a Quest to Effective Game Development**

Christine Holt, Keya Mukherjee, and Karen Hahn, Saint Leo University

Room: **Renaissance West A, Ballroom level**

Game-based instructional design breaks away from the one-size-fits-all model of learning and provides a customizable and nonlinear method of learning that offers a risk-free environment for students to actively challenge themselves with content and learn by making mistakes. In this interactive session, we will discuss how to develop on-ground, online, and blended learning environments using games to increase mastery of content and retention rates. You will engage with the theories of constructivism, neuroscience, and cognitive psychology behind game-based learning and produce a prototype to accommodate any learning situation.

Learning goals:

- Describe different motivators, advantages, and foundational concepts to game-based learning.
- Identify strategies for designing effective and engaging gamified learning.
- Describe the cognitive, constructivist, and neuroscientific underpinnings of games and student learning.
- Create a prototype for a serious learning game for any discipline.

### **Practical Strategies to Support English Language Learners in Our Classrooms**

Invited Presenters: Ranya Khan and Carol Appleby, Sheridan College

Room: **Renaissance West B, Ballroom level**

Today's classrooms are more diverse than ever before, and educators are faced with many challenges when trying to ensure student success. To engage and support learners whose first language is not English, specific strategies may be required. This session will identify specific, practical strategies to support speaking and writing tasks that can be easily incorporated into your teaching practice. Through discussion and interactive activities, participants will explore approaches to engage language learners in speaking and writing in the academic classroom, review curriculum to ensure an inclusive approach, and consider ways to adapt methodology and teaching practice that better supports learners from diverse cultural and linguistic backgrounds.

Learning goals:

- Explore means to implement language learning strategies within your course.
- Identify speaking and writing challenges that English-language learners experience in the post-secondary classroom.
- Consider an inclusive and equitable pedagogy for your classroom environments.

### **Meet the Unlecture: How to Share the Stage with Students in the Online Classroom**

Deidre Price, Northwest Florida State College

Room: **Renaissance East, Ballroom level**

Studies have shown that lecture is not the most effective means of instruction; nevertheless, lecture is alive and well in the university classroom. Many instructors, however, simply cannot break away from the lecture model because they simply have so much content to cover—that they must cover. This presentation makes an argument for going halves in the online classroom and handing over the microphone to the students more often so that they can engage—something often done more easily in an organic or impromptu lecture in a traditional classroom space. This presentation also offers specific examples of assignments and uses of unlecture within the online classroom so that students can have a voice on every corner.

Learning goals:

- Learn why lecture falls short in the contemporary college classroom.
- Explore 'unlecture' alternatives strengths and weaknesses.
- Determine which lecture alternatives suit your teaching, students' learning, and your course content the best.
- Learn the tools that enable you to design a course that includes innovative lecture options with more opportunities for student-generated content that engage participants.

### **Using Multiple Sources of Evidence to Enhance Teaching and Learning**

Ruth Owens, Arkansas State University

Room: **Penn Quarter, Lobby level**

As faculty members, we must seek ways to examine our teaching practices. While student evaluations provide one source of information, research suggests that additional sources can broaden our examination of teaching effectiveness. In this session, we will discuss several sources of evidence, such as peer observation, peer coaching, and video analysis. You will leave with an action plan for gathering information you can use to enhance your teaching.

Learning goals:

- Examine reasons for using multiple sources of evidence to examine teaching.
- Identify ways to gather evidence.
- Create an action plan focusing on your teaching effectiveness.
- Reflect on evidence garnered to enhance future teaching and learning.

### Utilizing Simulation with Limited Resources

Courtney Doyle-Campbell and Melissa Mattison, Western New England University College of Pharmacy

Room: **Meeting Rooms 8/9, Meeting Room level**

Molding students who can apply knowledge is the ultimate goal of higher education. Creating simulated experiences to engage and challenge students is an important teaching tool but can require significant resources. In this session, we will discuss multiple methods to incorporate simulation within the classroom without requiring additional faculty, space, or technology.

Learning goals:

- Describe the benefits of simulated experiences in the classroom.
- Describe various simulation techniques to use with limited resources.
- Illustrate the process of simulation feedback and assessment.
- Prepare the initial framework for a classroom simulation.

### Exhuming Bias: Using Tombstone Analysis to Manage Teachers' Pets and Peeves

Brad Bull, Tennessee Tech University

Room: **Meeting Rooms 12/13/14, Meeting Room level**

A sarcastic educator posted on social media, "You know you're a teacher if there are no names you want to give your own child." Yes, we all have irritating students. We also have enjoyable students. However, improperly managed feelings toward our "pets" and "peeves" can have a devastating effect on the learning environment. Since our attitudes toward students often transpire unconsciously, an essential step in managing biases involves becoming aware of them.

Learning goals:

- Recognize your own biases.
- Explore ways to increase bias awareness.
- Analyze bias.
- Convert bias into positive energy.

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### 4:45 p.m.

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**Dinner and evening on your own.**

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## SUNDAY, JUNE 5

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### 7:30 a.m.–Noon

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**Registration Open**

Room: **Congressional Registration, Ballroom level**

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### 7:30 a.m.–8:30 a.m.

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**Continental Breakfast**

Room: **Grand Ballroom, Ballroom level**

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### 8:30 a.m.–9:30 a.m.

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Breakfast Plenary Session

**The Lecture vs. Active Learning: Reframing the Conversation**

A conversation facilitated by Lolita Paff, Penn State Berks

Room: **Grand Ballroom, Ballroom level**

Exchanges about the relative merits of lecture and active learning continue, and they are becoming more polarized. Either you are for the lecture (and against active learning) or you're for active learning (and against the lecture). Active learning advocates have the evidence; those who lecture stand on tradition. Where's this debate headed? How accurately does it reflect what's actually happening in classrooms? Where is the middle ground? Maryellen Weimer, editor of *The Teaching Professor*; Neil Haave, associate professor, University of Alberta; and Carl Lovitt, provost and vice president for academic affairs, Central Connecticut State University, will discuss ways the conversation might be reframed.

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### 9:45 a.m.–10:45 a.m.

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**Tell Me a Story: Reimagining Course Content into Narrative Formats**

Colleen McIlroy, Amanda Butler, and Karen Hahn, Saint Leo University

Room: **Congressional A, Ballroom level**

When learners are immersed in a story, it becomes an effective learning tool. This presentation will focus on transforming a story arc into a guided story, interactive timeline, and comic-based format for the classroom. Using narrative course design techniques, we will guide you through developing a story arc and creating your own narrative template.

Learning goals:

- Implement narrative structure into the higher education curriculum.
- Differentiate between a narrative and a story.
- Develop a story arc and synthesize it with instruction.
- Utilize interactive timelines, guided stories, and comic book-style formats for student-centered learning.

**The Syllabus Makeover: From Ordinary Document to Engaging Class Brochure**

Julie Taylor-Massey, Colorado State University

Room: **Congressional B, Ballroom level**

Have you given thought to the efficacy of your syllabus? If it simply contains pages of black text and you question whether students are reading it, it is time for a makeover. Attend this session for a discussion about syllabus design and a framework to take a syllabus from looking like a boring legal document to a visually appealing class brochure.

Learning goals:

- Describe the functions of a syllabus and their implications.
- Recognize how to design a syllabus with the students' perspective in mind.
- Identify a syllabus makeover framework.
- Embrace your inner stylist to revitalize your syllabus.

### **High-Engagement Strategies for Student Writing Success**

Patricia Huskin, Texas A&M University-Kingsville

Room: **Congressional C, Ballroom level**

In courses that emphasize writing, students actively read and write to achieve learning outcomes defined by faculty; however, students often struggle to meet rigorous writing demands and achieve positive outcomes. This session will demonstrate numerous strategies you can employ to increase students' writing success in courses that focus on writing as a learning outcome. We will discuss the design and structure of courses and their assignments and explore high-engagement strategies.

Learning goals:

- Develop a structure for best student outcomes in your writing-intensive/writing-focused courses.
- Develop multiple writing activities to increase students' learning, engagement, and success.
- Incorporate multiple high-engagement strategies into your writing-intensive/writing-focused courses.
- Identify strategies to increase students' writing success.

### **Planning with the End in Mind: Realistically Integrating Backward Design**

Barbara Caldwell, Holly Atkins, and Samantha Coen, Saint Leo University

Room: **Mount Vernon B, Meeting Room level**

Are your students meeting the learning outcomes of your class? How do you know? The importance of aligning course design and assessment is invaluable. In this interactive session, you will learn about each step of the backward design process and have the opportunity to apply the steps to a course by writing an effective learning outcome, establishing criteria to evaluate evidence, creating different types of evidence to measure level of mastery, and designing a learning experience through meaningful activities. This session is for teaching faculty and instructional designers.

Learning goals:

- Identify learning outcomes.
- Determine assessment criteria.
- Create measurable evidence of learning.
- Plan appropriate activities for a course/project.

### **I'm Not a Psychiatrist, but . . . : Using Office Hours to Help Students in Crisis**

Andrea Westcot and Nicole Anderson Ellis, Virginia Commonwealth University

Room: **Renaissance West A, Ballroom level**

Office hours are essential to student engagement and success. This interactive session explores best practices for using office hours for emotional support, including how to identify a crisis, respond in a manner that does no harm, and refer students to appropriate resources. You'll also learn how to identify the boundary between the roles of professor and counselor, the ethics of action versus inaction, and how faculty and departments can develop clear protocols that protect all involved.

Learning goals:

- Emphasize the salience of students' mental health to their engagement, learning, and success.
- Identify office hours as a place where students seek academic and emotional support.
- Explore best practices for faculty when facing students' nonacademic needs.
- Discuss the challenges and difficulties presented by seeing faculty in this role.

### **Strategies for Helping Students Develop Intercultural Competence in Your Courses**

Tolulope Noah, Azusa Pacific University

Room: **Renaissance West B, Ballroom level**

In today's increasingly diverse society, students must develop intercultural competence: the ability to engage with diverse people in a caring, respectful, and effective manner. This requires self-awareness, understanding of other cultures, and experiences with diverse cultures. In this session, you will learn concrete strategies to help students grow in their intercultural competence skills.

Learning goals:

- Define intercultural competence.
- Implement strategies that help students reflect on their cultural identities and biases.
- Utilize strategies that help students learn about other cultures and perspectives.
- Employ service learning to help students actively engage with diverse people.

### **Best of All Worlds: Combining Discussion Formats for Deeper Inquiry**

Bridget Arend, University of Denver

Room: **Renaissance East, Ballroom level**

Today's instructors have increasing flexibility to choose when, where, and how to hold class discussions. Online, asynchronous discussions and written inquiries can add reflective benefits to the spontaneous and social benefits of live classroom discussions. In this session, we will explore ways to make the best use of these different discussion formats, share ideas and best practices, and explore creative combinations to achieve our particular discussion goals.

Learning goals:

- Identify the benefits and challenges of different discussion formats.
- Analyze sample discussion format combinations.
- Design your own creative discussion format combination.
- Discuss and share best practices for effectively facilitating discussions.

### **Investing in What Faculty Want: Funding Teaching Circle Innovation**

Kelli Kerry-Moran, Stephanie Taylor-Davis, Theresa McDevitt, John Lewis, and Heide Witthoft, Indiana University of Pennsylvania

Room: **Penn Quarter, Lobby level**

Teaching circles are one way colleges and universities can fuel faculty innovation and engagement. This session describes how one university supports faculty teaching circles by providing mini-grants to finance professional development, resource exploration, and other productive activities.

Learning goals:

- Transfer guidelines for administering teaching circles.
- Discuss how a mini-grant process contributes to teaching circle success.
- Identify the types of things faculty need the most to further the work of teaching circles.
- Discover how mini-grants support scholarship and teaching excellence.

### **Transcending Expectations: Addressing the Needs of Gender-Variant Students**

Sherry Zane, University of Connecticut

Room: **Meeting Rooms 8/9, Meeting Room level**

The experiences of gender-variant students are different from the experiences of cisgender, heterosexual, and LGB students, and are often overlooked when formulating curricula and student objectives. This session will explore the needs of gender-variant students in the classroom and provide strategies you can use to support a more inclusive learning environment. I will offer simple solutions that can create an atmosphere that promotes an enhanced learning environment for trans-identified and gender-nonconforming students.

Learning goals:

- Explore the needs of gender-variant students.
- Recognize how to revision pedagogies for greater inclusivity of gender-variant students.
- Restructure classroom dynamics to make content more accessible for gender-variant students.
- Increase retention of gender-variant students.

### **Using Simulation as a Teaching Strategy toward Student Interprofessional Collaboration**

Karen Thatcher, Jean Roberson, and Senobia Crawford, Samford University

Room: **Meeting Rooms 10/11, Meeting Room level**

Samford University's College of Health Sciences graduate and undergraduate students participated in a disaster simulation. In

the debriefing, students discussed their experiences and feelings and learning outcomes, and reflected specifically on the four core interprofessional competencies: roles and responsibilities, values and ethics, teamwork, and communication. Utilizing the students' reflections, we were able to identify students' strengths and challenges in the attainment of the interprofessional competencies and develop additional curricula in response. Join us to learn how to use similar simulations in your discipline.

Learning goals:

- Articulate the value of interprofessional education for your discipline.
- Create an interprofessional simulation for your course of study.
- Identify strengths and challenges for incorporating simulation into your teaching strategies.
- Discuss student learning outcomes and benefits for student engagement.

### **InterviewStream and Other Online Technology—Giving Students an Edge!**

Alexandria Kile and Eileen Grodziak, Penn State Lehigh Valley

Room: **Meeting Rooms 12/13/14, Meeting Room level**

Online tools like InterviewStream are being used in career services units in colleges and universities across the country to help prepare students for employment interviews through video technology. This video technology, coupled with interpersonal communication strategies, has unlimited uses for classroom instruction, employment readiness, advising, and professional/graduate school preparation. Join us to learn about this tool's potential uses in student learning, have the opportunity to practice using it, and learn how to create your own similar tool if InterviewStream isn't available at your institution.

Learning goals:

- Identify potential instructional uses of InterviewStream.
- Discover ways to help students become more behaviorally aware.
- Prepare students for employment interviews.
- Help students articulate strengths, goals, and interests.

### **Reading across the Curriculum**

Sophia Marku and Stephanie Putman, Onondaga Community College

Room: **Meeting Room 16, Meeting Room level**

The demands of college-level work require students to become efficient readers. In this session, you will learn how to help students improve their reading abilities by teaching them to identify and mark key concepts in a wide variety of reading materials and how to cope with challenging vocabulary. You'll also learn how students describe themselves as readers/learners and use that knowledge to read and learn more effectively, and how to connect readings to personal experiences and prior knowledge.

Learning goals:

- Develop strategies to help students manage the demands of their college courses.

- Implement study skills strategies in your courses.
- Connect readings to personal experiences and prior knowledge.
- Improve students' reading abilities.

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## 10:45 a.m.–11:15 a.m.

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### Break

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## 11:15 a.m.–12:15 p.m.

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### What's the Flippin' Difference: The Efficacy of Flipped Learning

Thomas Mennella, Bay Path University

Room: **Congressional A, Ballroom level**

Flipped learning involves moving passive, background instruction outside the classroom and reserving in-class time for student-centered learning activities that fortify and support long-lasting learning. In this workshop, you will learn how to run a flipped classroom, and discuss the efficacy of this approach looking at the results of a comparison study of a traditional and flipped section of undergraduate genetics.

Learning goals:

- Design a flipped course.
- Devise meaningful in-class activities.
- Articulate the quantitative benefits of active learning.
- Make an informed choice regarding transitioning to a flipped format.

### Any Questions? A Practical Approach for Increasing Students' In-Class Questions

Steve Snyder, Grand View University

Room: **Congressional B, Ballroom level**

Much has been written about creating natural critical-learning environments; places where students feel free to pose stimulating questions and pursue interesting answers. But beyond asking whether they have any questions, how much do we put students' questions at the heart of our everyday pedagogy? Asking questions, like academic writing or information literacy, is an acquired skill. It's what Aristotle called *techne*: something we can only learn by doing. In this interactive session, we will explore an approach for helping students pose stronger knowledge-generating questions during class. You will leave with several practical exercises that put student-created questions front and center.

Learning goals:

- Use a taxonomy of question types to interrogate an unfamiliar idea.
- Identify the kinds of questions you wish your students would ask.
- Devise a strategy for getting students to ask great questions.
- Acquire several practical exercises you can easily adapt for your classroom.

### Assessment for Learning

Terri Germain-Williams, Mercy College

Room: **Congressional C, Ballroom level**

Assessing students is an important aspect of the instructional cycle. In this session, we will take a critical look at how assessment and grades impact student learning and examine best practices and innovative strategies for providing high-quality feedback. You will gain insights into trends in collaborative classrooms and sophisticated, data-driven feedback protocols.

Learning Goals:

- Examine principles of effective feedback.
- Differentiate among assessment for, as, and of learning.
- Apply assessment for learning to current practice.
- Create direct connections among outcomes, teaching, and assessment.

### Feedback: An (Occasionally Painful) Opportunity for Faculty and Student Growth

Sandra Petersen, Dixie State University

Room: **Mount Vernon B, Meeting Room level**

Of all the things teachers do, providing feedback can have the most significant influence on student achievement. Additionally, receiving direct and meaningful feedback about our teaching can not only improve our pedagogy but also have a profound impact on student learning. In this session, we will discuss various forms of feedback and explore ways of incorporating them into our teaching.

Learning goals:

- Discuss and assess various forms of feedback.
- Review the literature on aspects of powerful feedback.
- Identify active feedback strategies that take little time but improve performance.
- Share experiences about valuable feedback you have given and received.

### iPad U: Strategies and Tools to Use iPads in the Classroom

Erin George, Kathleen Bands, Michael Coon, Georgette Jones, and Heather Mitchell-Buck, Hood College

Room: **Renaissance West A, Ballroom level**

As an Apple Distinguished College, all of our students and instructors have iPads. While we know that this is not true of all students everywhere, most students today have smartphones, tablets, and/or laptops. In this session, we'll discuss several apps and effective strategies to engage students in a wide variety of classes (freshman seminars and courses in biology, economics, and English). We'll highlight the usefulness and application of iBook, iMovie, Notability, and Socrative applications. During our presentation, we will invite you to use the apps as they are used in the classroom.

Learning goals:

- Explore ways to use a variety of apps to engage students.
- Use technology to complement the learning process and help students understand the material.
- Identify strategies to engage students in a wide variety of classes.
- Explore the benefits of various apps.

### **Using Social Media to Boost Completion and Retention Rates**

Rebecca Knapp, Saddleback College

Room: **Renaissance West B, Ballroom level**

Traditional learning is influenced by the environment, culture, and climate. In today's academic world, those elements in our classrooms are dominated by technology. This session addresses how you can use the most current and emerging forms of social media, apps, and productivity sites to enhance your courses and better connect with your students in a technologically focused culture. You will leave this session with an overflowing toolbox of practical social media tools and techniques as well as fresh inspiration to change the way you interact with and influence your students.

Learning goals:

- Explain how social media affects students' attention spans.
- Infuse social media into your teaching to boost retention and completion rates.
- Identify social media tools and techniques to immediately implement in your classes.
- Emerge with fresh inspiration to interact with your students using technology.

### **Craft(y) Faculty Development Workshops: Teachers as Learners**

Suzanne Sumner, Brooke Di Lauro, and Marie Sheckels, University of Mary Washington; and JoAnn Schrass, Germanna Community College

Room: **Renaissance East, Ballroom level**

The best programs for reinvigorating teaching and learning bring together a mix of faculty with diverse needs, experiences, career levels, and disciplines to learn from each other. We will introduce you to a well-tested strategy to enliven creative engagements and build learning communities among faculty and staff (The Great Craft Workshop). You will engage in making crafts to experience learning something unfamiliar, which is what we often ask our students to do. The lessons you learn about yourself and as a teacher are easily adapted to classroom use.

Learning goals:

- Experience being a student again.
- Reflect on the learning process and how it informs your teaching.
- Contrast the roles of learners and teachers.
- Integrate your learning experiences into your teaching.

### **Inspiring Empathy: Teaching about Human Diversity in the Classroom**

Katherine Morrison, Curry College

Room: **Penn Quarter, Lobby level**

Research has shown that our global societies have been evolving and integrating with one another at an unprecedented pace. As such, in order to thrive in any career, students must learn how to work with people who are different from them. However, many students are apprehensive learners when it comes to understanding and embracing the dissimilarities throughout the human mosaic. In this interactive session, we will explore the nuances of teaching about multiculturalism in the classroom.

Learning goals:

- Review aspects of human diversity and the necessity of learning how to work with others.
- Identify engaging teaching strategies for developing empathy toward diversity among students.
- Explore potential barriers and facilitators to teaching about diversity.
- Create an action plan for teaching diversity in the classroom.

### **Talking the Talk: Metacommunication and Self-Assessments for Student Work Groups**

David Neumann, Rochester Institute of Technology

Room: **Meeting Rooms 8/9, Meeting Room level**

Promoting successful student work groups requires concerted instructional effort. This begins before creating student groups, continues throughout the time students are engaged in groups, and concludes with peer assessments of group members. Providing students with a structured format to metacommunicate (communicate about their communication) allows for the creation of more cohesive and productive groups. Learn how to implement metacommunication strategies to support student work groups.

Learning goals:

- Investigate various self-assessment tools for the creation of student work groups.
- Apply formative evaluation tools allowing students to engage in metacommunication and institute midcourse corrections.
- Review various summative evaluation instruments.
- Examine methods of peer assessment and peer grading.

### **A Quantitative Analysis of Participant-Centered Learning and Class Engagement**

Marty McMahon, University of Mary Hardin-Baylor

Room: **Meeting Rooms 12/13/14, Meeting Room level**

How does teaching practice change when using participant-centered learning methods? In this presentation, we will examine changes made to an already successful class to enhance student engagement and develop better classroom participation, and also consider the impact of the changes on the consistency of student reading, the engagement of students in class discussion, the success of students on tests, and the response of students in student evaluations.

Learning goals:

- Acquire an easy method for getting people to work together.
- Observe how a group of nonexperts can develop good discussion questions.
- Evaluate the results of a participant-based classroom experiment.
- Examine the potential challenges and benefits of giving control to students.

### **Moving Beyond the Material: Enhancing the Role of Faculty in Academic Success**

Angela Sickler, Wayne State University

Room: **Meeting Room 16, Meeting Room level**

The assumption that college students arrive armed with the skills they need to succeed academically is outdated. Oftentimes, it's not the actual material that is causing difficulty, but rather the students' approach to the material. This session focuses on habits faculty can adopt to incorporate effective study strategies into their lectures without sacrificing significant time or attention from content. We will also examine the importance of study skills and self-management habits vital to student success. After all, who better than faculty to suggest content-appropriate study guidance for their particular curricula?

Learning goals:

- Recognize the importance of self-management and study skills in course success.
- Select particular study skills that are imperative in your specific subject(s).

- Implement daily study advice in each class session.
- Identify institutional resources to further promote student academic success.

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**12:15 p.m.–1:15 p.m.**

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**Lunch**

Room: **Grand Ballroom, Ballroom level**

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**1:15 p.m.**

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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 Conference and use them on your campus. We hope to see you next year, June 2-4, 2017 in St. Louis, Mo.

Have a safe trip home!

