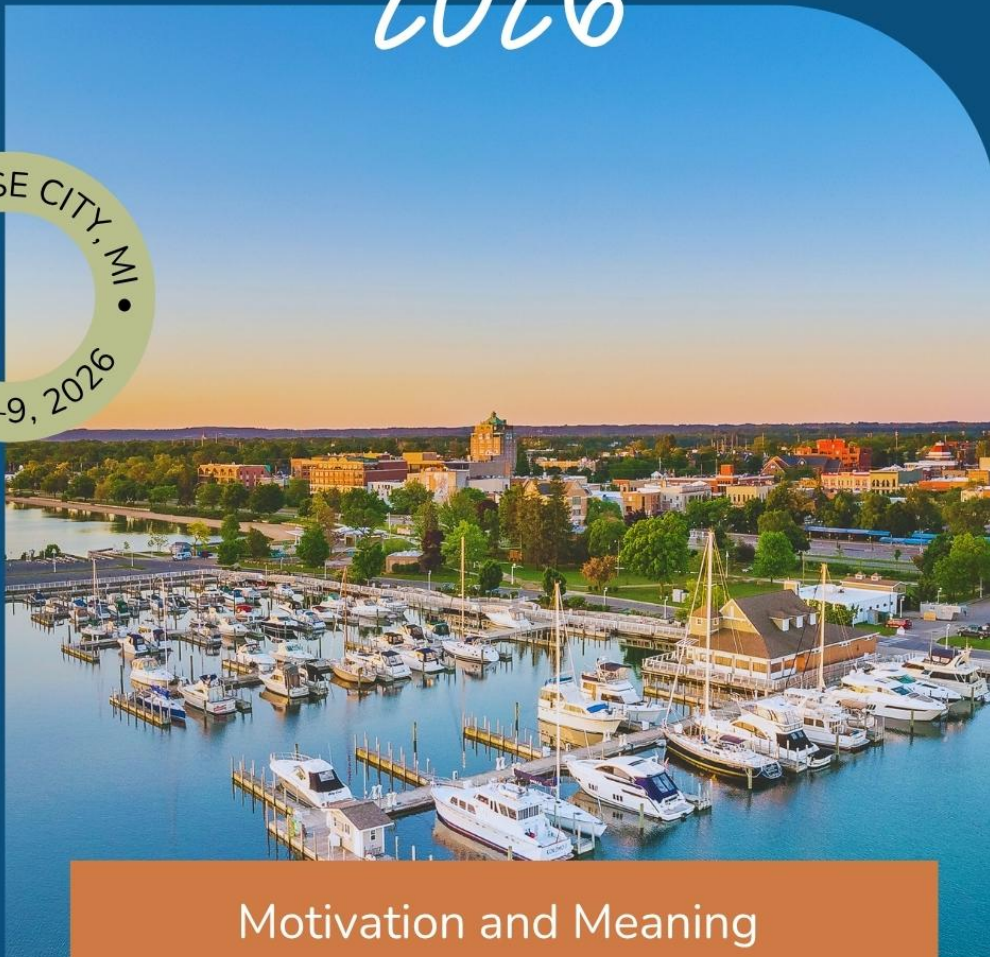


# CONFERENCE PROGRAM

2026



Motivation and Meaning  
in Higher Education



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Program Book

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# WELCOME

## TO LILLY-TRAVERSE CITY 2026



LILLY CONFERENCES

ITLC

International Teaching  
Learning Cooperative, LLC

# Navigating the Conference

## General Information

### Ethos

ITLC-Lilly events strive to provide a community where individuals feel safe and energized, working and interacting in an environment that is supportive and focused on the ITLC-Lilly Conference Spirit.

As a result, we must insist that individuals participating in the conference:

- Respect all their colleagues at the conference and speak in a supportive and nonthreatening manner.
- Refrain from self-promotion with the intent to generate income. If an individual at the conference is interested in engaging your professional services, please ask them to contact you at the conclusion of the conference.

### Giveaways

Conference drawings will be held throughout the conference.. Drawings include: one free ITLC-Lilly conference registration, books (on display at the conference registration area), Educational Blueprint Desktop tools, and swag from ITLC Lilly!

### Communication

The mobile app Sched is used for navigating the conference content. Download the app to your mobile device or laptop. Build your own schedule, upload/download session handouts, create your conference profile, and more! Schedule changes will be posted to Sched in real-time.

## Name Tags

Please wear your name tag at all times during the conference; name tags are required for entrance to all meals and receptions. It is the tradition of ITLC-Lilly Conferences to omit titles/credentials on name tags. We value and understand the work required to earn such distinctions, *and* we believe that referring to each other by first name more quickly familiarizes us with each other and builds community among us as colleagues.

## Meals

Your conference registration includes:

- Wednesday - Afternoon Refreshments, Networking Reception
- Thursday - Breakfast, Lunch, Afternoon Refreshments, and Poster Reception
- Friday - Breakfast

Please present your name tag to the ITLC-Lilly Staff attendant as you join us for meals. Unfortunately, due to space limitations and banquet costs, guests are not allowed to join conference meals or receptions.

## Participation

This is an evidence-based conference. Presenters may ask that you provide a session evaluation at the conclusion of their presentation via a Sched response. These evaluations are intended for professional growth, and presenters may include the forms in tenure and promotion materials. They are important feedback to the presenters; your feedback is appreciated.

It is expected that participants and presenters alike attend the whole conference to build community. However, you do not have to attend every single concurrent session! The conference pace is brisk, there are many choices among concurrent sessions, and the risk of information overload is always present. Please be sure to schedule a break and skip a session if needed to decompress, reflect on what you are learning, organize your notes, or check in with the office or your support people.

We encourage participants to take the evenings off to network and socialize together. Traverse City is an amazing city with natural beauty and world-class shopping and restaurants.

## Health

Please use considerate practices while gathering together. Wash your hands using hand sanitizer between sessions, and please wash your hands with soap and water prior to joining the buffet lines or refreshments. If you are not feeling well, we encourage you to rest in your room.

Personal bubble stickers may be applied to nametags as an indicator of desired personal space (e.g., fist bump/handshake welcomed or please wave hello with introductions).

*If you have any concerns during the conference, please come to the conference help desk to speak with an ITLC-Lilly Staff Member*

# Conference Venue

## Meeting Rooms

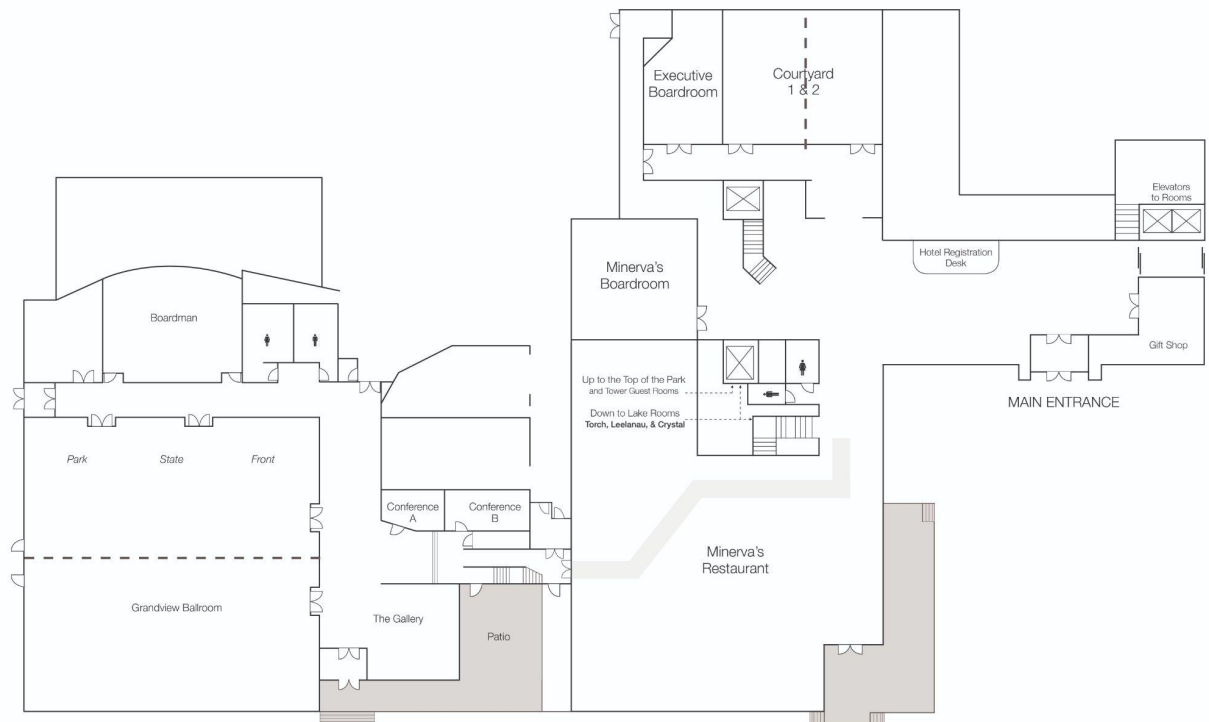
- The Grandview Ballroom is next to the State Street entrance to the hotel (directly across from the parking garage).
- The Boardman conference room is located in the hall behind the ballroom.
- Minerva's Boardroom and Courtyard conference rooms (as well as Grandview Ballroom and Boardman conference room) are on the hotel's main level.
- The Torch, Leelanau, and Crystal conference rooms (the "Lake Rooms") are on the *lower level*, and are accessible via a staircase or an elevator next to Minerva's Restaurant or a staircase or an elevator in the main lobby.

## Top of the Park

- Top of the Park is reached using the main lobby elevator, "T".

## Restrooms

Restrooms are located by Boardman, by Minerva's restaurant, and downstairs across from Leelanau.





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# KEYNOTE

## PRESENTATIONS



LILLY CONFERENCES

ITLC | International Teaching  
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# Keynote I

Wednesday, October 7, 2026

4:40 pm - 5:30 pm



## Why We Try: The Hidden Forces That Drive Learning, Motivation, and Meaning

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

**Key Statement:** Why do people invest effort in difficult work?

This keynote explores the forces that drive learning, persistence, and purpose. It also seeks to answer why so many of us continue to find meaning in higher education.

**Keywords:** Motivation and Meaning, Belonging, Persistence

Every meaningful accomplishment in higher education requires effort. The question is: Why do people choose to invest it? Some embrace difficult challenges and persist through setbacks. Others disengage or abandon goals that once seemed important. Motivation is often treated as something people either possess or lack, yet research suggests a different story. This keynote explores the science behind human motivation and why people choose to learn, persist, and grow. Drawing from research in psychology and learning, participants will consider how these forces influence students, faculty, administrators, and ourselves. By better understanding what drives effort and meaning, we gain insight into why people learn and why so many of us chose higher education as our life's work.

### *Outcomes:*

1. Describe key factors that influence motivation, persistence, and engagement.
2. Explain how motivation principles apply to students, faculty, administrators, and personal professional growth.
3. Identify one strategy for fostering greater purpose, belonging, or persistence within their educational environment.

**Todd D. Zakrajsek**, PhD, is an Associate Research Professor in the School of Medicine at the University of North Carolina at Chapel Hill. He develops resources for faculty on teaching/learning, leadership, and publishing. Prior to joining the SOM he was a tenured associate professor of psychology and built faculty development efforts at three universities.

Todd has served on many educationally related boards and work groups during his four decades of teaching and faculty development. He has also consulted with organizations such as The American Council on Education (ACE), Lenovo Computer, Microsoft, and the Bill & Melinda Gates Foundation. For the past 20 years, Todd has directed Lilly Conferences on evidence-based teaching and learning and is the editor of *The Scholarly Teacher*, an online resource for faculty in higher education. Todd's recent books include *Classroom Assessment Techniques* 3rd ed. (due out July, 2024, with Tom Angelo), *Teaching at Its Best*, 5th ed. (2023, with Linda Nilson); *The New Science of Learning*, 3rd ed, (2022); *Teaching for Learning*, 2nd ed. (2021, with Claire Major and Michael Harris); *Advancing Online Teaching* (2021, with Kevin Kelly); and *Dynamic Lecturing* (2017, with Christine Harrington). Todd has given more than 300 campus workshops, conference presentations, and keynote addresses in 49 states, 12 countries, and 4 continents.

# Keynote II

Thursday, October 8, 2026

1:10 pm - 2:20 pm



## Rethinking the “Typical Learner”: Designing for Cognitive Variability

*Tamara Rosier, ADHD Center of West Michigan*

**Key Statement:** Variability in attention, motivation, and executive function is the norm. Designing for that variability strengthens engagement, reduces barriers, and improves learning outcomes for all students.

**Keywords:** Neurodiversity, Motivation, Executive Function

Many instructional approaches are built around an assumed “typical” learner—one who can sustain attention, regulate motivation, and manage cognitive demands with consistency. Neuroscience and learning science suggest a different reality. Attention shifts with context, motivation is shaped by reward and meaning, and executive function varies widely, even among high-achieving students.

This session reframes these differences not as deficits, but as expected variability. Drawing on current research in executive function, motivation, and emotion-cognition integration, participants will explore practical ways to design instruction that anticipates this variability. Strategies include structured autonomy, transparent assignment design, flexible demonstrations of mastery, and retrieval paired with reflection.

Designing with variability in mind does not dilute rigor—it strengthens it. Participants will leave with concrete approaches to increase engagement, reduce unnecessary barriers, and better support the full range of learners in their classrooms.

*Outcomes:*

1. Explain how variability in attention, motivation, and executive function shapes student learning and engagement.
2. Identify instructional practices that anticipate cognitive variability and reduce barriers to learning.
3. Apply at least one strategy (e.g., structured autonomy or transparent design) to improve engagement and access in their own course.

**Tamara Rosier** is an ADHD coach, author, and founder of the ADHD Center of West Michigan. She brings nearly two decades of experience in higher education as a faculty member, faculty developer, and academic leader, with a focus on teaching, learning, and how students think. Her work focuses on turning our knowledge of executive function, motivation, and emotional regulation into practical methods that boost learning and engagement. She is recognized for helping educators understand why capable students struggle—and what to do differently to reach them.

Tamara is the author of *Your Brain's Not Broken* and *You, Me, and Our ADHD Family*.

# Keynote III

Friday, October 9, 2026

10:00 am - 11:00 am



## Teaching Underprepared Students: Building Skills, Grit, and Success in Today's College Classroom

*Kathleen Gabriel, California State University, Chico, Professor Emeritus*

**Key Statement:** Since the pandemic, the number of underprepared students has grown. Teaching techniques, more than ever, are crucial for supporting and increasing student success in college.

**Keywords:** Underprepared, Skills, Success

Since the pandemic, faculty have reported greater numbers of underprepared students. What to do to help students rise to higher expectations and meet the rigors expected of them in college are topics often discussed, especially when considering efforts to maintain high standards. In this presentation, practical teaching techniques for improving students' skills, their perseverance, and success will be explored. It is important to meet students where they are, but also vital to get them to where they need to go. Unlocking student potential not only can ignite students to accelerate academic skill levels, but can also be inspiring for faculty!

### *Outcomes:*

1. Describe ways to identify their students' academic strengths and weaknesses as well as their "mindset" outlook.
2. Analyze strategies from the session that may be used to accelerate their students' academic skills.
3. Analyze strategies from the session that may be used to increase their students' perseverance and grit in achieving their college goals.

**Kathleen F. Gabriel**, professor emeritus at California State University, Chico, has an extensive teaching career—including 17 years in public education at the secondary level, first teaching Social Sciences first, then as a Resource Specialist. Moving to higher education, she developed an academic support program for underprepared college students and worked with college teachers to help them develop teaching strategies for promoting success and retention for our most vulnerable, at-risk students. She has several teaching awards at the university level along with two bestselling books on college teaching. The second edition of one will be available this fall, *Teaching Underprepared Students: Building Skills, Confidence, and Success in Today's College Classroom*.



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# DAILY SCHEDULE

WEDNESDAY  
OCTOBER 7, 2026



LILLY CONFERENCES

ITLC | International Teaching  
Learning Cooperative, LLC

Wednesday, October 7, 2026

## Schedule at a Glance

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11:00 am - 5:15 pm

Registration/Help Desk Open!

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1:00 pm - 1:45 pm

Grandview Ballroom

Conference Welcome & Opening Remarks  
Todd Zakrajsek

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2:00 pm - 4:40 pm

Concurrent Sessions

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4:40 pm - 5:30 pm

Keynote I

Why We Try: The Hidden Forces That Drive Learning, Motivation, and Meaning  
*Todd Zakrajsek, University of North Carolina, Chapel Hill*

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5:45 pm - 6:45 pm

Top of the Park

Opening Reception

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Enjoy Dinner and Evening on Your Own!

# Concurrent Session 2

2:00 pm - 2:40 pm

2a) Boardman

## **Creating Mic Drop Moments: TEDx-Inspired Storytelling for Educators**

*Brooke Moore, Central Michigan University*

**Key Statement:** Come explore why mastering the art of storytelling is important in higher ed, and the how and why of making it happen. You've got this!

**Keywords:** Presentation Skills, Storytelling, Instructor Improvement

**Subthemes:** Instructional Skills + Methods; Active and Engaged Learning

Compelling storytelling is not something that you are born with. This is great news because it means it is a skill we can all learn! Students appreciate authentic instructors, and part of that authenticity comes from being vulnerable through stories. Author of *Presentation Zen* Garr Reynolds reports that college students rate professors who intentionally tell true stories as the most effective. This session will explore the key components of a good story, the types of stories told, and aspects of effective delivery. You will walk away prepared to identify and deliver an authentic story of your own.

### *Outcomes:*

1. Recognize the components of a great story.
2. Understand the different types of stories that are told.
3. Identify the elements of effective delivery.

2b) Torch

## **From Participation to Sensemaking: Structured Discussion Strategies That Deepen Student Thinking**

*James T. McDonald, Central Michigan University*

**Key Statement:** Structured discussion strategies—Case Studies, Think–Pair–Share, and scenarios—promote equitable participation and deeper sensemaking, helping instructors transform classroom dialogue into meaningful student learning experiences.

**Keywords:** Structured Discussion, Sensemaking, Student Engagement

**Subthemes:** Active and Engaged Learning; Instructional Skills + Methods

Discussion is central to learning, yet many classroom conversations remain surface-level or dominated by a few voices. This interactive session introduces structured strategies—Case Studies, Think–Pair–Share, and scenario-based discussions—that promote equitable participation and deeper sensemaking. Participants will engage in a modeled discussion sequence and explore facilitation moves that support student thinking across disciplines. Emphasis is placed on designing discussions that move from individual reflection to whole-class synthesis. Attendees will leave with practical, adaptable strategies to enhance engagement and transform discussion into a powerful tool for learning.

*Outcomes:*

1. Design a structured discussion sequence that moves from individual reflection to whole-class synthesis.
2. Implement strategies such as Case Studies, Think–Pair–Share, and scenario-based discussions in their courses.
3. Facilitate discussions that promote equitable participation and deeper student sensemaking.

2c) Leelanau

**Career Readiness Starts Now: Building Competency Through Alternative Grading Feedback**

*Davina Quichocho, Purdue University*

*Cezanne Elias, Purdue University*

*Natasha Watkins, Purdue University*

*Jennifer Essig, Indiana University South Bend*

**Key Statement:** Vital work competencies can be fostered in both undergraduate and graduate students through alternative grading structures that guide them to engage meaningfully with feedback.

**Keywords:** Career Readiness, Alternative Grading, Feedback

**Subthemes:** Active and Engaged Learning; Assessment/Feedback/(Un)Grading

Alternative grading (e.g., specifications grading) can promote transparency and student agency, but its value for developing workforce readiness is less emphasized. This session connects specifications grading to NACE (National Association of Colleges and Employers) work competencies (e.g., professionalism, communication, critical thinking, career and self-development). Drawing on cross-disciplinary teaching experiences at both the graduate and undergraduate levels, we demonstrate how structured feedback cycles and revision opportunities foster these competencies. We also examine implementation challenges, including student adjustment, consistency across contexts, and faculty workload. Attendees will leave with practical strategies for leveraging alternative grading to intentionally support career readiness outcomes.

*Outcomes:*

1. Identify how specifications grading structures align with and support development of key NACE work competencies (e.g., professionalism, communication, critical thinking, career and self-development).
2. Analyze examples of student work and grading practices to determine how feedback and revision processes foster workplace-ready skills across disciplines.
3. Apply at least one practical strategy to adapt specifications or alternative grading approaches in their own teaching context to better promote career readiness while addressing common implementation challenges.

2d) Courtyard

**Alignment or Autopilot? Getting Honest About What Drives Your Teaching**

*Ashley Moore, Michigan State University*

*makena neal, Michigan State University*

**Key Statement:** Clarifying core values helps educators align practice with purpose, make more equitable decisions, and navigate the complex, often conflicting realities of teaching with greater intention.

**Keywords:** Values Clarification, Values-Aligned Teaching, Reflective Practice

**Subthemes:** Compassionate Classroom/Community; Instructional Skills + Methods

What actually drives your teaching decisions? This interactive session invites educators to get curious (and maybe a little uncomfortable) about the values shaping their practice. Grounded in Brené Brown's (2018) Values Clarification exercise, participants will work through a "values-in-action" experience, exploring how ideas like kindness, respect, and love can look wildly different in practice. Through dialogue, reflection, and a collaborative gallery walk, we'll connect values to teaching philosophy, equitable decision-making, and everyday classroom moments. You'll leave with practical tools, a clearer sense of your educator identity, and fresh ways to bring values-driven reflection into your own learning community.

*Outcomes:*

1. Understand the importance of continuous values clarification in teacher and learning spaces.
2. Identify and articulate their core values and examine (mis)alignment in their teaching practice.
3. Learn how to apply a values clarification protocol to support reflective practice with students, colleagues, or teacher candidates.

2e) Minerva's Boardroom

**Building Trust and Meaning-Making Through Intentional Relational Pedagogies**

*Amelia Underwood, James Madison University*

*Katherine Walters, James Madison University*

**Key Statement:** Trust and meaning-making are inseparable in higher education. This session explores how intentional relational pedagogies, grounded in educator values, create conditions for authentic learning.

**Keywords:** Relational Pedagogy, Higher Education, Intentionality

**Subthemes:** Compassionate Classroom/Community; Active and Engaged Learning

Trust and meaning-making are intrinsically linked. Trust creates the conditions necessary for learners to take risks, share perspectives, and engage authentically with both the course content and each other. This session explores how intentional relational pedagogies, including pedagogy of vulnerability, feminist, culturally relevant, and critical approaches, build the kind of trust that makes meaning-making possible in graduate education. Rather than offering a prescriptive model, the session invites participants to examine their identity as educators and reflect on how their values shape relational practices. Through storytelling and collaborative reflection, participants will explore design and pedagogical strategies for trust-centered learning.

*Outcomes:*

1. Reflect on the personal values they bring into teaching and learning spaces.
2. Explain the underlying assumptions and practices of at least two intentional relational pedagogies.
3. Describe the relationship between trust and meaning making in graduate education.

2f) Crystal

**Summer in West Michigan Learning Community: Connect, Learn, and Work**

*Darien Ripple, Grand Valley State University*

*Denise Goerisch, Grand Valley State University*

*Brian Deyo, Grand Valley State University*

**Key Statement:** A place-based learning community designed to have students develop a land ethic by researching wicked problems associated with transition areas between suburbia, farms, and forests.

**Keywords:** Place-Based Learning, Community Partners, Learning Communities

**Subthemes:** Active and Engaged Learning; Universal Design for Learning / Course/Curriculum (Re)Design

This session will highlight a place-based learning community that implements an emergent pedagogy to approach wicked problems from pluralistic lens, engaging in non-formal and joint learning to research, debate, and analyze farming practices, wetland conservation, restoration, and urban development associated with transition areas between suburbia, farms, and forests. The program links ENG 382 Literature and The Environment, INT323 Design Thinking to Meet Real World Needs, and internships with local partners. Students develop a land ethic by creating connections with local ecosystems by learning through doing, visiting restoration sites with regional biologists, talking with farmers, and meeting with nonprofit conservationists.

*Outcomes:*

1. Describe emergent pedagogy in context to pluralistic lens involving multiple disciplines while engaging in non-formal and joint learning.
2. Discuss best practices in transdisciplinary learning.
3. Provide a framework for developing community connections involving place-based learning projects.

2g) Grandview Ballroom

**Development Strategies for SoTL Projects, Presentations, and Publications**

*Milt Cox, Miami University, Emeritus*

**Key Statement:** We will define Scholarship of Teaching and Learning (SoTL) and discuss seven production steps that can help you find and design teaching and learning projects for SoTL presentations and publications.

**Keywords:** SoTL, SoTL Publications, SoTL at Lilly

**Subtheme:** Other; Other

SoTL is a growing discipline and research activity in higher education. The presenter of this session has been an editor-in-chief of a journal that publishes SoTL and has directed conferences that present it. We will define and discuss the ongoing cycle of scholarly teaching and the scholarship of teaching and learning. In addition, participants will discuss seven steps that can transform a teaching, learning, or institutional problem or opportunity into a SoTL project, presentation, or publication.

*Outcomes:*

1. Describe 7 steps that can help find and design a teaching and learning project that may lead to a SoTL presentation and publication.
2. Describe the ongoing cycle of scholarly teaching and SoTL.
3. Describe examples of SoTL projects and presentations.

## Concurrent Session 3

2:50 pm - 3:30 pm

3a) Boardman

### **From Checkbox Compliance to Meaningful Engagement in Online Learning Environments**

*Jessica Paruch, Wayne State University*

*Rachel Bowens, Wayne State University*

**Key Statement:** Regular and substantive interaction (RSI) can be more than a compliance requirement. Explore how SEL-informed practices reframe RSI as an opportunity for meaningful, human-centered engagement.

**Keywords:** Regular and Substantive Interaction, Social and Emotional Learning, Student Engagement

**Subthemes:** Active and Engaged Learning; Compassionate Classroom/Community

Regular and substantive interaction (RSI) is a requirement mandated by the Department of Education for online courses. RSI requires regular, predictable, and meaningful interaction related to the course. However, approaching RSI solely as a compliance requirement limits its potential as a pedagogical opportunity. This session reframes RSI through the lens of social and emotional learning (SEL) to support the design of human-centered online learning experiences.

Participants will explore how small shifts in online course design can incorporate SEL-informed practices to create more meaningful learning experiences while still satisfying RSI requirements.

Through guided activities and discussion, participants will redesign online course elements and leave with practical strategies for implementing SEL-aligned interactions.

*Outcomes:*

1. Identify overlap between regular and substantive interaction (RSI) requirements and social and emotional learning (SEL) principles in online course design.
2. Evaluate common online course elements and interactions for alignment with RSI requirements and SEL-informed teaching practices.
3. Redesign at least one online course element to integrate SEL-aligned practices while meeting RSI requirements.

3b) Torch

**Living the Change: Integrating Behavior Change, Empathy, Engagement, and Growth**

*Kellie Riley, Grand Valley State University*

*Nicole Harpold, Grand Valley State University*

**Key Statement:** What happens when students live the change they teach? This student self-care project nurtures empathy and resilience through an engaging, high-impact model adaptable across disciplines.

**Keywords:** Student Well-Being, Empathy Development, Transformative Learning

**Subthemes:** Active and Engaged Learning; Mindfulness/Resiliency

Bridging theory and practice remains a central challenge in higher education. This session presents a longitudinal, self-care project implemented across undergraduate and graduate programs that engages students in the lived process of intentional change. Participants will examine how structured reflection and behavior-change frameworks support empathy, resilience, and deeper engagement. Presenters will share implementation strategies, outcomes, and lessons learned, then guide attendees in adapting the model for diverse disciplines. This scalable approach integrates transformative learning with student well being while strengthening meaningful application beyond content mastery.

*Outcomes:*

1. Explain how a lived-experience behavior change project promotes empathy, resilience, and student well-being.
2. Analyze the core design components necessary to implement a longitudinal experiential change project within their own course or program.
3. Develop an initial adaptation plan for integrating a self-care or behavior-change experience into their disciplinary context.

3c) Leelanau

**Writing Outside the Lines: Zine Pedagogy**

*Jorhie Beadle, Michigan State University*

*Seven Mattes, Michigan State University*

**Key Statement:** From zine ethos to assignment rubrics, learn and practice the pedagogical opportunities zines provide for experiential learning!

**Keywords:** Experiential, Engagement, Assessment

**Subthemes:** Assessment/Feedback/(Un)Grading; Active and Engaged Learning

Zines are rooted in marginalized communities, giving voice to those often unheard. A form of feminist pedagogy, they are participatory, empowering, and community-oriented. In the classroom, zines make space for students to take ownership of the learning process, presenting not regurgitation, but communicating how course concepts have connected with them outside the confines of a docx.

The facilitators have assigned zines in course sizes from 10 to 250. They will communicate the challenges and opportunities in these diverse contexts. From the ethos to the rubric, participants will leave with a toolkit and mini-zine—ready to assign their own zine assignment!

*Outcomes:*

1. Compare and contrast zines as a form of hands-on, creative, experiential learning with contemporary standardized writing assignments.

2. Assess the benefits and challenges of adapting zines for classrooms of varying sizes.
3. Construct their own mini-zine and learn to differentiate short-in-class mini-zine projects and large-scale projects.

3d) Courtyard

### **Game On: Multimedia Teaching Strategies for Engaging Gen Z Learners**

*LaTonya Hughes, Lindenwood University*

**Key Statement:** Experience games, hands-on activities, and AI-powered videos and podcasts that boost Gen Z engagement, motivation, and participation across face-to-face, hybrid, and online learning environments.

**Keywords:** Gen Z Learning, Classroom Innovation, AI-Enhanced Teaching

**Subthemes:** Active and Engaged Learning; Classroom Technology

This interactive session explores learner-centered strategies for engaging Gen Z students through online gaming, hands-on activities, and AI-supported multimedia tools such as NotebookLM videos and podcasts. Participants will experience practical approaches designed for short attention spans, flexible learning preferences, and active participation across face-to-face, hybrid, and online courses. Drawing from real classroom practice, the session highlights low-barrier, adaptable strategies instructors can immediately implement to increase motivation, interaction, and retention while fostering inclusive and engaging learning environments.

#### *Outcomes:*

1. Implement interactive teaching strategies that increase engagement among Gen Z learners.
2. Use NotebookLM to create short videos and podcasts that support flexible, multimodal learning.
3. Design learner-centered activities aligned with course goals and student engagement needs.

## **Specifications Grading to Increase Student Learning in Exercise Science**

*Katherine Griffes, SUNY Oneonta*

**Key Statement:** Using specifications grading in the classroom requires students to effectively utilize and apply feedback to increase knowledge retention and enhance the learning process.

**Keywords:** Specifications Grading, Feedback, Knowledge Retention

**Subthemes:** Assessment/Feedback/Ungrading; Universal Design for Learning / Course/Curriculum (Re)Design

This presentation examines the implementation of specifications grading in the college classroom, highlighting the development of a clear, criteria-based assessment process designed to promote transparency and student ownership of learning. The presenter will describe how specifications grading functions in practice, including assignment design, feedback structures, and opportunities for revision. The session will explore how this approach influences student engagement, motivation, and the quality of completed work. Reflections from faculty will outline successes, challenges, and lessons learned throughout the transition to this grading model. Attendees will gain practical insights for adopting specifications grading to support more meaningful, competency-based learning.

### *Outcomes:*

1. Understand how to design clear, competency-aligned criteria and structure assignments, feedback, and revision opportunities within a specifications grading framework.
2. Explore how this approach changes the way students participate in coursework, manage their learning, and complete assignments with greater intentionality.
3. Gain practical insights from faculty reflections on challenges, successes, and adjustments made during the transition to specifications grading.

## **From Simulation to Civic Skill: Practicing Toleration Through Role-Immersion**

**Key Statement:** Participants will use a debriefing framework to connect role-immersion simulations with practicing toleration as a civic skill—through listening, disagreement, and coexistence across difference.

**Keywords:** Role-Immersion Pedagogy, Civic Learning, Active Learning

**Subthemes:** Active and Engaged Learning; Compassionate Classroom/Community

Role-immersion simulations are often used to deepen engagement with historical content. In non-history courses, they can also cultivate civic skills—especially toleration as a practiced capacity rather than a passive attitude. This session uses *Defining a Nation: India on the Eve of Independence, 1947* in a lower-division globalization/sociology course to show how structured role-play, constrained decision-making, and guided debriefing help students practice listening across difference, negotiating disagreement, and recognizing unequal stakes in plural societies. Participants will experience a brief role-based exercise, analyze sample student reflections, and develop debrief questions that connect simulation to civic learning in their own courses.

*Outcomes:*

1. Design a debrief question that connects role-immersion simulations to practicing toleration as a civic skill in their own course context.
2. Apply a structured debriefing framework to translate simulation experiences into civic skills such as listening, disagreement, and coexistence in plural settings.
3. Identify key moments in role-immersion activities where students practice—or struggle with—toleration under conditions of difference, conflict, and unequal stakes.

# Concurrent Session 4

3:50 pm - 4:30 pm

4a) Boardman

## How Is Generative AI Changing Our Cognition and Metacognition?

*Natalia Collings, Central Michigan University*

**Key Statement:** Provided with a cultural-historical framework and analysis of GenAI functioning, you will advance your theoretical perspective on whether education is facing cognitive evolution or revolution.

**Keywords:** Generative AI, Abstract Logic, Metacognition

**Subthemes:** AI in Higher Education; Active and Engaged Learning

Since the industrial revolution, learning and professional preparation mostly happen in schools – education relies on developing abstract logic that’s rarely attained due to complexity. GenAI, conceived as a collaborator, offers to take over strenuous cognitive abstraction and thus let us perfect meta-cognition – directing the machine-generated analysis and synthesis to precision. Industrial revolution replaced muscle with steam and thrived on division of labor into professions. What will happen when the machine replaces the brain strain with silicone and divides the labor with the human? I will offer a cultural-historical frame for our theoretical exploration of what we are facing: cognitive evolution or revolution.

### *Outcomes:*

1. Articulate an evidence-based perspective on how generative AI is impacting cognition and metacognition.
2. Reevaluate the importance of continually developing this perspective in response to new evidence presented in academic literature as well as in their own and observed experiences with generative AI.
3. Prepare to advance their teaching methods and materials in line with their developing perspective.

## **Acclimating to Accessibility Evolutions: The Case for Open Education Resources to Empower Learners**

*Edwina Helton, Indiana University East*

*Jeffrey Jones, Sinclair College*

**Key Statement:** This presentation addresses best practices in accessibility using Open Education Resources to empower learners while retaining seated or online learners.

**Keywords:** Accessibility, OER, Empowerment

**Subthemes:** Instructional Skills + Methods; Compassionate Classroom/Community

This presentation addresses accessibility best practices using Open Education Resources to empower learners while retaining students. First, best practices in accessibility will be detailed. Illustrations from across disciplines will be shared to inspire participant brainstorming of ideas for course design. Further, specifics in the use of Open Education Resources as the basis for student empowerment strategies will be provided as a lens through which thoughtful decisions might be made with the goal of retaining and engaging students. The session concludes with highlights of best practices applicable to a wide range of courses, asking participants to share session inspired ideas.

### *Outcomes:*

1. Define accessibility strategies for promoting learner empowerment in course design, complicating strategies to foster engagement and overcome challenges of today's students.
2. Apply accessibility strategies to their own learner empowerment strategies in course designs with particular attention to the role of Open Education.
3. Select options among a variety of learner empowerment strategies to engage and to retain undergraduate and/or graduate students, particularly with the goal of fostering empowerment and retention.

## **Student Self-Efficacy: Restoring Motivation, Meaning, and Joy in Teaching**

*Francine Birgans, The Excel Center*

**Key Statement:** Student motivation thrives when learners believe they can succeed. Discover how cultivating self-efficacy can restore meaning, engagement, and joy in teaching and learning.

**Keywords:** Student Motivation, Self-Efficacy, Meaningful Teaching

**Subthemes:** Compassionate Classroom/Community; Active and Engaged Learning

Student motivation is often shaped by a learner's belief in their ability to succeed. When students doubt their capabilities, engagement and persistence decline. Drawing from student motivation theory, self-efficacy research, and Dr. Hawkins' doctoral work in Organizational Development, this session explores how educators can intentionally cultivate student confidence and purpose in the classroom. Participants will examine how teaching practices and classroom culture influence motivation and meaning in higher education. Insights from both research and lived teaching experience will be shared alongside practical strategies that help students rebuild confidence after setbacks and reconnect learning to purpose. Strengthening student self-efficacy can renew both student motivation and educators' joy in teaching.

*Outcomes:*

1. Analyze how student self-efficacy influences motivation, persistence, and engagement in higher education learning environments.
2. Apply research-informed strategies that strengthen student confidence and reconnect learners to meaning and purpose in academic work.
3. Adapt teaching practices that cultivate classroom environments supporting student motivation, self-belief, and meaningful engagement.

4d) Courtyard

**From Values to Vision: Exploring the Intentional Integration of AI**

*Troy Hicks, Central Michigan University*

**Key Statement:** Through a writing-to-learn exploration (with AI), we will identify our pedagogical values and consider when, how, and why to integrate AI, intentionally, in our instruction.

**Keywords:** Writing-to-Learn, Intentional Integration of AI, Pedagogical Values

**Subthemes:** Active and Engaged Learning; AI in Higher Education

Time flies. First-year students who used ChatGPT in 2022 are now graduating, and many educators are still struggling to intentionally integrate artificial intelligence (AI) in our instruction. Of course, these tools raise considerable questions for us, yet we must model the kinds of intentional uses of AI that we hope for our graduates to emulate. Through a writing-to-learn exploration, educators will articulate their own pedagogical values in relation to AI, and then dive deeper into an exploration of when, how, why, and to what extent they can integrate AI in their teaching to support students in disciplinary-specific and ethical ways.

*Outcomes:*

1. Analyze the ethical implications and challenges of integrating AI tools in discipline-specific ways.
2. Explore pedagogical strategies that align with our values and effectively incorporate AI to enhance student learning.
3. Apply intentional approaches to using AI tools in a manner that promotes academic integrity and supports students' learning and development.

4e) Minerva's Boardroom

**Impact of International Travel on Student Engagement and Learning**

*Katherine Griffes, SUNY Oneonta*

*Timothy Sagasti, SUNY Oneonta*

*Emily McDougall, SUNY Oneonta*

*Wyatt Martin, SUNY Oneonta*

*Albert Vargas, Merrimack College*

*Jaiden Schrag, SUNY Oneonta*

**Key Statement:** International travel can provide students with a broader understanding of their role in the world, and the role of education in developing global citizens.

**Keywords:** International Travel, Student Perspectives, Student Engagement

**Subthemes:** Active and Engaged Learning; Compassionate Classroom/Community

This presentation explores student and faculty experiences during an international academic travel program to Cuba, where participants engaged in cross-cultural learning while presenting their own research. The session highlights how immersive travel enhances student engagement, supports the development of global citizenship, and strengthens preparation for future careers. Reflections from students illustrate the personal and academic growth fostered through direct exposure to new cultural and scholarly environments. Faculty will share insights into planning and implementing the program, including challenges, successes, and lessons learned. Together, these perspectives demonstrate the transformative potential of international travel in higher education.

*Outcomes:*

1. Learn how immersive global experiences enhance student engagement, deepen cultural awareness, and support the development of global citizenship.
2. Explore how presenting research abroad and navigating new environments prepares students for future careers by strengthening communication, adaptability, and cross cultural competencies.
3. Gain insight into the challenges, successes, and lessons learned from organizing the Cuba travel experience, offering practical guidance for future program design.

4f) Crystal

**Immersive Engagement Studio: Designing Peer-to-Peer Collaboration in Remote Asynchronous Courses**

*Anna Divinsky, Penn State University*

*Brendan Berthold, Penn State University*

**Key Statement:** Student development strategy built for enhancing community and belonging using virtual spaces demonstrating a grant-funded approach to building that space and access.

**Keywords:** Community, Online Learning, Immersive Engagement

**Subthemes:** Active and Engaged Learning; Classroom Technology

“Introduction to Visual Studies” is offered as an asynchronous online course to a diverse group of students. The course has migrated to a hybrid experience that capitalizes on active and experiential learning practices in a self-curated museum. The course focuses on blending digital and analog skills to guide students, encouraging them to contribute their own artwork and research to the course curriculum, resulting in an ever-evolving student-led course. Join us for a session discussing how and why we got here.

*Outcomes:*

1. Discern between digital curation options and connections.
2. Identify attributes that expand community and belonging within an online classroom.
3. Construct OAER opportunities for your institution.

## Keynote I

4:40 pm - 5:30 pm

Grandview Ballroom

Why We Try: The Hidden Forces That Drive Learning, Motivation, and Meaning

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

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## Networking Reception

5:45 pm - 6:45 pm

Enjoy Dinner and Evening on Your Own!



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# DAILY SCHEDULE

THURSDAY  
OCTOBER 8, 2026



LILLY CONFERENCES

ITLC

International Teaching  
Learning Cooperative, LLC

# Thursday, October 8, 2026

## Schedule at a Glance

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7:00 am - 5:00 pm

Registration/Help Desk Open!

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7:00 am - 7:50 am

Grandview Ballroom

Private Buffet Breakfast

*Name Tag Required*

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8:00 am - 12:20 pm

Concurrent Sessions

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12:20 pm - 1:10 pm

Grandview Ballroom

Private Buffet Lunch

*Name Tag Required*

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1:10 pm - 2:20 pm

Grandview Ballroom

Keynote II

Rethinking the “Typical Learner”: Designing for Cognitive Variability

*Tamara Rosier, ADHD Center of West Michigan*

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2:30 pm - 5:30 pm

Concurrent Sessions

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5:30 pm - 6:30 pm

Gallery

Poster Presentation Reception

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Enjoy Dinner and Evening on Your Own!

# Concurrent Session 7

8:00 am - 8:40 am

7a) Boardman

## **Wins, Challenges, and Reflections: Exploring Interdisciplinary Examples of the Intentional Integration of AI**

*Jeff Angera, Central Michigan University*

*Michael Dillon, Central Michigan University*

*Tracy H. Donohue, Central Michigan University*

*Kyung Hee Lee, Central Michigan University*

**Key Statement:** An interdisciplinary faculty learning community will share glimpses of how they intentionally integrated AI across academic disciplines and navigated ethical challenges.

**Keywords:** Interdisciplinary Teaching, AI Integration, Faculty Learning Community

**Subthemes:** AI in Higher Education; Instructional Skills + Methods

Faculty sometimes argue that AI use should be restricted to preserve traditional learning outcomes, but as Chrysanthos Dellarocas (2026) notes, this prepares students for a world that no longer exists. His question, “When AI Can Do Everything, What Is Left to Learn?” challenges us to reconsider when and how we integrate AI into our teaching. In a semester-long interdisciplinary learning community, 12 faculty members from fields including risk management in parks and recreation settings, family studies, teacher education, and project management explored ethical and pedagogical implications of AI, observed one another’s classes, and experimented with intentional AI integration across undergraduate and graduate courses.

### *Outcomes:*

1. Identify concrete examples of AI integration across academic disciplines.
2. Analyze the instructional purpose behind each example (e.g., how AI use supported specific learning outcomes, assignments, or assessments).
3. Investigate opportunities and challenges integrating AI into their own discipline.

## **Designing Virtual Simulation for Difficult Conversations in Education**

*Kayla Bueby, University of Michigan-Flint*

*Angela Smith, University of Michigan-Flint*

*Sravya Sambaturu, University of Michigan-Flint*

**Key Statement:** This session demonstrates how asynchronous virtual simulation was designed and implemented to teach difficult conversations, emphasizing accessibility, instructional methods, and lessons learned from pilot implementation.

**Keywords:** Virtual Simulation, Instructional Design, Difficult Conversations

**Subthemes:** Instructional Skills + Methods; Classroom Technology

Preparing students for difficult conversations remains challenging across disciplines. This session presents an interdisciplinary approach to designing and implementing an asynchronous virtual simulation to support skill development and resilience for assessing suicide risk in healthcare settings. Presenters will demonstrate a desktop-based module and describe immersive headset and mobile phone applications. Instructional design decisions, including integration across in-person and virtual settings will be shared. Early findings indicate that modality did not significantly impact sense of presence and that the platform was user-friendly. Emphasis will be placed on practical implementation, accessibility, and lessons learned to inform future iterations and broader adoption.

### *Outcomes:*

1. Analyze instructional design strategies used to develop asynchronous virtual simulation for teaching difficult conversations.
2. Assess implementation decisions, including modality and delivery format, to inform scalable and accessible teaching practices.
3. Apply virtual simulation design principles to adapt similar learning experiences within their own disciplinary contexts.

### **Community-Engaged Learning: Bridging Classroom and Community Impact**

*Jennifer Summers, University of Illinois Chicago*

*Lisa Shuskus, University of Illinois Chicago*

**Key Statement:** This session explores community-engaged learning via an interdisciplinary health fair, focusing on partnership development, real-world impact, sustainability, and enhanced student learning through experiential collaboration.

**Keywords:** Community-Engaged Learning, Experiential Education, Community Partnerships

**Subthemes:** Active and Engaged Learning; Instructional Skills + Methods

Community-engaged learning (CEL) can transform classrooms into spaces of real-world impact and reciprocal learning. This presentation highlights an interdisciplinary falls prevention health fair developed for older adults as a model of effective CEL implementation in an under-resourced community context. Participants will examine how faculty and students across disciplines collaborate to design and deliver meaningful community-based programming. The session will support participants in articulating the benefits and challenges of CEL, including partnership development, logistics, and sustainability. Strategies for building and maintaining community relationships will be discussed. Participants will also explore how experiential learning promotes higher level cognitive outcomes in students.

#### *Outcomes:*

1. Defend the benefits of CEL.
2. Articulate the practical utility and challenges of CEL.
3. Understand how CEL can promote student outcomes of Bloom's taxonomy of higher level thinking.

### **Consultation Coach: AI-Supported Role-Play for Educational Development**

#### **Consultation**

*Rachel Bowens, Wayne State University*

*Jessica Paruch, Wayne State University*

**Key Statement:** This interactive session explores how custom GPTs can support low-stakes faculty consultation practice through role-play and reflection.

**Keywords:** Consultation, Reflective Practice, AI-Supported Role-Play

**Subthemes:** Instructional Skills + Methods; AI in Higher Education

Consultation skills can be difficult to develop due to limited opportunities for structured practice and reflective feedback. This interactive session explores how custom GPTs can provide low-stakes consultation practice through role-play and reflection. Participants will collaboratively practice consultation strategies, analyze framework alignment, and explore how AI can support consultation skill development for educational developers. Attendees will also learn how custom GPTs can be created to align with specific institutional consultation frameworks, professional development goals, and ethical AI practices.

*Outcomes:*

1. Identify common challenges and points of tension that arise in faculty development consultations.
2. Apply AI-supported role-play and a coaching-based consultation framework to practice reflective questioning, problem-solving, and consultative communication strategies.
3. Reflect on the opportunities and limitations of using AI as a tool for professional practice and consultation rehearsal.

7e) Minerva's Boardroom

## **Designing Faculty Development for Title II in Resource-Constrained Institutions**

*Anne K. Huebel, Saginaw Valley State University*

**Key Statement:** Resource-constrained institutions can draw on campus-wide cooperation and expertise, existing technology, and intentional educational design to address the challenge of meeting Title II accessibility requirements.

**Keywords:** Title II Digital Accessibility, Faculty Development Design, Resource-Constrained Institutions

**Subthemes:** Universal Design for Learning / Course/Curriculum (Re)Design; Active and Engaged Learning

Reacting to new faculty development needs, such as the Title II digital accessibility regulations, poses special challenges at institutions where resources in terms of staff, technology, and money are limited. Saginaw Valley State University's Title II faculty development overcomes resource constraints by developing, discovering, and calling on internal cooperation and expertise, existing technology, and a variety of flexible training options. By fostering campus-wide relationships and using intentional educational design, SVSU has made significant progress on both Title II accessibility and improving faculty understanding of disabilities.

*Outcomes:*

1. Articulate a faculty development need at their institutions related to Title II digital accessibility or another urgent educational issue.
2. List existing or underutilized institutional assets—including technologies, expertise, and relationships—that could support Title II or related faculty development efforts.
3. Generate ideas for faculty development design choices (e.g., modality, structure, tone, and flexibility) that may be effective in their own institutional contexts.

7f) Crystal

## **Empathetic AI: Enhancing Historical Thinking Through Student-Centered Lesson Design**

*Scott L. Roberts, Central Michigan University*

**Key Statement:** A social studies methods instructor shares strategies for using AI to design lesson plans that foster historical empathy by incorporating diverse perspectives through varied primary and secondary sources.

**Keywords:** Historical Empathy, AI Integration, Diverse Perspectives

**Subthemes:** Instructional Skills + Methods; AI in Higher Education

A social studies methods instructor shares how he integrated artificial intelligence (AI) into an elementary social studies methods course. The session begins with an overview of the presenter's experience in a semester-long university faculty learning community, highlighting key takeaways about effective and responsible AI use in teacher education. The session then features a sample course assignment that combines AI tools, small group collaboration, and alignment with state standards to design lesson plans centered on historical empathy. Participants will explore practical strategies for fostering perspective-taking in young learners. Attendees will leave with adaptable ideas, collaborative insights, and ready-to-use approaches for integrating AI into their own classrooms.

*Outcomes:*

1. Analyze ways artificial intelligence can support historical empathy in social studies instruction.
2. Design a standards-aligned lesson plan integrating AI, collaboration, and perspective-taking.
3. Apply practical strategies for responsibly incorporating AI into elementary teaching contexts.

7g) Grandview Ballroom

### **Creating a Classroom Grounded in Compassion**

*Dana Holcomb, Ferris State University*

**Key Statement:** This presentation will focus on creating a classroom grounded in principles of compassion for students and faculty. Strategies for implementing self-compassion will also be explored.

**Keywords:** Community, Grace, Classroom Culture

**Subthemes:** Compassionate Classroom/Community; Mindfulness/Resiliency

Higher education is at a crossroads. Students are experiencing an increase in mental health concerns, challenges forming connection post-pandemic, and difficulties affording the cost of attending college and their basic needs. These challenges have created significant strain in creating classrooms rooted in principles of compassion.

Research indicates extending compassion helps build a sense of connection and community. Compassion is important for faculty to practice in the classroom, as well as towards themselves. This workshop focuses on understanding the principles of compassion along with developing strategies to implement compassion within the classroom. Participants will also develop strategies to implement self-compassion.

*Outcomes:*

1. Identify the principles of compassion.
2. Recognize the benefits of creating a classroom culture (for students and professor) grounded in the principles of compassion.
3. Apply strategies to implement a classroom grounded in the principles of compassion as well as mechanisms to practice self-compassion.

## Concurrent Session 8

8:50 am - 9:10 am

8a) Boardman

### **Co-Learning With Generative AI: Enhancing Joy and Engagement in STEM Problem-Solving**

*Nasim Nezamoddini, Oakland University*

**Key Statement:** This research explores joyful co-learning in STEM problem-solving with generative AI, using controlled experimental tests to design, evaluate, and optimize collaborative human–AI learning systems.

**Keywords:** Collaborative Learning, Generative AI, Problem-Solving

**Subthemes:** AI in Higher Education; STEM

This research investigates joyful co-learning in STEM problem-solving with generative AI, using controlled experimental tests to design, evaluate, and refine collaborative human–AI learning systems. The presentation will highlight an experimental case study involving undergraduate students who worked with generative AI tools to solve a complex, conceptually challenging problem. The study

examines how students engaged in this co-learning process, the strategies they used while interacting with AI, and the ways collaboration shaped their problem-solving experience. Findings will also report students' satisfaction, sense of belonging, and overall perceptions of participating in this innovative human–AI collaborative learning activity.

*Outcomes:*

1. Analyze how generative AI shapes students' problem-solving processes and collaborative behaviors in STEM learning environments.
2. Evaluate the effectiveness of human–AI co-learning designs using evidence from an experimental undergraduate case study.
3. Generate strategies for integrating joyful, equitable, and engaging AI-supported co-learning activities into their own STEM courses.

8b) Torch

## **Humanizing Health Professions Education**

*Susannah Steele, Concordia University Ann Arbor*

**Key Statement:** This session describes how frameworks were used to develop a learning activity grounded in humanities to enhance human connectedness among physical therapist students.

**Keywords:** Active Learning, Humanity, Healthcare Education

**Subthemes:** Active and Engaged Learning; Compassionate Classroom/Community

In many ways, modern healthcare structures have dehumanized patient care practices. Human connectedness inherent to the provider-patient relationship is diminished today. Guided by contemporary frameworks, this session describes the development, implementation, and outcomes of a learning activity designed to help physical therapy students rediscover elements of human connectedness: presence and therapeutic touch in patient care. These frameworks can guide educators to use the arts and humanities as additive to existing healthcare education curricula to enhance healthcare education.

*Outcomes:*

1. Understand the role that arts and humanities brings to healthcare education.
2. Summarize the purpose and tenets of contemporary theories of practice.
3. Use contemporary theories of practice to create meaningful healthcare education learning activities grounded in the humanities.

8c) Leelanau

**Required Office Hours: Creating an Opportunity for Faculty-Student Connection**

*Mary Kooyer, Grand Valley State University*

*Kimberly Oosterhouse, Grand Valley State University*

**Key Statement:** Office hours are a great, yet underutilized, tool to facilitate faculty-student connection. We will share lessons learned from requiring students to attend office hours.

**Keywords:** Required Office Hours, Faculty-Student Connection, Student Perspectives

**Subthemes:** Compassionate Classroom/Community; Active and Engaged Learning

Student-faculty connection is vital for student success. Utilization of office hours is an effective tool to facilitate this connection, yet students often do not attend. We will share our experience with requiring approximately 60 students/faculty to attend two 15-minute office hour sessions during the semester. Survey data will be disseminated in which students shared their perspectives on reasons for attending office hours, barriers to office hours, and their experiences when office hours were required. Attendees will be encouraged to share barriers in achieving student-faculty connection in large courses and will be challenged to consider the use of required office hours.

*Outcomes:*

1. Assess barriers to achieving meaningful student-faculty connection in large classroom settings.
2. Discuss shared survey data regarding students' perspectives on required office hours.
3. Generate ideas to facilitate required office hours in their own courses.

## **Developing and Integrating a Faculty-Built AI Simulation in Business Education**

*Meagan A. Luttenton-Knoll, Grand Valley State University*

*Philip Lloyd, Grand Valley State University*

*Kimberly Lowe, Grand Valley State University*

*Justin Melick, Grand Valley State University*

**Key Statement:** Student learning is enhanced through accessible, well-designed teaching tools. Explore how a faculty-built, AI-supported business simulation on a free platform supports engagement, decision-making, and learning.

**Keywords:** AI-Supported Simulation, Faculty-Built Learning Tools, Accessible Business Education

**Subthemes:** AI in Higher Education; Active and Engaged Learning

Simulation-based learning offers notable benefits for business education; however, commercial simulations are often costly and lack flexibility. Using a free AI tool, an AI-supported business simulation was created to simulate organizational decision-making under competing departmental objectives. Early results suggest that these types of customizable, accessible simulations help students comprehend complex business challenges, making them practical and adaptable resources for modern business education.

### *Outcomes:*

1. Describe the design and structure of a faculty-built, AI-supported business simulation developed on a free, customizable platform.
2. Evaluate the advantages and limitations of faculty-built simulations compared to commercially available tools.
3. Identify key considerations for integrating AI-supported simulations into business courses.

## **Flexible AI Integration Into Background Research: A Six-Part Framework**

*Lee Parker, Central Michigan University*

**Key Statement:** There has been no concise model for integrating AI into research. Come see one librarian's flexible model for integrating AI into the background research process!

**Keywords:** Artificial Intelligence, Background Research, Information Literacy

**Subthemes:** AI in Higher Education; Instructional Skills + Methods

Despite AI's proliferation and integration into literacy frameworks, there is no formal, interdisciplinary model covering how to integrate AI into the background research process. This presentation will introduce a six-part model developed using my own experience and existing AI and information literacy frameworks to address this issue. This model demonstrates how AI can be used as an assistant in the research process through doing things like developing search strings and identifying creator credibility while also introducing key ethical, legal, and factual concerns. Participants in groups will then apply the model to subject-specific assignments to support future integration into research practice.

### *Outcomes:*

1. Identify gaps in existing AI literacy frameworks that are addressed by the presented model.
2. Describe how the model integrates and contextualizes AI across all stages of the background research process.
3. Apply the model to their own research assignments to support up-to-date and ethically grounded student research practices.

## **Student Service-Learning and Teamwork to Help Grow Small Organizations on a College Campus**

*Donell Murray, Morehead State University*

**Key Statement:** Service-learning and teamwork help student organizations grow by using a research, objectives, programming, evaluation, and stewardship (ROPE) plan. By using this experiential learning plan, organizations can expand.

**Keywords:** Service-Learning, Teamwork, Experiential Learning

**Subthemes:** Active and Engaged Learning; Compassionate Classroom/Community

Experiential learning is at the forefront of this presentation. With the help of the public relations ROPE plan, attendees will learn about the benefits of using it to foster service-learning and teamwork. Students helping students comes with benefits such as wanting to learn from one another, enhancing skills, and looking for creative ideas in growing their organizations. Come learn how to create a ROPE plan for one of your on-campus organizations.

*Outcomes:*

1. Explain the connection between service-learning, teamwork, and experiential learning.
2. Examine student organizations that could benefit from a ROPE plan.
3. Compose a short ROPE plan for a student organization.

8g) Grandview

## **Designing OERs as an Anchor for Curriculum**

*Dave Bostwick, University of Arkansas*

**Key Statement:** Strategic use of Open Educational Resources (OERs) can help educators streamline curriculum and increase student engagement.

**Keywords:** OERs, Curriculum, Course Design

**Subthemes:** Instructional Skills + Methods; Universal Design for Learning/Course/Curriculum (Re)Design

Beyond reducing costs for students, modern OERs can streamline curriculum and assessment at the course and program levels. Examples in this presentation will show how OERs have evolved beyond text, photos and static art and now can feature interactive quizzes, presentations and practice exercises along with audio and video.

OERs can be used strategically to support learning frameworks that ensure consistency across synchronous and asynchronous environments.

*Outcomes:*

1. Describe advantages of using OERs to establish curriculum consistency across multiple course sections.
2. Examine how OERs can be used as part of assessment processes.
3. Identify learning environments in which OERs can deliver interactive content.

## Concurrent Session 9

9:20 am - 9:40 am

9a) Boardman

### **Paws and Persistence! Undergraduate Perceptions of Classroom-Embedded Therapy Dogs**

*Suellyn Henke, Albion College*

*Ian F. MacInnes, Albion College*

**Key Statement:** Classroom-embedded therapy dogs can reduce perceived stress. Unlike drop-in therapy dogs, embedded dogs create repeated connections that enhance persistence and emotional resilience.

**Keywords:** Therapy Dogs, Resilience, Compassionate Classroom

**Subthemes:** Compassionate Classroom/Community; Mindfulness/Resiliency

This mixed-methods study investigates how therapy dogs regularly embedded in an undergraduate classroom impact students' perceptions about stress, attendance, and persistence. Survey data from 45 students across three semesters revealed that 87% reported reduced stress levels and 78% increased motivation to attend class. Qualitative analysis identified four kinds of interactions—consistent greetings, active play, passive proximity, and intuitive comfort—that fostered emotional regulation and a sense of belonging. Unlike traditional drop-in therapy dog programs, classroom-embedded dogs function as cooperative partners, creating micro-moments

of shared ritual and community that support students' emotional resilience and a positive classroom environment.

*Outcomes:*

1. Identify components of the long-term, classroom-embedded therapy dog model as an integrated and sustainable practice for supporting students in higher education.
2. Evaluate the role classroom therapy dogs can play in creating a compassionate community, based on analysis of college student perceptions.
3. Reflect on ways the embedded therapy dog model aligns with their own goals for creating learning environments that support students' well-being.

9b) Torch

**Preparing Future Faculty: An Intentional, AI-Aware Course Redesign**

*Wenzhen Li, University of Nevada, Reno*

**Key Statement:** Preparing future faculty through intentional course design: how backward design, universal design for learning (UDL), and AI-aware pedagogy form a coherent whole toward meaningful learning.

**Keywords:** Backward Design, UDL, AI-Aware Pedagogy

**Subthemes:** Universal Design for Learning / Course/Curriculum (Re)Design;  
Instructional Skills + Methods

Preparing future faculty requires more than covering content. It requires intentional, coherent course design. This session presents the redesign of a college teaching preparation course built around three integrated principles: backward design, UDL, and AI-aware pedagogy. Rather than treating these as separate topics, the redesign intentionally weaves them into a coherent whole aimed at significant, meaningful learning. These principles are further modeled in how the course itself is taught, making intentionality visible to students. Evidence of impact, including student ePortfolio artifacts, will be shared. Participants will leave equipped with practical principles to apply in their course design.

*Outcomes:*

1. Explain how backward design, UDL, and AI-aware pedagogy work as integrated principles in coherent course design.
2. Identify at least two strategies from the session for modeling transparent and responsible AI use in their own course.
3. Apply one or more principles or strategies in the redesign of a course they are teaching or developing.

9c) Leelanau

### **Crafting Ethical Essays Supported by AI Tools**

*Nicole St. Germaine, Angelo State University*

**Key Statement:** AI tools can be used ethically to help support and enhance the creation of student writing projects.

**Keywords:** AI, Ethics, Student Writing

**Subthemes:** AI in Higher Education; Classroom Technology

The use of generative AI tools for writing is often maligned in the classroom, but when used correctly, generative AI can be a beneficial tool for guiding and enhancing student writing. Generative AI programs are often used in the workplace to help design and organize presentations and reports as well as to improve their clarity and effectiveness. In this session, I will explain how students can be taught to think critically about the use of generative AI in their writing, as well as taught how to use AI tools ethically while maintaining control of their own writing and avoiding plagiarism.

*Outcomes:*

1. Identify key areas where the use of AI can help students plan and organize their writing.
2. Create guidelines for the use of AI in your writing assignments.
3. Learn how to help students navigate the ethics of AI use in their work.

## **Promoting Engaged Learning Through an Asynchronous Virtual Poster Session**

*Emily McKibbin, University of Michigan-Flint*

*Jenna Lunge, University of Michigan-Flint*

**Key Statement:** Given the benefits of experiential learning, we present an engaged learning experience for online formats via an asynchronous student research poster session.

**Keywords:** Online Experiential Learning, Asynchronous Learners, Virtual Poster Session

**Subthemes:** Active and Engaged Learning; Instructional Skills + Methods

Students benefit from meaningful classroom interactions and experiential learning opportunities; however, such opportunities are challenging to implement in online asynchronous formats. We will present one such learning opportunity we developed to meet this need. This asynchronous virtual poster session brought together students across multiple online advanced research sections and invited the greater university community to engage with their work. This resulted in meaningful interactions and authentic experiential learning. We will present specific methods we found effective in facilitating an engaging and accessible asynchronous virtual poster session and explore ways to foster similarly impactful opportunities across different asynchronous teaching contexts.

### *Outcomes:*

1. Discover a strategy for connecting online students with the university community through an asynchronous engaged learning experience.
2. Describe practical methods for developing a virtual poster session.
3. Consider implementation strategies across specific teaching contexts.

## **Transforming HBCU Teaching Through AI Learning Communities**

*Jack S. Monell, Winston-Salem State University*

*Michele Leverett, Winston-Salem State University*

**Key Statement:** Teaching and Learning Centers drive faculty development; this session explores how an Historically Black College or University's (HBCU's) AI Faculty Learning Community built literacy, ethics, and instructional innovation.

**Keywords:** AI, Faculty Development, HBCUs

**Subthemes:** AI in Higher Education; Instructional Skills + Methods

As AI reshapes higher education, institutions need sustainable approaches to faculty development. This presentation examines AI Faculty Learning Communities (FLCs) implemented at Winston-Salem State University, an HBCU committed to transformative teaching and equitable access to emerging technologies. Nineteen faculty across multiple disciplines engaged in workshops, peer discussions, instructional redesign, and guided exploration of generative AI tools. Using mixed methods, surveys, reflective narratives, focus groups, and observations, findings reveal that FLCs reduce AI apprehension while increasing pedagogical innovation, ethical awareness, and cultural responsiveness. Attendees will receive a scalable framework for implementing AI-centered faculty development at HBCUs and minority-serving institutions.

*Outcomes:*

1. Describe the structure and implementation of AI FLCs at an HBCU.
2. Identify key factors that influence faculty confidence, AI literacy, and ethical engagement.
3. Articulate strategies for culturally responsive AI integration in minority-serving institutions.

9f) Crystal

**Enhancing the Learning Experience in Structural Dynamics Through MATLAB Simulation**

*Xi Song, Milwaukee School of Engineering*

*Ruiyang Wang, Milwaukee School of Engineering*

**Key Statement:** This teaching approach increases student engagement and understanding by using simulation to promote interactive learning in a challenging graduate-level structural dynamics course.

**Keywords:** Graduate Level Courses, Interactive Learning, Engagement

**Subthemes:** Active and Engaged Learning; Instructional Skills + Methods

This project presents a student-centered, simulation-based teaching approach to enhance engagement and understanding in a challenging graduate-level structural dynamics course. Students often struggle to intuitively grasp key concepts due to the subject's abstract and complex nature. Using MATLAB Simulink, interactive models let students explore dynamic response by adjusting parameters and observing resulting behavior. This hands-on approach promotes active learning and deeper conceptual understanding. The MATLAB-based simulation framework is validated with experimental physical data or models to ensure accuracy and practical relevance, and it demonstrates faculty capability in course improvement and instructional innovation.

*Outcomes:*

1. Analyze common student learning challenges in complex courses and identify barriers to engagement and understanding.
2. Evaluate instructional innovations that promote interactive learning and support intuitive understanding of difficult concepts.
3. Apply course improvement strategies to enhance student engagement, learning outcomes, and overall teaching effectiveness.

9g) Grandview

**When Role-Immersion Games Reveal Hidden Skill Gaps**

*Warren Fincher, Saginaw Valley State University*

*Daniel Gates, Saginaw Valley State University*

*Emily J. Beard-Bohn, Saginaw Valley State University*

**Key Statement:** Role-immersion games reveal hidden skill gaps in students, helping instructors redesign pre-game scaffolding around reading, deliberation, linguistic access, and role-based judgment.

**Keywords:** Role-Immersion Pedagogy, Skill Diagnosis, Course Redesign

**Subthemes:** Instructional Skills + Methods; Active and Engaged Learning

Role-immersion games are often valued for engagement, active learning, and historical immersion. This session considers another pedagogical function: diagnosis. Drawing on three Reacting to the Past games used across sociology, literature, and honors education, we examine how gameplay reveals skills students are not yet prepared to practice successfully. These include democratic discourse and toleration, access to Shakespearean language, and role-based political judgment within a contested democracy. Participants will discuss how moments of student difficulty during gameplay can guide pre-game scaffolding, skills instruction, and course redesign, especially when historically grounded games are used to teach disciplinary goals beyond history.

*Outcomes:*

1. Identify how role-immersion gameplay can reveal student skill gaps that may remain hidden in ordinary assignments.
2. Distinguish between factual preparation and skills scaffolding when preparing students for simulation-based learning.
3. Apply a diagnostic framework to their own courses by identifying one moment of student struggle during an active learning exercise that could guide course redesign.

## Concurrent Session 10

10:00 am - 10:40 am

10a) Boardman

**AI as Project Consultants: Enhancing Student Project Development Success**

*Michael Dillon, Central Michigan University*

**Key Statement:** Exploration of the use of AI as a tool for students to receive feedback on their project proposals using an instructor-created Microsoft CoPilot Agent.

**Keywords:** Generative AI, Project-Based Learning, Student Feedback

**Subthemes:** AI in Higher Education; Active and Engaged Learning

This session will explore the use of Generative AI as a tool for students to receive feedback on their project proposals using an instructor-created Microsoft CoPilot Agent, which included 6 different personas geared towards providing student feedback from a variety of stakeholder perspectives. Students incorporated the AI activity in their project management course and presented their discoveries. The presenter will detail the activity for participants and guide them through small group discussions regarding using AI agents as a tool for gaining a variety of stakeholder perspectives, how the activity impacted student perspective taking, and other uses of AI agents.

*Outcomes:*

1. Explore AI agents as a tool for providing student feedback from a variety of stakeholder perspectives.
2. Analyze use of AI agents as it relates to student perspective-taking.
3. Apply AI agent usage to a variety of student learning activities.

10b) Torch

**Achieving the Gold: Olympic Gamification to Enhance Students' Collective Success**

*Emily Heller, Waubensee Community College*

**Key Statement:** Gamified “Sports Nutrition Olympics” employs team-based, semester-long competition to enhance student engagement, attendance, and academic performance in undergraduate education, using pre–post implementation analysis.

**Keywords:** Gamification, Student Engagement, Collaborative Learning

**Subthemes:** Active and Engaged Learning; Compassionate Classroom/Community

This session presents “Sports Nutrition Olympics,” in which students compete in teams for weekly medals. All teams may earn gold, silver, bronze, reinforcing a growth

mindset and peer accountability. The intervention was implemented across three courses over two years, comparing pre-implementation (Spring 2023) and post-implementation (Spring 2024). Results demonstrated reduced tardiness and absences and increased final course grades. Spring 2023 (N=33) recorded 50 tardies and 160 absences versus Spring 2024 (N=36) with 9 tardies and 80 absences, representing 82% and 50% reductions. Students reported the Olympics contributed to learning (M=4.59/5) and enjoyment (M=4.32/5), alongside a 5% increase in final grades.

*Outcomes:*

1. Analyze the impact of gamification strategies on student attendance, learning, and academic success.
2. Evaluate the effectiveness of team-based learning in promoting peer accountability and fostering inclusiveness to promote class cohesion.
3. Apply gamification principles to design interactive course activities that enhance student engagement.

10c) Leelanau

## **Reimagining Grading: An Equity-Centered Approach to Higher Education**

*Kellie Riley, Grand Valley State University*

*Cheryl VerStrate, Grand Valley State University*

*Genevieve Elrod, Grand Valley State University*

**Key Statement:** What if grades reduced anxiety instead of exacerbating it? Faculty redesigned grading in their courses to cultivate equity and a more meaningful, growth minded classroom.

**Keywords:** Alternative Grading, Equity in Education, Growth Mindset

**Subthemes:** Assessment/Feedback/(Un)Grading; Compassionate Classroom/Community

Traditional grading practices often fall short in recognizing and accommodating the diverse backgrounds, strengths and learning styles of individual students. This rigidity not only contributes to heightened levels of anxiety among learners but also

inadvertently widens the equity gap, placing some students at a distinct disadvantage. Recognizing the need to mitigate stress and enhance equity within the classroom, undergraduate and graduate nursing faculty designed and implemented an evidence-based alternative grading framework. This innovative approach sought not only to shift the student focus from letter grades to genuine learning but also foster an equitable culture rooted in a growth mindset.

*Outcomes:*

1. Understand the drawbacks of traditional grading systems in undergraduate and graduate education and the associated impact on student learning and equity.
2. Explore a backward design approach for implementing alternative grading systems, with an emphasis on adaptability and progressive refinement.
3. Evaluate the potential application and benefits of alternative grading practices across diverse courses educational contexts.

10d) Courtyard

**Somewhere Over the Rainbow: Sustaining Faculty and Student Learning Communities**

*Heather Pavletic, Ferris State University*

*Lauren Cavner Williams, Ferris State University*

*Tab London, Ferris State University*

**Key Statement:** This session provides information on an interdisciplinary learning community that supports underprepared students. Participants will leave with strategies for launching or sustaining effective learning communities.

**Keywords:** Learning Communities, Retention, Interdisciplinary

**Subthemes:** Mindfulness/Resiliency; Active and Engaged Learning

This session will explore the creation and implementation of a successful interdisciplinary learning community model, which has evolved over a decade in response to changing needs of underprepared students entering the program as well as program self-assessment. The program framework draws from a business accountability model, The Oz Principle, that helps underprepared students transition

from intention to action and develop agency. The session will end with participants strategizing how they might create similar programs for their own contexts and potentially develop actionable strategies for launching sustainable communities supporting underprepared student achievement at their institution.

*Outcomes:*

1. Identify the unique features of a successful student retention program.
2. Describe challenges and adaptations needed when revising interdisciplinary programs to suit different student populations.
3. Create implementation strategies for launching or sustaining effective student learning communities.

10e) Minerva's Boardroom

**Strengthening Pre-Service Teachers' AI Literacy to Curate Interdisciplinary Text Sets**

*Kristen L. White, Central Michigan University*

**Key Statement:** Participants will explore AI as a resource to design interdisciplinary text sets and engage with a chatbot using an anti-bias lens to examine children's picture books.

**Keywords:** Generative AI, Anti-Bias Lens, Interdisciplinary Text Set Design

**Subthemes:** AI in Higher Education; Instructional Skills + Methods

Today's educators have constant access to an overwhelming plethora of curricular materials, making it essential for current and future teachers to learn how to respond to this overabundance critically and responsibly. This session shares a semester-long assignment where pre-service teachers used AI tools to curate interdisciplinary text sets with a mathematics focus for elementary classrooms. Participants will explore guided prompts that helped teacher candidates evaluate children's picture books through an anti-bias lens and see how a chatbot can scaffold this work. We will discuss what worked, what was challenging, and how AI-mediated learning can and cannot strengthen resource curation practices in teacher preparation.

*Outcomes:*

1. Identify the required AI Literacy Competencies when using AI to design educational materials.
2. Apply an anti-bias lens to examine children's picture books using a chatbot.
3. Discuss the affordances and constraints of AI-mediated coursework across disciplines.

10f) Crystal

### **Applying ESL Pedagogies Outside the ESL Classroom**

*Alexandra Swanson, College of Lake County and College of DuPage*

**Key Statement:** This session will equip attendees to adapt fundamental English as a second language pedagogy to any college-level discipline.

**Keywords:** ESL Pedagogy, Metacognition, Grading Language

**Subthemes:** Instructional Skills + Methods; Compassionate Classroom/Community

This session considers how to support student growth in the four skills of language learning—reading, listening, writing, and speaking—in all college disciplines. More specifically, we will identify best practices for the beginning of each semester, including collecting learner data, researching language interference patterns, and providing fair content knowledge assessments. And then we will discuss how to adapt curriculum using metacognitive reading and writing strategies, reducing textbook reliance, increasing sensory learning, and incorporating dual-language techniques. Finally, we'll examine how instructors might alter their communication with students by grading instructor language and employing concept and instruction checking questions.

*Outcomes:*

1. Identify best practices for the beginning of the semester and conduct initial student assessments.
2. Adapt curriculum to better serve multi-lingual learners and bolster skills in reading, writing, listening, and speaking.

3. Adjust your communication style as an instructor to ensure a broader understanding.

10g) Grandview

## **Creating Mindful and Compassionate Learning Environments to Support Student Well-Being**

*Marissa C. Knox, Purdue University*

**Key Statement:** To support students' emotional resilience, it is valuable to create classrooms that facilitate connection and integrate the skills of mindfulness and compassion.

**Keywords:** Mindful Learning, Self-Regulation, Compassionate Classroom

**Subthemes:** Mindfulness/Resiliency; Compassionate Classroom/Community

In a distracted and disconnected world, it is more important than ever to create classrooms that foster presence and connection. This session dismantles common myths and misunderstandings about mindfulness and clarifies classroom elements that can promote student collaboration and emotional well-being. We will consider teaching frameworks that help students develop mindfulness, practice self-regulation, and engage in meaningful connections with their peers. Through interactive discussions, we will explore how to intentionally cultivate a compassionate learning environment that supports students' emotional resilience. Attendees will leave with practical strategies that can be adapted to fit their teaching context.

### *Outcomes:*

1. Identify common misconceptions about mindfulness, compassion, and emotional resilience skills.
2. Describe elements of mindful and compassionate classroom environments that support students' emotional resilience.
3. Apply mindfulness and compassion strategies to their own teaching context to support student learning and well-being.

# Concurrent Session 11

10:50 am - 11:30 am

11a) Boardman

## **Simple Strategies to Create Relevance and Answer “So What?”**

*Krista Klocke, Iowa State University*

**Key Statement:** Learn simple strategies to help students connect with material by planning with “so what?” in mind to make your class sessions more engaging and relevant!

**Keywords:** Instructional Methods, Relevance, Student Engagement

**Subthemes:** Active and Engaged Learning; Instructional Skills + Methods

“So what? Why should I care?”

Novice learners may struggle to connect course concepts to their own lives and future careers, but by designing learning experiences with “So what?” in mind, we can create more engaging lectures and learning activities that have greater relevance for our students by activating significant learning experiences (Fink, 2013). In this presentation, I will share three simple strategies drawn from public speaking best practices to actively engage students with the relevance of course content and learning activities. Through discussion and application, participants will gain a framework of practical strategies to apply to their lesson planning.

### *Outcomes:*

1. Connect Fink’s (2013) significant learning experiences to the relevance of their course content.
2. Identify how simple tweaks to lesson plan organization can make answering “so what” part of their routine.
3. Apply the content to their teaching practice by setting a goal to try one of the strategies discussed in the session.

## **Reimagining Assessment: Using Creative Group Challenges to Demonstrate Psychological Learning**

*Erin-Lee Kelly, Goldey-Beacom College*

*Gerard Hoefling, Goldey-Beacom College*

**Key Statement:** Creative group-based assessments replace traditional exams, using projects like games and visual media to demonstrate applied psychological knowledge while maintaining rigor through structured rubrics.

**Keywords:** Creative Assessment, Active Learning, Student Engagement

**Subthemes:** Active and Engaged Learning; Assessment/Feedback/(Un)Grading

Traditional assessments often fail to capture the depth of student learning, particularly for graduating seniors synthesizing complex psychological concepts. This session explores “group challenges” as a learner-centered alternative, where students create products such as children’s picture books, games, pop art analyses, and educational posters to demonstrate applied knowledge. Emphasis is placed on maintaining assessment rigor through structured rubrics and alignment with measurable learning outcomes. The presentation outlines the evolution of this model, showcases student work, and offers practical strategies for implementation. Attendees will leave with adaptable, evidence-informed approaches to enhance engagement while preserving academic validity.

### *Outcomes:*

1. Design creative, group-based assessments that align with clearly defined, measurable learning outcomes.
2. Construct rubric-based evaluation tools that maintain rigor and support consistent grading of nontraditional assignments.
3. Develop one implementable “group challenge” activity tailored to their course, including criteria for assessing student learning.

## **Improving Case Study Design With a Peer-Reviewed Evaluation Protocol**

*Greg Warsen, Grand Valley State University*

**Key Statement:** Case studies are creative teaching strategies, yet assessing effectiveness remains elusive. We will review how a peer-evaluation protocol strengthened our case studies' design and facilitation.

**Keywords:** Case Studies, Assessment and Evaluation, Teaching Effectiveness

**Subthemes:** Active and Engaged Learning; Instructional Skills + Methods

Case studies are an active learning strategy that facilitates critical thinking, collaboration, and real-life application. Despite rigorous standards that govern case studies as a research methodology, little support exists for designing and assessing effective case studies as an andragogical technique. In this session, we will first present examples of different case studies that we use in our graduate courses in education. We will then review a peer-evaluation protocol we developed that features constructive, affirmative, suggestive, and open-ended feedback. We will conclude by reflecting on our protocol's utility in strengthening our case studies as effective teaching strategies in pre-professional graduate education.

*Outcomes:*

1. Analyze case studies as an andragogical technique.
2. Assess case studies' internal consistency and alignment with learning objectives.
3. Analyze a case study using a peer-review evaluation protocol.

11d) Courtyard

### **Addressing Student Needs: Applying Tiered Support Within Higher Education**

*Alli Steepleton, Loras College*

*Aryn Kruse, Loras College*

**Key Statement:** Presenters will describe how Multi-Tiered Systems of Support (MTSS), a framework utilized in K–12 settings, can be translated into higher education to address student needs.

**Keywords:** Universal Design for Learning, Tiered Support, Diverse Needs

**Subthemes:** Universal Design for Learning / Course/Curriculum (Re)Design;  
Instructional Skills + Methods

The MTSS framework is utilized in K–12 settings to address a variety of student learning needs. This session will aim to translate this framework into higher education settings, incorporating Universal Design for Learning (UDL). This active session will promote course design that considers impactful teaching and assessment practices that systematically addresses increasingly diverse student learning needs. Presenters will guide participants through three tiers of the MTSS framework, highlighting UDL within Tier 1 (universal support), strategic strategies in Tier 2 (targeted support), and resources that support students with the most significant needs within Tier 3 (intensive support).

*Outcomes:*

1. Analyze current practices in relation to meeting diverse student learning needs.
2. Apply UDL as an approach to address multiple learning needs.
3. Establish instructional goals aligned with a tiered support system.

11e) Minerva's Boardroom

**Creating Connections Through Digital Learning: Facilitating a Yearlong Faculty Fellowship**

*Katie Edmiston, Central Michigan University*

*Troy Hicks, Central Michigan University*

**Key Statement:** Describing their yearlong cohort focused on digital literacy learning, an academic librarian and administrator will demonstrate how they supported 31 faculty in designing multimedia assignments.

**Keywords:** Faculty Learning Communities, Digital Literacy, Instructional Design

**Subthemes:** Instructional Skills + Methods; Classroom Technology

Exploring a yearlong faculty learning cohort focused on digital literacy and learning, an academic librarian and campus administrator will discuss ways that they

supported 31 faculty across various disciplines in designing multimedia assignments using Adobe Express. Throughout the academic year, faculty attended monthly learning sessions that introduced principles of digital literacy and instructional design, also engaging in various types of multimedia/creative projects, resulting in the design of a digital learning assignment for each faculty member. Presenters will share insights on the planning and outcomes of the cohort while highlighting their role in fostering meaningful faculty connections and professional growth.

*Outcomes:*

1. Understand how to design, market, and coordinate a year-long faculty learning cohort.
2. Discuss planning structure and learning outcomes of individual learning sessions.
3. Explore examples of workshop agendas and sample projects that faculty experienced during the cohort year.

11f) Crystal

**Beyond the Diagnosis: Teaching the Next Generation to Truly See Patients**

*Molly L. Brennan, University of Michigan-Flint*

*Julie A. Hollenbeck, University of Michigan-Flint*

*Deanna Carr-West, University of Michigan-Flint*

**Key Statement:** Learn interactive teaching techniques that help healthcare students move beyond diagnoses to better understand compassion, communication, and the patient experience.

**Keywords:** Empathy, Communication, Patient-Centered Care

**Subthemes:** Active and Engaged Learning; Instructional Skills + Methods

This session will address how educators can prepare healthcare students to move beyond diagnoses and truly understand the human experience of illness. This interactive session, copresented by a radiation therapy department chair, clinical coordinator, and a public health professional who experienced acoustic neuroma surgery, combines clinical insight with lived experience to highlight the lasting impact

of empathy, communication, and compassionate care. Participants will engage in reflective discussion and practical learning activities designed to strengthen patient-centered teaching approaches across healthcare education. Attendees will leave with actionable strategies to help students recognize the emotional and interpersonal dimensions of patient care and healing.

*Outcomes:*

1. Apply interactive teaching strategies that foster empathy, communication, and whole-patient understanding in healthcare education.
2. Analyze how lived patient experiences can strengthen student learning and improve patient-centered care practices.
3. Assess ways to help healthcare students connect clinical care with the emotional and human experiences of illness and treatment.

11g) Grandview

**Naming the Elephant: Breaking the Silence Around AI and Reclaiming the Human in Higher Education**

*Tracy H. Donohue, Central Michigan University*

**Key Statement:** Faculty and students use AI unevenly, often quietly. This session promotes transparent dialogue, intentional course design, and emphasizes preserving human-centered learning in an AI-integrated higher education landscape.

**Keywords:** Artificial Intelligence, Academic Integrity, Human-Centered Pedagogy

**Subthemes:** AI in Higher Education; Instructional Skills + Methods

Artificial intelligence is already shaping classroom practice, often without open discussion. This session addresses the gap between AI use and AI conversation by reframing AI as a pedagogical design challenge rather than a problem of detection. Through interactive reflection and application, participants will explore how to foster transparent dialogue, clarify expectations, and redesign assignments to center human judgment, ethical responsibility, and disciplinary thinking. Faculty will leave with practical strategies to reduce ambiguity, build trust, and preserve the uniquely human dimensions of learning within an AI-integrated higher education environment.

*Outcomes:*

1. Analyze the cultural and pedagogical implications of unspoken AI use among students and faculty.
2. Develop strategies for initiating transparent, psychologically safe conversations about AI in their courses.
3. Redesign or adapt assignments to emphasize human judgment, disciplinary reasoning, and ethical responsibility in AI-integrated contexts.

## Concurrent Session 12

11:40 am - 12:20 pm

12a) Boardman

### **Small Changes, Big Impact: Using Student Feedback to Improve Classroom Experience**

*Mary Dixon, University of Texas at San Antonio*

**Key Statement:** One and done isn't enough. Learn practical strategies for using multi-point student feedback to strengthen engagement, belonging, connection, and classroom experiences.

**Keywords:** Teaching Improvement, Student Connection, Classroom Climate

**Subthemes:** Active and Engaged Learning; Compassionate Classroom/Community

Traditional end-of-semester evaluations often provide feedback too late to meaningfully improve the student experience. Drawing from participation in the national Student Experience Project, this session explores how multi-point student feedback can be used throughout a semester to strengthen engagement, belonging, classroom climate, and student confidence across learning environments. Participants will examine practical strategies for collecting actionable feedback, interpreting student responses, and making small instructional adjustments that improve connection and participation. The session highlights how guided notes, peer interaction opportunities, and intentional communication practices positively influenced classroom

experiences over multiple feedback cycles. Attendees will leave with adaptable, student-centered teaching strategies.

*Outcomes:*

1. Develop a multi-point student just-in-time feedback system that can be implemented within their own courses.
2. Apply strategies for collecting and sharing student feedback during a course.
3. Develop small instructional adjustments that strengthen engagement, belonging, and classroom climate.

12b) Torch

**Student Experience in Ungraded Versus Graded Undergraduate Research Methods Courses**

*Rachel L. Vollmer, Bradley University*

*Teresa Drake, Bradley University*

**Key Statement:** Ungrading is proposed to improve growth mindset, but not all students like ungrading. What happens when we give them the choice in a course?

**Keywords:** Ungrading, Growth Mindset, Universal Design

**Subthemes:** Assessment/Feedback/(Un)Grading; Universal Design for Learning / Course/Curriculum (Re)Design

This presentation shares results on a research project evaluating if there is a difference in growth mindset at 3 timepoints in the semester between students who prefer ungrading versus those who prefer traditional grading in a research methods class and those in traditional graded research methods courses. This presentation will also share how students perceived having the choice between graded and ungraded in the same course as well as the instructor's experience organizing the course and learning management system for two different evaluation systems.

*Outcomes:*

1. Compare growth mindset differences in students who choose graded versus ungraded and those in traditionally graded courses throughout the semester.
2. Evaluate student perceptions of having a choice between graded and ungraded.
3. Identify ways to provide students choice in evaluation systems in courses and learning management systems.

12c) Leelanau

**Designing Evidence-Based Active Learning for Online Classes**

*Meghan Owenz, Florida International University*

*Kelly Renner, Franklin University*

*Megan Tewksbury, Marywood University*

*Michelle Anthony, Cleveland State University*

**Key Statement:** Using findings from two active learning studies, participants will design evidence-based online activities with a concrete plan for implementation and assessment in their own courses.

**Keywords:** Active Learning, Online Teaching, Evidence-Based Practice

**Subthemes:** Active and Engaged Learning; Classroom Technology

Inquiry-based learning is a socially just, active learning approach associated with deeper learning and motivation. This session presents findings from two studies examining inquiry-based learning in traditional in-person and fully online courses (Barcza-Renner et al., in press; Owenz et al., 2025). Drawing on lessons learned from a challenging transition to online instruction, this interactive workshop supports participants in designing evidence-based active learning strategies for online classes. Participants will leave with a concrete plan for implementing an inquiry-based activity and a framework for evaluating its impact on student learning.

*Outcomes:*

1. Summarize key findings from in-person and online research studies on inquiry-based active learning, including the impacts on motivation and belonging.

2. Design an evidence-based active learning activity appropriate for an online course.
3. Develop a practical plan for assessing the impact of online active learning interventions on student learning.

12d) Courtyard

### **Not With or Against: Human-First and GenAI Pedagogical and Ethical Issues**

*Basil Masri Zada, Ohio University*

*Melinda Rhodes-DiSalvo, Ohio University*

**Key Statement:** Human First is an initiative focused on learners' pedagogical needs while considering GenAI and regulating its use, rather than simply allowing or banning it.

**Keywords:** Human-First, GenAI, Ethical Issues

**Subthemes:** AI in Higher Education; Other

Human-First is an initiative that prioritizes learners' pedagogical needs while critically examining the role of GenAI in education. Rather than fully allowing or banning AI, the initiative promotes informed, case-by-case approaches to regulating and integrating AI within teaching and learning environments while considering the ethical and pedagogical issues of each discipline. This session explores the tensions between early GenAI adoption, institutional caution, student concerns, and educational integrity. Using Human-First as a framework, the discussion reframes AI as a pedagogical challenge rather than solely a technological revolution. The session highlights strategies for safeguarding education through critical engagement, ethical practices, and human-centered decision-making while navigating rapidly evolving AI technologies.

#### *Outcomes:*

1. Analyze the pedagogical benefits, challenges, and ethical concerns associated with integrating GenAI into educational environments.
2. Compare and contrast institutional approaches to AI adoption, regulation, and restriction while evaluating their impact on learners and teaching practices.

3. Apply human-centered strategies for critically engaging with GenAI in ways that safeguard educational integrity, student learning, and ethical use.

12e) Minerva's Boardroom

## **Reimagining Teacher Education: Faculty Co-Teaching for Inclusive Mathematics Methods**

*Jeramy L. Donovan, University of Michigan-Flint*

*Samantha Hilbert, University of Michigan-Flint*

**Key Statement:** Discover how faculty co-teaching reimagines teacher education by modeling inclusive, collaborative, and evidence-based teaching practices in mathematics methods courses.

**Keywords:** Faculty Co-Teaching, Inclusive Teacher Education, Mathematics Methods

**Subthemes:** Universal Design for Learning / Course/Curriculum (Re)Design; Instructional Skills + Methods

This session explores a faculty co-teaching model that integrates mathematics and special education to support inclusive, equity-focused teacher preparation. Drawing on a co-taught mathematics methods course, we examine how shared instructional responsibility models evidence-based practices for preservice teachers. Participants will engage with practical routines, planning structures, and instructional artifacts that illustrate how co-teaching fosters responsive, inclusive teaching. The session emphasizes application, guiding participants to consider how co-teaching can be adapted within their own institutional contexts. Attendees will leave with actionable strategies for implementing collaborative teaching models that enhance student learning and promote equity in higher education classrooms.

### *Outcomes:*

1. Analyze how faculty co-teaching models inclusive, evidence-based teaching practices in higher education contexts.
2. Evaluate key structures and routines that support effective collaboration between content and special education faculty.

3. Adapt and apply faculty co-teaching strategies to design inclusive, equity-focused instruction within their own courses or programs.

12f) Crystal

### **Teaching STEM Ethics by Partnering With a Holocaust Museum**

*Victor Piercey, Ferris State University*

*Rachel Frisbie, Michigan State University*

*Kyla Hotton, Michigan State University*

**Key Statement:** We describe a project in which students studied the contributions STEM professionals made to the Holocaust through the lens of modern professional ethical guidelines.

**Keywords:** STEM Ethics, Engagement, The Holocaust

**Subthemes:** STEM; Active and Engaged Learning

We are a team of instructional faculty at two universities. Together, we partnered with a local Holocaust museum to conduct an activity in which students studied the contributions STEM professionals made to the Holocaust through the lens of modern professional ethical guidelines.

During this talk, we will describe how ethical reasoning can be broken down into knowledge, skills, and abilities; discuss challenges in teaching STEM ethics in the classroom, describe how our partnership with the local Holocaust Museum provided an important case study, and challenge participants to consider other opportunities to integrate STEM ethics examples into their classroom, allowing their student to make tangible connections.

#### *Outcomes:*

1. Identify ethical reasoning knowledge, skills, and abilities.
2. Describe challenges in teaching ethical reasoning in the classroom.
3. Identify interesting contexts to serve as case studies that can make STEM ethics real.

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## Private Buffet Lunch

12:20 pm - 1:10 pm

Grandview Ballroom

*Name Tag Required*

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## Keynote II

1:10 pm - 2:20 pm

Grandview Ballroom

Rethinking the “Typical Learner”: Designing for Cognitive Variability

*Tamara Rosier, ADHD Center of West Michigan*

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## Concurrent Session 14

2:30 pm - 3:10 pm

14a) Boardman

### **Well-Being Woes: Rediscovering the Expressive Self So Your Students—and You—Flourish**

*Jay Kimiecik, Miami University*

**Key Statement:** Young people’s well-being is declining, impacting quality of life.

Discover how the Expressive Self in classrooms can reverse this trend via playfulness, freedom, and flourishing.

**Keywords:** Well-Being, Expressive Self, Flourishing

**Subthemes:** Compassionate Classroom/Community; Mindfulness/Resiliency

The 2026 World Happiness Report shows young people’s well-being has been declining for over 15 years. Studies of college students indicate positive well-being is being replaced by stress, anxiety, and inner restriction of the self. It is challenging to teach content without addressing the elephant in the room: students’ well-being

significantly impacts their ability to learn and perform in their classes. Via lecture, interactive activities, and story sharing, this session demonstrates how to help ourselves and our students tap into the Expressive Self, resulting in experienced freedom, flourishing, and optimal learning and development.

*Outcomes:*

1. Enhance clarity on young people's well-being and its connection to the expressive self, freedom, flourishing, and classroom engagement and performance.
2. Identify and explain the four central potentialities of the Expressive Self: flow, autonomy, biophilia, and eudaimonia.
3. Via two hands-on activities, create at least one strategy for integrating Expressive Self into their teaching.

14b) Torch

**Teaching Through, Not Around, Contentious Issues: Creating Conditions for Dialogue**

*Aryn Kruse, Loras College*

**Key Statement:** Don't shy away from sensitive topics, instead, prepare students for dialogue and how to navigate productive discomfort. Explore how to prep your learning environment!

**Keywords:** Pre-Teaching Strategies, Classroom Environment, Classroom Norms

**Subthemes:** Compassionate Classroom/Community; Active and Engaged Learning

It's tempting to shy away from sensitive topics in today's classrooms. We will define *productive discomfort* and how it contributes to learning, while also acknowledging the importance of trauma-informed classrooms. This session will explore strategies that nurture learning environments for students to engage in meaningful dialogue with sensitive or seemingly divisive topics. Strategies for how to prepare students for these topics as well as how to respond to student discomfort will be addressed.

*Outcomes:*

1. Develop classroom norms and agreements that support respectful and meaningful dialogue.
2. Examine classroom practices that support respectful, engagement with sensitive and potentially contentious issues.
3. Apply response strategies to classroom scenarios that include sensitive topics.

14c) Leelanau

### **From Zero to AI: Integration in an Educator Preparation Program**

*Scott L. Roberts, Central Michigan University*

*Kristen L. White, Central Michigan University*

*Timothy Brannan, Central Michigan University*

*Natalia Collings, Central Michigan University*

*James T. McDonald, Central Michigan University*

**Key Statement:** Six teacher educators share strategies integrating AI across classroom management, English/language arts, science, social studies methods, educational assessment, and technology courses enhancing teaching and learning.

**Keywords:** AI, Teacher Education, Instructional Methods

**Subthemes:** Classroom Technology; Instructional Skills + Methods

Six teacher educators describe how they integrated AI into courses on classroom management, technology, English/Language Arts methods, educational assessment, disciplinary literacy, and social studies methods to enhance teaching and learning. They will begin with an overview of their participation in a semester-long university faculty learning community. Next, the group will present a shared framework guiding AI integration in each course. Individuals will then briefly show an example of a course assignment in their particular course and discipline. Attendees will leave with practical ideas, collaborative insights, and adaptable approaches for thoughtfully integrating AI into their own teaching contexts.

*Outcomes:*

1. Analyze how AI can be integrated across classroom management, English/Language Arts, Disciplinary Literacy, technology, educational psychology, and social studies methods courses.
2. Compare and contrast discipline-specific approaches of AI use in teacher education with opportunities for reflection.
3. Adapt and apply practical AI-based strategies to enhance teaching and learning within their own instructional contexts.

14d) Courtyard

### **Staging AI: Interdisciplinary Learning Through Performance and Critical Collaboration**

*Phillip Hanson, Saginaw Valley State University*

*J. Blake Johnson, Saginaw Valley State University*

*Erik Trump, Saginaw Valley State University*

*Tommy Wedge, Saginaw Valley State University*

*Norman Wika, Saginaw Valley State University*

**Key Statement:** An interdisciplinary, AI-assisted theater production shows how faculty and students learn to use, interrogate, and critique AI collaboratively while breaking down disciplinary silos.

**Keywords:** Interdisciplinary Collaboration, AI Literacy, Creative Pedagogy

**Subthemes:** AI in Higher Education; Other

This session presents an interdisciplinary collaboration in which Theater, Art, and Music faculty produced an AI-assisted performance of *Rossum's Universal Robots* (Čapek, 1920). Rather than treating AI tools as a threat, faculty used them as objects of inquiry, creative partners, and sources of critique. AI supported script adaptation, music generation, visual design, and performance concepts. Students in Political Science, Psychology, and English courses used the performance to analyze AI's political, ethical, and cultural implications. The collaborative project modelled how interdisciplinary, arts-based pedagogy can build AI literacy, critical thinking, and collaboration skills that transfer beyond any single discipline.

*Outcomes:*

1. Describe a replicable model for integrating AI tools into interdisciplinary, arts-based learning without sacrificing critical inquiry.
2. Identify strategies for positioning students as co-researchers who analyze AI's social and cultural implications through creative work.
3. Design one interdisciplinary learning activity or project that uses AI productively while making its limitations and assumptions visible.

14e) Minerva's Boardroom

**"I Feel So Smart": Twine, Engagement, and the Classroom**

*Willa Black, Mount Mary University*

**Key Statement:** Twine introduces student power and creativity into learning, making skill-building transparent and encouraging collaboration. Students reflecting on a recent course wrote: "I feel so smart!"

**Keywords:** Engaged Learning, Gamification, Technology

**Subthemes:** Active and Engaged Learning; Instructional Skills + Methods

In my course "Narratives for Digital Games", students wrote, coded, and created text-based video games using Twine. Instead of simply writing out narratives, over a single semester they created complex, engaging game narratives with accompanying game mechanics. Drawing on previous work by Gee (2005, 2013) and Lin et al. (2018), the course successfully integrated Twine and a flipped classroom model to encourage active and engaged learning. Using Twine to create simple games, students assessed key choices, processes, and driving forces (called "mechanics" in games) associated with the topic of their games. We'll start a Twine game in this session.

*Outcomes:*

1. Explore the usefulness of integrating Twine and the accompanying coding language Harlowe into their courses and classrooms.
2. Apply best practices for the use of Twine and the creation of Twine games into their own classrooms.

3. Explore the feasibility and time frame to integrate game creation into their courses.

14f) Crystal

## **225?! But I Had 60! Scaling Up Engagement and Assessment**

*Katie A. V. Clements, Michigan State University*

**Key Statement:** An innovative student-facilitated “class takeover” project fostered opportunities to practice evidence evaluation skills and now presents challenges in scaling up to a large course format.

**Keywords:** Active Learning, Large Courses, Assessment

**Subthemes:** Active and Engaged Learning; Assessment/Feedback/(Un)Grading

A scheduling error took a 225-student course on evaluating evidence in social sciences down to a 60-student course, opening up opportunities for active learning and student-led collaboration. This session presents the context for creating “team takeover” projects in the form of student-facilitated class meetings, including instructions and assessment details and strengths of the format according to instructor and students. As the course returns to a census of 225+ students, we face new challenges for scaling up key strengths valued by learners. Key goals of the session include sharing innovative ways to scale up engagement and assessment without additional resources.

### *Outcomes:*

1. Summarize key strengths of evidence evaluation group project in medium-size (n=60) course.
2. Identify key constraints in scaling up active learning from medium to large (n=225) course.
3. Assess potential for scaling up strengths of the group project format from medium to large course.

# Concurrent Session 15

3:30 pm - 3:50 pm

15a) Boardman

## **Metacognitive Assignments on Knowledge From Prerequisite Courses Improve Student Performance**

*Felicity Sterling, Belmont University*

**Key Statement:** This session will provide attendees strategies to utilize metacognition strategies to help students review and appreciate prerequisite information for upper division courses.

**Keywords:** Prerequisite Courses, Metacognition, Active Learning

**Subthemes:** Instructional Skills + Methods; Active and Engaged Learning

Undergraduate students increasingly perceive K–12 and introductory prerequisite coursework as unnecessary for success in upper-division classes. However, research shows that performance in K–12 and prerequisite courses strongly predicts success in advanced coursework. One potential strategy for reinforcing the value of prior learning is metacognition, defined as thinking about one’s own thinking. In this session, attendees will explore metacognitive activities that explicitly connect K–12 and prerequisite knowledge to upper-division material and how these activities improve overall student performance.

### *Outcomes:*

1. Consider how to best review prerequisite material with their students.
2. Practice provided metacognitive strategies.
3. Generate a metacognitive activity to help students review prerequisite coursework at the beginning of a semester or unit.

15b) Torch

## **Soft Power and Peer Mentorship in Faculty AI Adoption**

*Rachel Faerber-Ovaska, Youngstown State University*  
*Jane Beese, Youngstown State University*

**Key Statement:** We examine how soft power and peer mentorship support AI adoption, moving beyond top-down mandates to foster a culture of technological literacy and trust.

**Keywords:** Peer Mentorship, AI Adoption, Faculty Development

**Subthemes:** AI in Higher Education; Compassionate Classroom/Community

In higher education, sustainable change often grows through influence rather than administrative mandates. As generative AI disrupts traditional pedagogy, we propose that institutions leverage the soft power of peer networks rather than relying on compliance alone. This session examines how relational leadership moves faculty from AI resistance to literacy, contrasting top-down models with a culture of attraction grounded in educational leadership theory. Presenters draw on practitioner experience with a campus peer-mentorship program and informal, faculty-initiated collaborations with instructional designers. Attendees will leave with a roadmap for using mentorship to mitigate AI anxiety, relieve workload, and build resilient adoption.

*Outcomes:*

1. Apply the theory of soft power to design faculty development initiatives that support intrinsic motivation for AI adoption rather than resistance.
2. Identify specific peer mentorship strategies that lower the affective filter and mitigate faculty anxiety regarding generative AI tools.
3. Summarize a roadmap for scaling peer-to-peer knowledge sharing as a sustainable faculty development model, adaptable to different institutional contexts.

15c) Leelanau

**Teaching Critical AI Use Through Research Topic Development**

*Kerie Francis, University of Nevada, Las Vegas*

**Key Statement:** A reflective, low-stakes assignment teaches students to use generative AI critically, transforming an unavoidable classroom reality into an opportunity for intentional learning.

**Keywords:** AI Literacy, Generative AI, Critical Thinking

**Subthemes:** AI in Higher Education; Instructional Skills + Methods

As generative AI becomes increasingly embedded in higher education, faculty face growing challenges related to student AI use, academic integrity, and AI literacy. This session presents a pragmatic instructional response: a low-stakes, reflective assignment implemented in an undergraduate medical sociology course. Students used generative AI to brainstorm and refine research topics before critically evaluating the usefulness, limitations, and reliability of AI-generated suggestions. Rather than treating AI as prohibited or authoritative, the assignment positioned it as a tool requiring judgment, reflection, and intentional use. Participants will leave with a practical model adaptable across disciplines that supports AI literacy while preserving student agency and academic rigor.

*Outcomes:*

1. Describe a reflective assignment model for integrating generative AI into undergraduate coursework.
2. Identify assignment design strategies that promote critical evaluation, student agency, and intentional AI use.
3. Adapt a low-stakes AI-integrated research assignment for use within their own disciplinary or instructional context.

15d) Courtyard

**Beyond the Alphabet Soup: Supporting FLCs, CoPs, and ERGs**

*makena neal, Michigan State University*

**Key Statement:** Discover the unique characteristics of learning communities, communities of practice, and employee resource groups while cultivating actionable strategies to effectively support and sustain each.

**Keywords:** Educator Communities, Professional Development, Institutional Support

**Subthemes:** Other; Compassionate Classroom/Community

Vibrant campus ecosystems depend on collaborative structures, yet the affordances of Faculty Learning Communities (FLCs), Communities of Practice (CoPs), and Employee Resource Groups (ERGs) often get confused. Misunderstanding these differences can stall grassroots momentum or lead to mismatched administrative support. This descriptive 20-minute session clarifies the distinct operational nuances and core purposes of each group type. Participants will explore how to identify these differences to effectively champion their own initiatives from the ground up or strategically support supervisees from leadership positions. Attendees will leave with a practical reference sheet to help guide their next steps on campus.

*Outcomes:*

1. Differentiate the core purposes and membership needs of FLCs, CoPs, and ERGs.
2. Analyze whether a specific campus community requires top-down administrative backing or bottom-up grassroots flexibility.
3. Apply materials from the session to determine the best immediate support strategy for their own team or initiative.

15e) Minerva's Boardroom

## **Building Virtual Teams: Enhancing Online Learning Through Simulation**

*Mary Wagner, LIM College*

**Key Statement:** An online marketing simulation demonstrates how structured teamwork supports motivation, engagement, and meaningful learning through collaborative decision-making, reflective practice, and real-world application.

**Keywords:** Teamwork, Online Learning, Simulation

**Subthemes:** Active and Engaged Learning; Instructional Skills + Methods

This session explores how a marketing simulation incorporated into a fully online marketing capstone course uses structured teamwork, reflective journaling, and scaffolded support to build motivation, engagement, and meaningful learning.

Students work in virtual teams to manage a company across eight decision-making quarters, analyze performance results, and present strategic outcomes at the end of the semester. Guided resources on teamwork, early discussions on group dynamics, and individual journals help students navigate challenges and connect the simulation to real-world professional skills. Student feedback consistently highlights strong collaboration and positive group experiences, even in a fully remote environment.

*Outcomes:*

1. Analyze how structured teamwork supports motivation and engagement in fully online courses.
2. Compare and contrast strategies for scaffolding virtual group work to improve collaboration and accountability.
3. Integrate simulation activities and reflective practices into online or hybrid teaching to deepen learner understanding.

15f) Crystal

**Symposium Projects That Spark Meaning, Creativity, and Connection in STEM**

*Bridget Lester, Ball State University*

**Key Statement:** Symposium projects energize students' curiosity, creativity, and sense of community, fostering meaningful and lasting college experiences in STEM education.

**Keywords:** Projects, Creativity, Reflection

**Subthemes:** Active and Engaged Learning; STEM

This session explores how symposium projects can deepen students' personal connection to course topics, encourage creative expression, and strengthen classroom community. Drawing from my experiences teaching an interdisciplinary honors science-and-society course, we will discuss how symposium projects can positively amplify the learning experience for all students, regardless of whether they major in science. Furthermore, the session will highlight the role of student reflection as a tool for helping students process what they learned from one another while providing

instructors with meaningful feedback for future course improvements. Participants will leave with teaching strategies applicable across disciplines and course topics.

*Outcomes:*

1. Identify essential components of a symposium project that support student engagement and meaningful learning.
2. Describe examples of how symposium-based learning is used in an interdisciplinary honors science course.
3. Evaluate how reflective practices can support student learning and inform instructional improvement.

## Concurrent Session 16

4:00 pm - 4:40 pm

16a) Boardman

### **U B the AI: Promoting Student Inquiry Through Generative AI**

*Ray Francis, Central Michigan University*

**Key Statement:** This workshop empowers educators to promote student inquiry by collaboratively using generative AI as a creative, ethical, and inquiry-driven learning partner.

**Keywords:** Generative AI, Inquiry, Engagement

**Subthemes:** Instructional Skills + Methods; Active and Engaged Learning

U B the AI: Promoting Student Inquiry Through Generative AI explores how generative AI can be leveraged to deepen student inquiry, curiosity, and critical thinking rather than replace human learning. This session positions AI as a collaborative partner that supports questioning, exploration, inquiry, and reflective thinking across disciplines. Participants will examine practical strategies for using generative AI to scaffold inquiry-based learning, personalize exploration, and enhance student voice. Emphasis is placed on ethical use, transparency, and instructional design that

empowers learners to ask better questions and construct meaning in AI-enhanced learning environments.

*Outcomes:*

1. Design inquiry-based learning activities that intentionally integrate generative AI to support student questioning, inquiry, exploration, and critical thinking rather than answer generation.
2. Apply ethical and transparent AI-use strategies that promote academic integrity, learner inquiry, and responsible engagement with generative AI tools.
3. Implement practical instructional prompts and frameworks that use generative AI to personalize learning, amplify student voice, and deepen reflective inquiry across content areas.

16b) Torch

**Trauma-Sensitive Mindfulness: Supporting Student Well-Being, Growth, and Resiliency**

*Karen Gipson, Grand Valley State University*

*David Eick, Grand Valley State University*

*Amy Masko, Grand Valley State University*

*Martina Reinhold, Grand Valley State University*

**Key Statement:** Panelists discuss the implementation of a one-credit course using trauma-sensitive mindfulness practices to improve academic success and resiliency of students at Grand Valley State University.

**Keywords:** Mindfulness, Resiliency, Experiential Learning

**Subthemes:** Mindfulness/Resiliency; Compassionate Classroom/Community

Stress, anxiety, and depression have steadily increased among students in higher education in the United States, as have incoming students' reports of past traumas. This presentation describes a one-credit course that was developed at Grand Valley State University to support student well-being and resilience using trauma-sensitive mindfulness principles and practices. The course integrates brief didactic presentations with guided experiential practices and personal reflection to

help students develop strategies for managing the various challenges of the college transition, supporting both academic success and personal well-being. Presenters highlight key features of the course, share their teaching experiences, and offer experiential practice/reflection time.

*Outcomes:*

1. Describe the role of trauma-sensitive mindfulness practices in supporting student well-being and resilience in higher education.
2. Discuss strategies for implementing a mindfulness course to enhance student well-being and academic success.
3. Consider ways to embed trauma-sensitive mindfulness skills within other courses to promote student well-being and academic success.

16c) Leelanau

**Designing an Evidence-Informed, AI-Integrated CURE for Reflective Inquiry and Sensemaking**

*Li Xu, The University of Arizona*

**Key Statement:** This study presents an evidence-informed, AI-integrated CURE design using cybersecurity data to support reflective inquiry, ethical AI use, and student sensemaking through structured data-driven analysis.

**Keywords:** Student Sensemaking, Evidence-Informed CURE, Generative AI

**Subthemes:** AI in Higher Education; Active and Engaged Learning

This session presents the design of an AI-integrated Course-based Undergraduate Research Experience (CURE) intended to support reflective inquiry and student sensemaking in data-driven learning environments. Informed by analyzing student reflections across computational and data-analysis assignments, the CURE framework uses authentic cybersecurity datasets and positions generative AI as an assistive tool within structured inquiry rather than as an answer generator. The presentation introduces an AI-integrated sensemaking cycle in which students engage in data thinking through reflective reasoning, critical evaluation of AI-supported interpretations, and evidence-based validation. Participants will examine assignment

workflows, prompting strategies, and guidance supporting ethical AI use and responsible inquiry.

*Outcomes:*

1. Analyze how an evidence-informed, AI-integrated CURE framework can support reflective inquiry, student sensemaking, and evidence-based reasoning in data-driven learning environments.
2. Design data-driven instructional activities and inquiry workflows that position generative AI as a scaffold for reflective analysis, ethical AI use, and human-centered validation.
3. Apply reflective and evidence-based strategies to support students in critically evaluating AI-supported interpretations and navigating uncertainty within authentic cybersecurity inquiry contexts.

16d) Courtyard

**Juxtacognition: Critical Thinking and the Power of “And”**

*Eric Haas, Scottsdale Community College*

**Key Statement:** Help your students develop wide-angle thinking to overcome cognitive biases that impair their ability to appropriately use the critical thinking skills you’ve taught.

**Keywords:** Critical Thinking, Problem-Solving, Deep Learning

**Subthemes:** Instructional Skills + Methods; Active and Engaged Learning

There is growing evidence that college graduates often apply critical thinking skills in biased ways, using motivated reasoning to maintain their current beliefs. Many common pedagogical approaches to critical thinking may exacerbate this issue, providing students with analytical skills that are ultimately only applied to evidence with which they disagree. Participants will examine cognitive biases that impair effective critical thinking and then explore practical strategies and assignment prompts that facilitate the development of “juxtacognition,” a critical thinking tool that helps students develop cognitive flexibility, tolerance for contradiction, and intellectual humility.

*Outcomes:*

1. Explain how cognitive biases can lead to the biased use of critical thinking skills.
2. Differentiate the juxtacognition approach from many traditional pedagogical approaches to critical thinking.
3. Apply juxtacognition to an assignment or lesson to develop student cognitive flexibility and intellectual humility.

16e) Minerva's Boardroom

### **If You Build It, Will They Come? Redesigning Instructor Orientation**

*Ellie Louson, Michigan State University*

*makena neal, Michigan State University*

**Key Statement:** Instructor orientation is often an overwhelming firehose of information. We share our flexible and humane redesign. Join us to better support new colleagues in community.

**Keywords:** Instructor Orientation, Flexible Onboarding, Community Building

**Subthemes:** Universal Design for Learning / Course/Curriculum (Re)Design; Compassionate Classroom/Community

Instructor orientations face the challenge of presenting large amounts of essential information, policies, and resources. In this interactive workshop for educator developers, administrators, and faculty, we present the trajectory of our redesigned orientation, from an information-heavy “New Instructor Jumpstart” inherited from another unit to a cluster of offerings including a self-paced, asynchronous course, a welcome session, and a community of practice for new educators. We share the benefits, challenges, and outcomes of these new opportunities. Participants will reflect and create action plans that prioritize flexibility and community to support new colleagues as they navigate their first week, month, and semester.

*Outcomes:*

1. Share and reflect on their experiences (as trainers and/or participants) with new instructor orientation.

2. Assess how one teaching center redesigned an inherited instructor orientation to incorporate more flexibility and community building.
3. Generate an action plan to support new colleagues and/or to redesign their orientation offerings.

16f) Crystal

### **High-Engagement Graduate Teaching Professional Development Leads to Career Success**

*Samantha Musso, Michigan State University*

*Maria Cruciani, Michigan State University*

*Henry (Rique) Campa III, Michigan State University*

**Key Statement:** High-engagement teaching professional development can empower graduate students through community, structured practice, teaching-as-research, producing strong career outcomes and sustained pedagogical growth across diverse career pathways.

**Keywords:** Teaching Professional Development, Faculty Preparation, Cohort Learning

**Subthemes:** Instructional Skills + Methods; STEM

High-engagement, cohort-based teaching professional development (TPD) offers a powerful learning strategy for preparing graduate students for diverse careers. Drawing on 20 years of longitudinal evidence from a STEM TPD fellowship program, this session examines how structured communities engaging in pedagogical development, conducting teaching-as-research, and peer learning support skill development, confidence, and successful career placement. Participants will explore transferable design principles for creating or strengthening cohort-based TPD programs in their institutional contexts. Findings demonstrate that intensive, community-centered TPD enhances teaching-readiness without hindering doctoral research productivity, offering a scalable model for institutions seeking to better prepare graduate students for diverse career paths.

*Outcomes:*

1. Identify core design elements of effective, high-engagement, cohort-based teaching professional development programs.
2. Evaluate how teaching-as-research and peer learning communities support graduate students' professional development.
3. Apply transferable principles to adapt or enhance teaching professional development initiatives at attendees' own institutions.

## Concurrent Session 17

4:50 pm - 5:30 pm

17a) Boardman

### **Compassion as Catalyst: Reimagining Higher Education Classrooms Through Empathic Teaching**

*Justin L. Boyce, Indiana Tech*

*Jack Phlipot, Indiana Tech*

*Beth Robinson, Indiana Tech*

*Lisa Brown, Indiana Tech*

*Jerome Heaven, Indiana Tech*

**Key Statement:** Dynamic interdisciplinary session presents peer-reviewed strategies for compassionate classrooms, covering trauma-informed teaching, Social-Emotional Learning, mindfulness, compassionate feedback, and faculty well-being with attention to compassion fatigue

**Keywords:** Compassionate Classroom, Mindfulness, Social-Emotional Learning

**Subthemes:** Compassionate Classroom/Community; Mindfulness/Resiliency

College students, including those with depression and trauma, experience high levels of stress, anxiety, and mental health challenges that hinder academic success. This presentation introduces compassionate classroom practices that maintain academic rigor while supporting student well-being. Grounded in Respect, Empathy, Uniqueness, and Equality, the workshop also explores trauma-informed pedagogy

such as predictable course structures. Participants will learn how Social-Emotional Learning and Mindfulness techniques, such as emotional check-ins and brief breathing exercises, reduce stress and enhance regulation. The session also addresses compassionate feedback and flexible assessment strategies. Faculty well-being to prevent compassion fatigue will also be explored.

*Outcomes:*

1. Synthesize how classroom compassion/empathy, trauma-informed practices, and Social-Emotional Learning principles shape learner behavior, engagement, and well-being.
2. Construct instructional strategies that integrate mindfulness and compassion practices with compassionate feedback and equitable assessment approaches.
3. Formulate personal and professional self-care plans that address faculty well-being and mitigate compassion fatigue within teaching environments.

17b) Torch

**Mindfulness and Compassion/Self-Compassion: The “What” and “How”**

*Caryn Wells, Oakland University*

**Key Statement:** This presentation will focus on the benefits of learning about Mindfulness and Compassion/Self-Compassion and evidence-based strategies for how to practice the important components of each.

**Keywords:** Mindfulness, Self-Compassion, Compassion

**Subthemes:** Mindfulness/Resiliency; Compassionate Classroom/Community

This presentation will focus on the benefits of learning about Mindfulness and Compassion/Self-Compassion and the evidence-based strategies for how to practice the important components of each. The focus of this session is on teaching the elements of Mindfulness that can be used in everyday life and showing how Self-Compassion/Compassion can help to gain understanding and resilience. The session is practical and relevant, sharing strategies that teach how to find a sense of calm in the middle of stressful situations.

*Outcomes:*

1. Learn about Mindfulness and Self-Compassion: “What” they are and “How” to practice.
2. Understand the importance of breath work and benefits of practice.
3. Create some goals for themselves (Mindfulness, Self-Compassion, or both).

17c) Leelanau

**Teaching UDL by Refusing the Traditional Presentation**

*Samantha Hilbert, University of Michigan - Flint*

**Key Statement:** Universal Design for Learning (UDL) becomes the course learning, structure, project, and the practice as teacher candidates design technology-infused inclusive classrooms.

**Keywords:** Universal Design, Higher Education, Inclusive Classrooms

**Subthemes:** Universal Design for Learning / Course/Curriculum (Re)Design; Active and Engaged Learning

This session shares how one higher education course uses UDL as the structure, content, and practice of learning. Teacher candidates experience UDL through flexible course design; apply UDL through scaffolded technology projects; and create inclusive, technology-infused classroom supports for future students. The session will highlight the course design, assignment structure, and practical decisions needed to make student choice, accessibility, feedback, and technology creation manageable in a college course. Teacher candidates will also share selected projects and reflect on how learning, doing, and building with UDL shaped their understanding of inclusive classroom design.

*Outcomes:*

1. Analyze how UDL can be embedded into the structure, assignments, and expectations of a higher education course.
2. Identify ways teacher candidates can apply UDL principles through technology-based creation rather than traditional presentation or written assignments.

3. Generate ideas for adapting scaffolded, UDL-centered technology projects within their own courses, programs, or professional learning contexts.

17d) Courtyard

## Seeing the Unseen

*Scott Gaier, Taylor University*

**Key Statement:** In a world full of distractions, how do we train ourselves to see the very things before our eyes, especially our students. Come and see!

**Keywords:** Facilitating Learning, Paying Attention, Use of the Imagination

**Subthemes:** Active and Engaged Learning; Compassionate Classroom/Community

I was moving through life mentally missing things—not paying attention, too distracted, too self-absorbed, bombarded by technology, and a myriad of other reasons. I was unaware of things right before my eyes. Knowing good teaching requires “seeing” our students, I became passionate about this idea I have coined seeing the unseen.

People were invited to contribute to this phenomenological research through the lens of how they see the unseen. The presentation will unpack findings and suggestions for practice, along with discussing contributions. This research has been transformational for my teaching, and I hope it is the same for you. Come and see!

### *Outcomes:*

1. Embrace the relevance of the presentation topic, namely that distractions for all are on the increase, creating for us as teachers a potential barrier to effective teaching and possibly keeping our students from learning.
2. Examine strategies for “seeing the unseen,” including paying attention, the role of imagination, the need to slow down in a 24/7 world, and the importance of self-awareness.
3. Develop 1 or 2 strategies for “seeing the unseen” that have the potential to transform teaching and learning.

## **Reflective AI Journal as a Guardrail for Acceptable AI Use**

*Anastasiia Kryzhanivska, Bowling Green State University*

**Key Statement:** This presentation proposes a reflective semester-long AI Journal to help students distinguish acceptable AI support from cheating and address the AI guidance clarity gap.

**Keywords:** AI Journal, AI Guidance, Reflective Assignment

**Subthemes:** AI in Higher Education; Instructional Skills + Methods

According to research, 80% of US students self-report using AI for their studies (Studiosity, 2026). However, only 56% indicate they are provided with clear guidance on the ethical use of AI (Studiosity, 2026). Such lack of transparency and communication fuels anxiety and confusion among students (Gonsalves, 2025). In response to the call for AI skills development (Johnston et al., 2024), this presentation proposes a way to help students distinguish acceptable AI support from cheating. The presenter shares a reflective semester-long assignment, AI Journal, used in a first-year composition course, and invites attendees to adapt suggested prompts for their contexts.

### *Outcomes:*

1. Demonstrate an understanding of the AI Journal's purpose and rationale.
2. Demonstrate an understanding of the reflective AI Journal prompts for various stages of the writing process (brainstorming, researching, drafting, revising, and getting and using feedback).
3. Determine AI use prompts that are acceptable for use in their teaching contexts and identify ways a reflective semester-long AI Journal can be adapted for their classes.

## **Teaching for Discernment: Fostering Dispositions for Learning in Academic Discourses**

*Cheryl Hoy, Bowling Green State University*

*Kitty S. C. Burroughs, Bowling Green State University*

**Key Statement:** Literacy strategies and reflection foster student dispositions and discernment, shaping their approaches to learning, enhancing their engagement, and deepening understanding of disciplinary content.

**Keywords:** Student Engagement, Learning Dispositions, Reflective Learning

**Subthemes:** Active and Engaged Learning; Instructional Skills + Methods

Álvarez Huerta et al. (2023) assert, “there is a positive relationship between student critical thinking disposition and student engagement in higher education” (p. 251). In developing content and literacy strategies for students, educators can foster dispositions—attitudes, beliefs, and habits of mind—which are often unconscious and elusive. Hence, beyond developing students’ flexible dispositions (curiosity, persistence, self-reflection) that shape students’ approaches to learning, educators can teach students how to develop keen perceptions of their dispositions. We will present teaching for discernment of dispositions needed to support discourse knowledge through a variety of assignments and activities, adaptable to courses across disciplines.

### *Outcomes:*

1. Identify key student dispositions that support learning, engagement, and knowledge across disciplines.
2. Analyze assignments and activities that lead students to reflect and recognize their dispositions.
3. Adapt teaching strategies tailored to their own courses that promote student engagement and foster discernment.

# Poster Reception

5:30 pm - 6:30 pm

Gallery

## **P 1) A/B Testing Specifications Grading in an Undergraduate Analytics Course**

*Erin Coffman, Indiana University Indianapolis*

**Key Statement:** Specifications grading may increase the share of students showing mastery of student learning outcomes. Results from a technology-based course are promising!

**Keywords:** Specifications Grading, Technology-Based Education, STEM Curriculum

**Subthemes:** Assessment/Feedback/(Un)Grading ; STEM

This poster explores the implementation of specifications grading in a large-enrollment, technology-based business course. By shifting the focus from traditional grading to specifications-based assessment, this approach allows students to choose the grade they want—and do the associated work required. Logistics of how this approach was tested is summarized, but results are the focus of this poster. Across all skills evaluated in the course, students in alternatively-graded sections achieved higher passing rates than students in traditionally-graded sections. Additionally, student survey results indicate higher levels of confidence and control with regard to their grades from students in alternatively-graded sections.

### *Outcomes:*

1. Assess viability of narrowing their course scope to 10–15 key “skills” versus dozens of learning objectives.
2. Compare and contrast student outcomes across different grading systems.
3. Construct a plan to test alternative grading systems within their own courses.

## **P 2) Boosting Nursing Student Competence and Confidence in Providing End-of-Life Care**

*Susan Littler, Grand Valley State University*

*Briana Hutchinson, Grand Valley State University*

*Clay Reeves, Grand Valley State University*

**Key Statement:** Guided by Benner's Novice to Expert theory, intentional use of didactic and simulation experiences improved nursing student knowledge and confidence for end-of-life patient care.

**Keywords:** Nursing, End-of-Life Care, Simulation

**Subthemes:** Instructional Skills + Methods; Active and Engaged Learning

**Purpose:** Guided by Benner's Novice to Expert theory, this study evaluated whether structured end-of-life (EOL) didactic instruction and simulation improved undergraduate nursing students' comfort and knowledge in EOL care.

**Methods:** Students received EOL didactic and simulation content, with pre/post-intervention surveys measuring comfort, knowledge, and emotional readiness.

**Results:** Confidence improved, with 60% reporting high emotional readiness post-intervention. Student accuracy in identifying EOL goals and appropriately responding to patient fear reached 97%. Knowledge-based anxiety declined, while concerns shifted toward navigating difficult conversations.

**Conclusion:** Interventions improved competence and confidence, but students suggested future curricula should prioritize high-fidelity simulations to develop communication skills.

### *Outcomes:*

1. Describe identified gaps in nursing student outcomes related to EOL care.
2. Identify approaches used to strengthen EOL experiences in nursing curricula.
3. Discuss results and identify curriculum changes needed to enhance student EOL care preparedness.

### **P 3) Bridging Systems, Building Trust: Restorative Practices for Juvenile Justice–Involved Youth in Southeastern Kentucky**

*Erin Stevenson, Eastern Kentucky University*

**Key Statement:** This poster examines how restorative justice strengthens educator-youth relationships, connects schools and juvenile justice, and supports rural students' long-term educational engagement, accountability, and success.

**Keywords:** Restorative Justice, Educational Engagement, Rural Youth

**Subthemes:** Compassionate Classroom/Community; Mindfulness/Resiliency

This poster presentation examines how restorative justice strengthens relationships between educators and justice-involved youth in rural schools, supporting engagement and reducing exclusionary discipline. It highlights partnerships between schools and juvenile justice systems to promote accountability, trust, and school persistence. Drawing on program implementation, the session explores practical strategies for relationship-building and reentry support.

*Outcomes:*

1. Describe restorative justice applications in schools.
2. Understand school–juvenile justice collaboration strategies.
3. Identify relationship-centered practices to support student engagement.

### **P 4) Creating Meaningful Learning in Contemporary American Civilization Using the Lens of Music**

*Galit Gertsenzon, Ball State University*

**Key Statement:** Meaningful teaching transforms students' learning experience. Teaching contemporary American civilization through music fosters deeper learning and serves as a vehicle exploring identity, self-expression, and belonging.

**Keywords:** Music, Meaningful Learning, Contemporary American Civilization

**Subthemes:** Active and Engaged Learning; Universal Design for Learning / Course/Curriculum (Re)Design

Meaningful teaching transforms how students experience learning. Teaching from the lens of music can help create such experiences. This poster explores an interdisciplinary approach to teaching contemporary American civilization through the lens of music, demonstrating how music serves as a vehicle for understanding historical events, identity, self-expression, belonging, and cultural empathy. Students engage with musical traditions, social movements, and social changes while developing a deeper understanding of events in American history through the lens of music. The poster presents course design, teaching strategies, and examples of student engagement that shows how music fosters meaningful learning across disciplines in higher education.

*Outcomes:*

1. Identify ways for teaching familiar topics in new ways.
2. Develop strategies for meaningful teaching through the lens of music.
3. Create interdisciplinary pedagogy that successfully engages students in new topics.

**P 5) Did AI Kill the PowerPoint Star?**

*Matthew Roberts, Grand Valley State University*

**Key Statement:** Designing truly effective presentation slides used to require knowledge of design principles and cognitive science. Is that still true in the age of generative AI?

**Keywords:** Artificial Intelligence, Universal Design, Learning Science

**Subthemes:** AI in Higher Education; Classroom Technology

For years, you could almost guarantee that a Lilly session on designing effective PowerPoint slides would draw a capacity crowd. The reason was clear: practical need. Modern communication, whether in the classroom or elsewhere, often relies upon presentation software. While it's easy to create a set of slides, most faculty were never trained in the principles of graphic design and cognitive science that help ensure a clear message and an engaging presentation. Now with the advent of ChatGPT and other

generative AI tools, technology seems ready to make that knowledge unnecessary. Can AI truly create presentations better than we can?

*Outcomes:*

1. Describe ways in which AI tools can contribute to the planning, design, and delivery of a presentation.
2. Summarize a brief set of principles regarding the design of effective presentations.
3. Articulate the strengths and weaknesses of AI in terms of presentation design principles.

## **P 6) Experiential Explorations of Literature Through Textile Creation**

*Elizabeth Dalton, Ball State University*

**Key Statement:** Hands-on textile creation opportunities contribute to development of reading stamina as well as a deeper understanding of traditional women's work as portrayed in literature. Take a tour with me.

**Keywords:** High-Impact Practices (HIPs), Women and Gender Studies, Literature

**Subthemes:** Active and Engaged Learning; Other

Beginning with Penelope's famous shroud, the history and power of textile work has been woven into literature. Even so, contemporary students may overlook these cues because of undeveloped reading stamina as well as unfamiliarity with textile creation history and processes. "A Fabric of Words," a Ball State Honors College colloquium, is designed—using HIPs such as experiential learning and collaboration—to develop students' reading stamina and give students a new lens with which to read literature that portrays traditional women's work. This poster presentation will offer insights into how some HIPs practices may be incorporated into humanities classrooms.

*Outcomes:*

1. Identify barriers to student understanding of humanities (or other course) material.
2. Generate a list of relevant experiential and collaborative practices that could be deployed in a humanities (or other) course that will aid student understanding of the course material.
3. Generate a plan to deploy experiential and collaborative opportunities in a humanities course.

## **P 7) Exploring Attachment Styles in Distance Learning Environments**

*Lella Still, University of Kentucky*

**Key Statement:** Student engagement in online learning varies and may be influenced by attachment style. Faculty understanding and tailored approaches may influence student success.

**Keywords:** Attachment Style, Distance Learning, Student Engagement

**Subthemes:** Active and Engaged Learning ; Instructional Skills + Methods

Understanding the different attachment styles can be helpful for faculty in higher education, particularly those teaching in distance learning programs. Online learning environments in particular can prove challenging, with communication challenges and relationship formation commonly cited as barriers to student engagement and success. An understanding of attachment theory may help instructors tailor communication style and teaching practice for students with anxious, avoidant, and secure styles. Teaching strategies for each style are discussed, and may help ensure students' diverse relational needs are met in the online classroom, promoting an overall supportive and inclusive online learning environment.

### *Outcomes:*

1. Describe the different attachment styles and how each style impacts communication and relational dynamics.
2. Apply theories of attachment to interactional strategies in a distance learning environment.

3. Determine actionable strategies for teaching online specific to each attachment style.

## **P 8) Feedback, Hopefulness, and Academic Satisfaction**

*Sérgio da Silva, Cornerstone University*

**Key Statement:** We tested whether professors' feedback and students' hopefulness affect academic satisfaction. The results showed that hopefulness moderated the effect of negative feedback on students' satisfaction.

**Keywords:** Academic Satisfaction, Feedback, Hopefulness

**Subthemes:** Compassionate Classroom/Community;  
Assessment/Feedback/(Un)Grading

Hope is one of the strongest predictors of student success. We collected data from 57 students on hopefulness and academic satisfaction. We randomly assigned them to receive positive or negative feedback from a professor on a putative challenging academic assignment. Finally, we collected data on academic satisfaction again after they received the professor's feedback. Difference scores showed a significant interaction between the type of feedback received from professors and their scores on hopefulness. The results suggest that hopefulness moderates the effect of negative feedback from professors on students' academic satisfaction.

### *Outcomes:*

1. Describe the effect of negative feedback on students' academic satisfaction.
2. Describe the effect of hopefulness on negative feedback.
3. Identify practices that can help students improve their academic satisfaction.

## **P 9) Implementing Project-Based Learning in Undergraduate STEM: Outcomes and Effectiveness**

*Devdutta Deb, Mercy University*

**Key Statement:** Project-Based Learning (PBL) in STEM at a Hispanic-Serving Institution (HSI) improved problem-solving, critical thinking, and teamwork among 332 students; future research should use longitudinal designs.

**Keywords:** PBL, STEM Education, Experiential Learning

**Subthemes:** STEM; Active and Engaged Learning

We examined the use of PBL in undergraduate STEM courses at an HSI, focusing on the development of problem-solving, critical thinking, and teamwork skills. The sample included a high proportion of Hispanic, first-generation, and low-income students. Across four semesters, students ( $n = 332$ ) completed self-report retrospective pretest and posttests; results indicated significant gains in all three skill areas, with effect sizes in the small to moderate range. Findings indicate that participation in PBL is associated with measurable, though incremental, improvements in skills central to STEM learning. Future work should incorporate longitudinal designs, cross-institutional comparisons, and performance-based assessments.

### *Outcomes:*

1. Describe the impact of PBL on problem-solving, critical thinking, and teamwork skills in undergraduate STEM education.
2. Interpret evidence from retrospective pretest-posttest data demonstrating student skill gains in PBL contexts.
3. Identify strategies to implement and assess PBL in diverse, student-centered STEM classrooms.

## **P 10) Integrating UN SDGs to Foster Critical Engagement in the ESL Classroom**

*Hajra Pardesi, Austin Community College*

**Key Statement:** Turn passive commercial ESL textbook consumers into active critics by integrating UN Sustainable Development Goals (SDGs), Southern Feminism, and Critical Literacy in your classroom.

**Keywords:** Critical Literacy, Gender Representation, Practitioner Action Research

**Subthemes:** Universal Design for Learning / Course/Curriculum (Re)Design; Active and Engaged Learning

Globally published commercial ESL textbooks function as unquestioned curricular authorities, actually reinforcing Western-centric biases and unilateral gender representations. This critical practitioner action research project from Austin Community College transforms static educational material into dynamic sites of inquiry. By integrating the United Nations Sustainable Development Goal 5 and 10 through 3-session critical literacy module: “Whose Story is Missing?,” learners shift from being passive consumers to active critics. Drawing from Freire’s critical literacy and Mohanty’s Southern feminism, the audience will explore qualitative student engagement outcomes and take away a transferable framework designed to foster student agency and deconstruct curriculum biases across disciplines.

### *Outcomes:*

1. Analyze commercial educational materials through the lenses of critical literacy and Southern feminism, to identify existing cultural, regional, and gender biases.
2. Adapt a practical 3-session critical literacy module in their own disciplinary context, to integrate the UN’s SDGs 5 and 10 into their coursework.
3. Design inquiry-based class activities to engage learners from diverse cross-cultural backgrounds by bringing their meaningful lived experiences into the learning process to cultivate agency and critical engagement.

## **P 11) Interprofessional Case-Based Learning for Collaborative School Practice**

*Wendi Buckley, Indiana University South Bend*

**Key Statement:** This poster outlines a faculty designed, case-based interprofessional education (IPE) framework preparing occupational therapy (OT), speech-language pathology (SLP), and education students for collaborative, data-driven decision-making in school-based practice.

**Keywords:** Interprofessional Education, Case-Based Learning, Collaborative Reasoning

**Subthemes:** Active and Engaged Learning; Instructional Skills + Methods

Professional preparation for school-based practitioners often occurs in disciplinary silos, leaving graduates with limited experience in collaborative reasoning. This poster describes the pedagogical design of a case-based IPE framework created by occupational therapy, speech-language pathology, and education faculty. Moving beyond scripted role-plays, this model guides students to collaboratively analyze progress monitoring data and determine educational impact. The presentation outlines the structured agenda, facilitator strategies, and design principles. Attendees will gain an adaptable framework for strengthening interprofessional decision-making and cross-disciplinary communication in higher education.

### *Outcomes:*

1. Examine instructional designs that support student collaborative reasoning across various professional preparation programs.
2. Analyze how case-based discussions support collaborative reasoning and shared decision-making in school-based practice.
3. Adapt a structured 75-minute agenda framework to facilitate cross-disciplinary collaborative reasoning rather than scripted role-plays.

## **P 12) Learning Map: Using FieldMaps to Build Tech Literacy and Critical Thinking**

*Scott Reinemann, Sinclair Community College*

**Key Statement:** The presentation will demonstrate a hands-on ArcGIS Field Maps class project to strengthen the link between geospatial theory and applied field practice.

**Keywords:** Tech Literacy, Critical Thinking, Active Learning

**Subthemes:** Active and Engaged Learning; Classroom Technology

The presentation will demonstrate a hands-on ArcGIS Field Maps class project to strengthen the link between geospatial theory and applied field practice. Integrating mobile GIS into the course helps students visualize spatial relationships in real time and collect and edit data collaboratively. This allowed students to engage in peer collaboration practices by introducing field-based, team-oriented projects where students can see tangible progress and feel ownership of their data. Working outdoors in a collaborative context encourages belonging, persistence, and problem-solving, which are all critical for student motivation and retention.

*Outcomes:*

1. Strengthen spatial reasoning and map interpretation.
2. Compare and contrast field-based teamwork and how it fosters belonging, persistence, and motivation, which are critical for student retention and success.
3. Assess the increased confidence in independent problem solving by students.

### **P 13) Methods From Design Disciplines for Showcasing Portfolio-Based Learning**

*Caleb Walder, Belmont University*

**Key Statement:** An exploration of design-based methods for developing learning portfolios as a synthesis of internal process and external product.

**Keywords:** ePortfolio, Design, Assessment

**Subthemes:** Active and Engaged Learning; Instructional Skills + Methods

Employers in a range of sectors have indicated increasing interest in reviewing ePortfolios when hiring. This trend challenges a diametric understanding of the ePortfolio in higher education as an internal reflective process versus external showcase product. This literature review explores design-based methods for

developing learning portfolios as a synthesis of internal process and external product by examining the adoption of ePortfolios in a variety of design disciplines. The integration of ePortfolio learning within disciplines that typically use portfolios as showcases for employment illustrates possibilities and challenges for designing learning portfolios as both metacognitive reflections and demonstrations of disciplinary skill.

*Outcomes:*

1. Compare/contrast the purpose of portfolio-based learning as an internal reflective process versus external showcase product.
2. Analyze possibilities and challenges for designing learning portfolios as both metacognitive reflections and demonstrations of disciplinary skill.
3. Use design-based methods to develop learning portfolios as showcases for employment.

**P 14) Online Learning: Making It Meaningful, Engaging, and Humanistic**

*Susan Cydis, Stockton University*

**Key Statement:** Instructor presence, engagement strategies, and human connection shape graduate students' experiences in asynchronous online courses using the Community of Inquiry Framework and Authentic Learning.

**Keywords:** Cognitive Engagement, Course Design, Online Learning

**Subthemes:** Active and Engaged Learning; Instructional Skills + Methods

This presentation identifies graduate teacher education students' perceptions of asynchronous online courses through the lens of the Community of Inquiry Framework and Authentic Learning. Using a survey organized around authentic engagement, cognitive engagement, and teaching presence, the presentation reveals how instructional strategies support students, effective learning, and a sense of human connection in online environments. Particular attention is given to instructor immediacy practices, including personalized feedback, instructor videos, and interactive communication tools. Findings are intended to inform the design of high-quality asynchronous graduate courses that foster meaningful cognitive engagement,

encourage a sense of community, and promote deeper learning experiences in teacher education programs.

*Outcomes:*

1. Discover how the Community of Inquiry Framework and Authentic Learning principles support engagement, instructor presence, and meaningful interaction in asynchronous online graduate courses.
2. Explore instructor immediacy strategies, including personalized feedback, instructor videos, and interactive communication tools, that enhance student learning and human connection in online environments.
3. Discover strategies to design or improve asynchronous graduate courses that promote authentic engagement, reduce learner isolation, and support deeper learning experiences.

**P 15) Promoting Neurodiversity in Higher Education: An Analysis of the CSWE Competencies**

*Mohammad Didar Hossain, Grand Valley State University*

*Farzana Akhter, Grand Valley State University*

**Key Statement:** Neurodiversity benefits students, educators, institutions, and greater communities. The Council on Social Work Education (CSWE) competencies support neurodiversity in higher education and beyond. Join us!

**Keywords:** Neurodiversity, Social Work Education, Inclusive Pedagogy

**Subtheme:** Universal Design for Learning / Course/Curriculum (Re)Design;  
Compassionate Classroom/Community

Neurodiversity is increasingly recognized as an essential component of inclusive excellence in social work and higher education. This poster presentation examines how the CSWE competencies can support neurodiversity through inclusive teaching, equitable and social justice-informed learning environments, and competency-based education. The presentation highlights the alignment between CSWE competencies and neurodiversity principles while identifying practical strategies to enhance student engagement, accessibility, and belonging. Overall, it offers actionable insights for

educators seeking to create learning environments that support the success of neurodiverse students and strengthen social work education and higher education more broadly.

*Outcomes:*

1. Analyze the alignment between the CSWE competencies and neurodiversity principles in higher education.
2. Assess how competency-based education and inclusive teaching practices can promote accessibility, belonging, and success for neurodiverse students.
3. 3. Apply practical strategies informed by the CSWE competencies to create more inclusive, equitable, and neurodiversity-affirming learning environments.

**P 16) Small Practices, Big Impact: Tools for Well-Being**

*Shari Lowe, Mid Michigan College*

*Maria Gross, Mid Michigan College*

**Key Statement:** This session explores brief interventions that strengthen mindfulness, resilience, optimism, gratitude, and self-efficacy, providing educators with opportunities to create supportive and compassionate learning environments.

**Keywords:** Mindfulness, Resilience, Self-Efficacy

**Subthemes:** Compassionate Classroom/Community ; Mindfulness/Resiliency

Discover and use evidence-based strategies that strengthen resilience and encourage optimism, gratitude, and compassion in the classroom. This session offers small, intentional practices educators can use immediately to support student well-being and build a positive learning climate, without adding significant time or workload. Attendees will leave with ready-to-use techniques that can be easily integrated across diverse learning environments.

*Outcomes:*

1. Identify and experience at least three brief strategies that promote student mindfulness, optimism, and gratitude in classroom settings.

2. Apply at least two small, intentional practices to support student well-being and enhance a compassionate learning environment.
3. Implement strategies from this session directly in their classroom practice.

### **P 17) Smarter Proctoring: Affordable 360° Video Monitoring Solution**

*Nicholas E. Grahovec, Northern Illinois University*

*Tyler A. Wood, Northern Illinois University*

**Key Statement:** 360° cameras provide a low-cost video proctoring solution for practical assessments, capturing authentic one-on-one interactions while enabling remote evaluation, efficient feedback, and expanded educational applications.

**Keywords:** Video Proctoring, 360° Cameras, Assessment Innovation

**Subthemes:** Classroom Technology; Assessment/Feedback/(Un)Grading

360° cameras offer a scalable, cost-effective approach to video-based proctoring for practical assessments across higher education. By capturing immersive, comprehensive views of student performance, this method supports authentic, one-on-one evaluation environments without requiring live faculty presence. Recordings enable flexible, asynchronous grading, enhance consistency through rubric-based assessment, and improve feedback and student reflection. Beyond examinations, this technology supports simulation recording and orientation to clinical or professional environments. Implementing 360° video proctoring increases efficiency, accessibility, and realism while maintaining academic integrity, making it a versatile solution for diverse disciplines seeking innovative assessment strategies.

#### *Outcomes:*

1. Explain how 360° cameras support effective video-based proctoring.
2. Design a workflow for asynchronous, rubric-based assessment.
3. Evaluate the benefits of immersive recording for authentic student assessment.

## **P 18) Supporting and Examining Student Computational Reasoning Through Realistic Cybersecurity Data**

*Li Xu, The Arizona State University*

**Key Statement:** This study examines how realistic cybersecurity data, reflective activities, algorithm analysis, and programming support undergraduate students' computational reasoning, interpretation of uncertainty, and evidence-based learning.

**Keywords:** Computational Reasoning, Reflective Learning, Cybersecurity Data.

**Subthemes:** Active and Engaged Learning; STEM

This study examines how course redesign using realistic cybersecurity data supports student computational reasoning in an undergraduate course. Using a mixed-methods approach, the study analyzes participation records, assignment artifacts, and student reflections from two in-person cohorts (Fall 2025 and Spring 2026). It examines aggregated course-level learning data across cohorts while drawing individual quotations from consented participants. Findings reveal that realistic HHS OCR breach data and synthesized cyber operation data supported authentic learning experiences. The study also highlights how structured data activities, algorithm analysis, and reflective prompts support students' interpretation of programming/analysis outputs, evaluation of uncertainty, and evidence-based computational reasoning.

### *Outcomes:*

1. Analyze how authentic cybersecurity datasets and reflective learning activities can support student computational reasoning beyond procedural programming tasks.
2. Examine how students interpret computational outputs, evaluate uncertainty and limitations, and justify evidence-based conclusions in data-driven cybersecurity contexts.
3. Identify instructional strategies that integrate realistic data, algorithm analysis, and reflective prompts to support deeper computational reasoning in computing education.

## **P 19) Supporting Well-Being Across Campus via Trauma-Sensitive Mindfulness**

*Karen Gipson, Grand Valley State University*

*David Eick, Grand Valley State University*

*Amy Masko, Grand Valley State University*

*Martina Reinhold, Grand Valley State University*

**Key Statement:** This poster defines Trauma-Sensitive Mindfulness (TSM) and describes various ways it's being used across campus to support well-being and resilience at Grand Valley State University.

**Keywords:** Mindfulness, Resilience, Agency

**Subtheme:** Mindfulness/Resiliency; Universal Design for Learning / Course/Curriculum (Re)Design

Mindfulness is widely recommended to support well-being, but trauma sensitivity is required to ensure safety. This poster provides a brief overview of trauma-sensitive mindfulness (TSM) and describes its alignment with our institutional commitment to campus well-being. Examples presented include a one-credit course for students, professional development for faculty and staff, incorporating TSM activities or modules into existing courses, and interventions for at-risk populations.

### *Outcomes:*

1. Describe multiple examples of how TSM practices can be used to support campus well-being and resilience.
2. Discuss strategies for implementation of various TSM offerings to enhance campus well-being and academic success.
3. Select one or two simple trauma-sensitive mindfulness skills for possible adoption to promote campus well-being and academic success.

## **P 20) Using Student Voices to Improve Supports for Parenting Students**

*Stephanie Saulnier, Eastern Kentucky University*

**Key Statement:** Parenting students pursue education to improve their children's futures but face barriers to graduation; they share what support ultimately helped them succeed in the classroom.

**Keywords:** Parenting Students; Student Success; Empathy

**Subthemes:** Compassionate Classroom/Community; Mindfulness/Resiliency

Parenting students seek education to provide a better life for their children. But they often encounter barriers that limit their ability to graduate. Almost 20% of college students are parents. They are more likely to be first-generation students and are often single parents. States and higher education institutions are developing programs and strategies to support parenting students with childcare, dedicated support staff and coordination with social welfare offices but this doesn't always translate into success in the classroom. Drawing from interviews with college students from across one southeastern state, recommendations and considerations for faculty members with parenting students were developed.

*Outcomes:*

1. Identify barriers parenting students face in higher education and explain how these challenges impact persistence and graduation.
2. Apply inclusive teaching strategies that support parenting students' academic success, engagement, and sense of belonging in the classroom.
3. Evaluate campus and community resources and integrate supports that improve learning outcomes for parenting students.

## **P 21) Utilizing AI Chatbots to Improve Clinical Interview and Examination**

*Lindsay Marquardt, University of Michigan-Flint*

**Key Statement:** Utilization of an AI chatbot (AIC) to simulate pediatric physical therapy (PT) interviews and exams, practicing clinical reasoning, multi-informant communication, tailored communication, and engaged learning for students.

**Keywords:** AI, Health Care, Interviewing

**Subthemes:** AI in Higher Education; Active and Engaged Learning

An AIC-based assignment scaffolded a pediatric PT evaluation, documentation, and progression of care through a three-phase case study focused on interviewing/exam, data interpretation, and documentation. Although 64 students completed the assessment, survey responses were limited (n=15). Higher chatbot engagement correlated with increased course motivation ( $p=0.04$ , effect size=0.69). Perceived AIC effectiveness also correlated with preference for AIC over traditional methods ( $p=0.03$ , effect size=0.716). Overall, students who viewed AIC as beneficial reported greater motivation towards the class and stronger preference to use it—potentially supporting improved motivation in this niche area.

*Outcomes:*

1. Identify ways to use AI chatbots to increase student practice opportunities.
2. Conceptualize 1-2 specific assignments in their class that AI chatbots may be beneficial for student learning.
3. Identify methods to support a multi-informant AI chatbot.

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Enjoy Dinner and Evening on Your Own!



# DAILY SCHEDULE

FRIDAY  
OCTOBER 9, 2026



LILLY CONFERENCES

ITLC

International Teaching  
Learning Cooperative, LLC

# Friday, October 9, 2026

## Schedule at a Glance

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7:45 am - 10:30 am

Conference Help Desk

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7:00 am - 8:00 am

Grandview Ballroom

Private Buffet Breakfast  
*Name Tag Required*

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8:10 am - 8:40 am

Grandview Ballroom

Roundtable Discussions

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9:00 am - 9:50 pm

Concurrent Sessions

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10:00 am - 11:00 am

Grandview Ballroom

Keynote III

Teaching Underprepared Students:

Building Skills, Grit, and Success in Today's College Classroom

*Kathleen Gabriel, California State University, Chico, Professor Emeritus*

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# Roundtable Sessions

8:10 am - 8:40 am

Grandview Ballroom

## RT A) AI in Bloom(s)

*Veronica Riha, Madonna University*

*Neal Haldane, Madonna University*

**Key Statement:** Using a new version of Bloom's Taxonomy, we will address AI assignments in general education classes.

**Keywords:** Artificial Intelligence, Bloom's Taxonomy, General Education courses

**Subthemes:** AI in Higher Education; Active and Engaged Learning

The fastest growing skill set employees need by 2030? AI and big data (World Economic Forum, 2025).

What percentage of college students use AI? This year, 95% of students used AI in some form (HEPI, 2026).

How can instructors teach students these essential skills while still assessing the core competencies required for college graduates? Employ a revised version of Bloom's Taxonomy (Clark, 2025).

Faculty in three different disciplines—biology, Spanish, and communication—used AI in a variety of courses, created AI-assisted lessons, and used the revised taxonomy to assess student learning.

We'll curate, apply, and co-create together.

### *Outcomes:*

1. Describe a new version of Bloom's Taxonomy.
2. Provide opportunities for participants to create AI assignments for general education courses.
3. Discuss the impact of AI in general education courses.

## RT B) Exploring Competency-Based Education and Sharing Experiences

*Suzanne Trojanowski, University of Michigan-Flint*

**Key Statement:** Are you currently using or ever thought of moving toward competency-based education (CBE)? Let's talk about experiences, ideas, challenges, and success in implementing CBE.

**Keywords:** CBE, Assessment Model, Instructional Model

**Subthemes:** Instructional Skills + Methods; Assessment/Feedback/Ungrading

CBE is an instructional and assessment model in which students progress by demonstrating mastery of clearly defined competencies. Long discussed in healthcare education, CBE is already used in medicine, nursing, business, management, and information technology. Yet adopting CBE can feel daunting for faculty and program chairs unfamiliar with the approach. This table will introduce the core tenets of CBE and invite participants to share experiences, questions, and ideas, whether they have implemented CBE or are simply exploring it. Together, we will consider how CBE can support learning and assessment across disciplines in their own educational contexts and programs.

*Outcomes:*

1. Describe CBE and how it differs from traditional assessment models.
2. Explore opportunities and challenges related to implementing CBE in your own discipline.
3. Identify strategies or next steps for exploring or applying CBE in your own context.

## **RT C) From Fatigue to Focus: Flow Theory in Action Across Disciplines**

*Jeff Horner, Wayne State University*

*Christine Knapp, Wayne State University*

*Katie MacDonald, Wayne State University*

*Cori Peet, Wayne State University*

*Tamme Quinn-Grzebyk, Wayne State University*

**Key Statement:** Small instructional shifts can restore student focus and deepen learning. This interdisciplinary faculty team will share flow-based strategies that work across disciplines, course levels, and formats.

**Keywords:** Restoring Student Focus, Lesson Study, Interdisciplinary Pedagogy

**Subthemes:** Active and Engaged Learning; Instructional Skills + Methods

Our interdisciplinary faculty learning community examined how flow theory (Csikszentmihalyi, 1990) can be applied across various disciplines to improve student focus, motivation, and retention. Using lesson study, we observed each other's classes, proposed instructional shifts, and collected student feedback. Small but meaningful changes, including structured cognitive breaks, reversed question-and-answer activities, questions to frame the lesson, and visuals added to slides, provided positive results across graduate and undergraduate courses. Our student survey results showed better understanding and engagement after each redesigned lesson. This roundtable invites participants to consider similar strategies and how they might apply them to their own courses.

*Outcomes:*

1. Identify at least two instructional strategies based on flow theory that can be easily implemented in their own courses.
2. Analyze aspects of course design, cognitive load, and student engagement for at least one of their lessons.
3. Evaluate the potential for interdisciplinary faculty collaboration, such as faculty learning communities or lesson study groups, as a tool for pedagogical growth and reflection.

**RT D) From Zoomers to Alphas: Teaching Students With Short Attention Spans**

*Alex Tokarev, Northwood University*

**Key Statement:** Teachers face students whose attention span is no better than that of a goldfish. How do you motivate them to learn? Come and share your experiences!

**Keywords:** Attention Spans, Flipped Classroom, Critical Thinking

**Subthemes:** Active and Engaged Learning; Instructional Skills + Methods

Instructors increasingly encounter students whose attention spans seem fleeting. Having grown up with electronic devices and being hooked to the internet

24/7, Generations Z and Alpha expect immediate answers and have little patience for the slow, old-fashioned learning methods. Through collaborative dialogue, attendees at this session will explore strategies for motivating students in an age of constant distraction. We will share innovative approaches that capture interest, foster curiosity, promote active learning that aligns with students' diverse needs and preferences, build strong teacher-student relationships, and create supportive learning environments that encourage persistence and focus.

*Outcomes:*

1. Describe the challenges of teaching students unable to focus for more than a few minutes at a time.
2. Analyze strategies from the session that may be used to improve learning outcomes.
3. Create a plan to employ new techniques in engaging students in face-to-face and online classes.

## **RT E) Student Perceptions of Closed Versus Open GenAI in OSCM**

*Jiyu You, The University of Toledo*

**Key Statement:** This mixed-methods study compares closed Learning Management Systems (LMSs) and open platforms, examining student perceptions of their usefulness in an Open Supply Chain Management (OSCM) course for consulting skill development.

**Keywords:** Effectiveness of GenAI Role-Play, Open and Closed Systems, Supply Chain Management Consulting

**Subthemes:** AI in Higher Education; Active and Engaged Learning

Students are now using Generative Artificial Intelligence (GenAI) in coursework in higher education. Some institutions have adopted “closed” systems embedded within LMSs, such as Blackboard Ultra AI, while others use “open” platforms like ChatGPT. While open platforms offer flexibility, closed systems promise data security and controlled pedagogical workflows. This study investigates students' perceptions of these two architectures in an SCM consulting context. Using a mixed-methods cohort

study, we analyze students' perceived efficacy, realism, and helpfulness to the development of their professional consultation skills in both systems.

*Outcomes:*

1. Discuss how closed and open GenAI platforms differ in supporting student engagement during learning activities.
2. Describe how interacting with GenAI can help develop basic consulting and information-gathering skills.
3. Compare students' experiences using different GenAI systems in terms of helpfulness, realism, and ease of use.

## **RT F) Momentous: Designing Experiences to Impact Students**

*Eric Haas, Scottsdale Community College*

**Key Statement:** Some educational experiences stand out and are remembered for years. Join us to explore the psychological strategies that help create memorable moments and enhance learning.

**Keywords:** Memory, Engagement, Motivation

**Subthemes:** Active and Engaged Learning; Instructional Skills + Methods

When you think back on your educational experiences, certain moments stand out. What is it about these moments that makes them so memorable even to this day? This session will explore how people tend to process their experiences, then discuss strategies for leveraging these processes to build “peak moments” into our work, thus helping create lasting impacts on student learning. Participants will learn practical strategies to create high-impact moments, whether small (individual interactions), medium (classes), or large (campuses).

*Outcomes:*

1. Identify the elements that make experiences more meaningful and memorable.
2. Explain strategies that can be applied in the classroom to increase the impact of classroom experiences.
3. Develop an actionable plan to design impactful experiences in their work.

## **RT G) Mutual Flourishing Through Teaching and Learning Communities**

*Emily Muhich, Michigan State University*

*Marcie Cowley, Michigan State University*

*Seven Mattes, Michigan State University*

*Sandy Burnley, Michigan State University*

*Brandy Ellison, Michigan State University*

**Key Statement:** Teaching and learning communities employ our shared skill of teaching to improve our collective pedagogical prowess and maintain strong systems of mutual support.

**Keywords:** Mentorship, Community, Resilience

**Subthemes:** Instructional Skills + Methods; Compassionate Classroom/Community

Teaching and learning communities benefit the full university spectrum: innovative faculty, improved learning experiences for students, networking among new and experienced faculty, connections with advisors, and beyond. Working together, attendees share new pedagogical strategies, encourage risk-taking, and work through obstacles.

### *Outcomes:*

1. Learn how to join or start a teaching and learning community at their institution.
2. Understand the significance of disseminating wins and fails throughout the semester, offering solutions and sharing in commiseration.
3. Develop a plan to strengthen networking across university roles to support teaching growth and student success.

## **RT H) Reframing Challenging Student Behaviors Using Self-Determination Theory**

*Lisa Skeens, Ohio University*

**Key Statement:** Student behaviors can be challenging and time-consuming; Self-Determination Theory helps faculty support autonomy, belonging, and competence to promote student growth.

**Keywords:** Challenging Behaviors, Self-Determination Theory, Motivational Strategies

**Subthemes:** Instructional Skills + Methods; Mindfulness/Resiliency

Managing student behaviors can be complex, and developing new approaches can strengthen faculty members' confidence. Self-Determination Theory (Deci & Ryan, 2000) provides a useful framework for understanding how unmet needs for autonomy, competence, and relatedness may contribute to student disengagement, resistance, or other difficult classroom behavior. This interactive roundtable will explore practical strategies for responding to challenging student situations while promoting motivation, engagement and academic success. Participants will discuss common classroom scenarios, share effective approaches, and consider how this strength-based perspective can improve faculty-student relationships.

*Outcomes:*

1. Identify three core components of Self-Determination Theory; autonomy, competence, and relatedness.
2. Examine how unmet psychological needs may contribute to challenging student behavior.
3. Apply at least three evidence-informed strategies to support student motivation, engagement and academic success.

**RT I) Strategizing Doctoral Student Community Building Through Future Faculty Development Programs**

*Alyssa LaBerge, University of Wisconsin-La Crosse*

*Maria Cruciani, Michigan State University*

**Key Statement:** Faculty and peers play key roles in fostering community among doctoral students interested in teaching-focused careers. Facilitators and attendees will share strategies for building community.

**Keywords:** Community Building, Peer Mentorship, Graduate Students

**Subthemes:** Compassionate Classroom/Community; Instructional Skills + Methods

Doctoral students at research-intensive universities often feel isolated in their departments with limited opportunities to connect with peers around teaching. This roundtable is facilitated by former peer mentors in the Future Academic Scholars in Teaching (FAST) program, a cohort-based future faculty development fellowship designed to help doctoral students develop pedagogical skills. Facilitators and attendees will share strategies for fostering and strengthening community among doctoral students and future faculty. This roundtable is complemented by a companion 20-minute presentation.

*Outcomes:*

1. Identify the structural and relational conditions that foster a sense of community among doctoral students in future faculty development programs.
2. Describe at least two practical strategies for intentionally building community among emerging academics through collaborative teaching-as-research projects.
3. Reflect on the role of peer mentorship and facilitation in supporting doctoral students' pedagogical development and sense of belonging within their institutions.

**RT J) Sustaining and Initiating Faculty Learning Communities**

*Milt Cox, Miami University*

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

**Keywords:** Faculty Learning Communities, Building Community, Faculty Development

**Subtheme:** Other; Other

Many colleges and universities have FLCs as part of their faculty/educational development programs. Research results about the effectiveness of FLC impact on

faculty and staff participants, student learning, and implementation strategies are helpful in designing, implementing, and sustaining FLCs.

At our table, we will discuss 16 recommendations for building and sustaining FLCs and FLC programs. We will provide opportunities for participants to ask questions about FLCs and meet others who are working with initiating or facilitating FLC programs on their campuses.

*Outcomes:*

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

## Concurrent Session 20

9:00 am - 9:20 am

20a) Boardman

### **Human in the (Fashion) Loop: Building Critical AI Literacy Through Human-AI Collaboration**

*Seung-Eun (Joy) Lee, Central Michigan University*

**Key Statement:** This session showcases an AI collaborative luxury styling project that trains fashion students as human in the loop auditors who correct, extend, and ethically govern generative AI outputs.

**Keywords:** AI-Collaborative Styling, Human-in-the-loop Learning, Generative AI

**Subthemes:** AI in Higher Education; Instructional Skills + Methods

This session introduces an AI-collaborative luxury styling assignment in which students serve as lead stylists and use generative AI as a junior assistant. Students style four fictional high-net-worth clients while working within constraints related to sustainability, brand heritage, authenticity, health, and corporate politics. Using a “prompt, critique, verify, revise, justify” framework, students evaluate AI-generated

recommendations, verify product details through current retailer sources, and revise or replace outputs using market research and client-specific luxury brands. The assignment builds human-in-the-loop oversight by requiring students to document AI limitations, justify their revisions, and create an Adobe Express lookbook with an AI process journal.

*Outcomes:*

1. Identify potential limitations in AI-generated outputs and explain how these limitations can create opportunities for student critique and revision.
2. Analyze assignment features that guide students from passive AI use to critical, evidence-based AI evaluation.
3. Create one rubric criterion that evaluates students' AI critique, verification, evidence use, and human revision process.

20b) Torch

**From Authority to Partnership: Evidence-Based Power-Sharing Practices in College Teaching**

*Meghan Owenz, Florida International University*

*Megan Tewksbury, Marywood University*

**Key Statement:** Using robust qualitative and quantitative data, this session introduces power-sharing practices and a measurement scale that support faculty in developing actionable, evidence-based classroom power-sharing plans.

**Keywords:** Power-Sharing, Inclusive Teaching, Faculty-Student Partnership

**Subthemes:** Active and Engaged Learning; Instructional Skills + Methods

Power-sharing practices support student meaning-making and intrinsic motivation by increasing autonomy, belonging, and partnership in the classroom. This session presents findings from mixed methods research, including qualitative focus groups with 30 students and faculty and a quantitative validation study with 273 students and 30 faculty members. Participants will review data-driven examples of low, medium, and high intensity power-sharing practices drawn directly from participants, alongside a validated power-sharing practices scale measuring

observable behaviors related to policies, assessment, materials, and activities. Faculty will engage in guided reflection to strengthen existing practices and leave with an actionable plan for implementing power-sharing in upcoming courses.

*Outcomes:*

1. Summarize research-based evidence demonstrating how power-sharing supports student meaning-making and intrinsic motivation.
2. Differentiate levels of power-sharing practices (low, medium, high) across classroom activities, policies, assessments, and instructional materials.
3. Design an actionable plan to strengthen power-sharing in an upcoming course using guided reflection and a validated assessment scale.

20c) Leelanau

**AI as Client: Enhancing Empathic Listening and Questioning Skills in Introductory Human Services Education**

*Jeff Angera, Central Michigan University*

**Key Statement:** Integrating AI simulations is useful for foundational helping skills development among novice human services undergraduate students. Experience a hands-on demonstration that you can easily implement.

**Keywords:** AI Integration, Helping Skills, Simulation

**Subthemes:** AI in Higher Education; Instructional Skills + Methods

This session explores an innovative instructional approach in an introductory human services course where AI is used as a simulated client for developing foundational helping skills. Students engage in structured interactions with AI to practice questioning techniques and empathic listening, followed by AI-generated feedback highlighting areas for improvement. The presentation demonstrates how AI can provide immediate and low-stakes practice opportunities with minimal preparation while supporting reflective learning. Attendees will examine implementation strategies, student outcomes, and ethical considerations. Practical examples will be shared to help educators integrate AI-assisted experiential learning into human services and related disciplines.

*Outcomes:*

1. Describe how AI-generated simulations can support the development of interviewing and questioning skills in early human services coursework.
2. Evaluate the benefits and limitations of using AI as a practice partner for students learning foundational communication skills.
3. Apply at least one AI-supported activity or strategy to their own teaching context to enhance student engagement and skill development.

20d) Courtyard

**Crisis Pedagogy: Context-Specific Strategies for Teaching Sensitive and Controversial Issues**

*David M. Jones, University of Wisconsin at Eau Claire*

**Key Statement:** This presentation examines strategies for teaching sensitive and controversial issues (SCIs) at a time when state laws and student complaints can be weaponized against teachers.

**Keywords:** SCIs, DEI, Inclusive Pedagogy

**Subthemes:** Compassionate Classroom/Community; Active and Engaged Learning

This presentation provides guided discussion of strategies for teaching SCIs at a time when state laws and student complaints can be weaponized against teachers. With divisive concept laws (DCLs) having passed in 18 states, K–12 schools and post-secondary institutions are affected. School districts and university administrators often comply passively with prohibitionist directives without consulting faculty, even in cases where there are no statewide DCLs in place. This presentation suggests contextually specific strategies for preserving opportunities to discuss SCIs in the classroom and to manage the level of risk to educators' careers.

*Outcomes:*

1. Review examples of DCLs to identify common features.
2. Identify levels of risk faced in teaching SCIs in today's climate.

3. Discuss how changes in lexicon and strategic planning can support teaching of SCIs.

20e) Minerva's Boardroom

### **Using High-Fidelity Simulation to Enhance Interprofessional Learning in Healthcare**

*Katie Manalang, Touro University Nevada*

*Christen Leach, Touro University Nevada*

**Key Statement:** Simulation-based interprofessional education (IPE) across multiple healthcare programs enhances understanding of roles, collaboration, and discipline-specific practice, extending learning beyond institutions and strengthening future professional networks.

**Keywords:** Simulation, Therapy, Interprofessional

**Subthemes:** Active and Engaged Learning; Classroom Technology

IPE promotes collaboration in healthcare higher education. Learning among disciplines improves knowledge of others' roles and discipline-specific practice. The use of simulation enhances the experience for students, allowing for a safe educational space. Students in several entry-level healthcare programs participated in multiple simulation-based learning experiences throughout their curriculum. The experiences focused on enhancing interprofessional learning among four healthcare disciplines. The reach of IPE goes beyond a single institution and affords an opportunity to involve students from other schools to broaden the network of future practitioners. Students reported increased understanding of other disciplines and increased likelihood of future collaboration.

#### *Outcomes:*

1. Describe the importance of understanding their own distinct professional role when participating in interprofessional simulation scenarios.
2. Understand what effective interprofessional collaboration skills look like during simulation-based education.

3. Analyze tools to evaluate professional behaviors of the students involved in collaborative learning opportunities.

20f) Crystal

### **Building Data Literacy Using Place-Based Biological Data and AI Tools**

*Anja Kade, University of Alaska Fairbanks*

**Key Statement:** Using local biological datasets and inquiry-based learning, we can strengthen undergraduate digital data literacy, critical thinking, engagement, and belonging through authentic, place-based experiences.

**Keywords:** Student Engagement, AI Tools, Data Literacy

**Subthemes:** STEM; AI in Higher Education

This project enhances undergraduate biology education through place-based digital data literacy activities enriched by AI-supported learning. Using authentic biological datasets from local environments in Alaska, students engage in inquiry-driven exercises that involve developing hypotheses, analyzing and visualizing data, and drawing evidence-based conclusions. AI tools are piloted with responsible-use safeguards, including role-play simulations and formative feedback that provide immediate, personalized support. These approaches aim to increase engagement in large classrooms, online courses and non-major biology settings. Expected outcomes include stronger digital data literacy skills, improved critical thinking, and greater student engagement through authentic, locally relevant, biological problem-solving experiences.

#### *Outcomes:*

1. Create a sense of belonging by incorporating local, real-life information into classroom activities.
2. Enhance student data literacy through inquiry-based learning activities.
3. Improve student success through immediate feedback via AI-powered learning tools.

# Concurrent Session 21

9:30 am - 9:50 am

21a) Boardman

## **Making Teamwork Work: Evaluation for Accountability and Growth**

*Adannaa O. Alexander, Sam Houston State University*

**Key Statement:** Learn about a practical tool used for group projects to help students be accountable to the team and grow in their teamwork skills.

**Keywords:** Teamwork, Assessment, Metacognition

**Subthemes:** Assessment/Feedback/(Un)Grading; Other

Building teamwork skills among our students supports their career readiness but can be a challenge to implement for students and instructors. Students are often frustrated when one or two people do most of the work, but the whole group gets the same grade. Instructors want to be fair and encourage students to focus on refining teamwork skills that will make them successful professionals. In this session, we will review a practical tool that allows room for both. This teamwork evaluation includes quantitative and qualitative sections that promote accountability, fair grade distribution, and metacognition.

### *Outcomes:*

1. Explore a practical tool used for evaluating self and group members' contribution to teamwork.
2. Discuss benefits of including quantitative and qualitative assessment to evaluate teamwork.
3. Determine how the practical tool could be used in their own courses.

21b) Torch

## **Writing a Paper With Students in Class (Constraints and Challenges)**

*Eduardo Lopez, Belmont University*

**Key Statement:** This presentation describes the limitations and challenges that arise when drafting a paper with students in class and offers suggestions for optimizing results.

**Keywords:** Writing With Students, Writing Constraints, Publishing Challenges

**Subthemes:** Active and Engaged Learning; Instructional Skills + Methods

During a study abroad program (at Queen's University in Belfast), students were guided through the process of writing a paper. The research aimed to gain insight into the perspectives of young locals on certain United Nations Sustainable Development Goals by exploring Belfast's present through the eyes of "Generation Z" visiting college students.

During a second class (at Belmont University), students navigated the process of publishing that paper.

This presentation describes the limitations and challenges that arise when drafting a paper with students in class and offers suggestions for optimizing results.

*Outcomes:*

1. Design a student's writing project.
2. Facilitate the project in class.
3. Disseminate the final product.

21c) Leelanau

## **AI-Guided Thinking in a Risk Management Course**

*Kyung Hee Lee, Central Michigan University*

**Key Statement:** This session demonstrates how AI-guided prompts support structured thinking, current information use, and applied risk management decisions in a recreation and event management course.

**Keywords:** AI-Guided Thinking, Semi-Structured Prompting, Risk Management

**Subthemes:** AI in Higher Education; Instructional Skills + Methods

This session presents the use of instructor-designed, semi-structured AI prompts as a guided thinking tool in a risk management course. The session

demonstrates how structured prompting can help students move from broad AI responses to focused analysis, the use of current information, and applied decision-making. Examples from recreation and event management education will show how AI can support learning while keeping students' critical thinking aligned with course concepts, professional standards, and risk management practice.

*Outcomes:*

1. Describe how instructor-designed, semi-structured AI prompts can guide student thinking in risk management education.
2. Apply structured prompting strategies to help students move from broad AI responses to focused analysis and decision-making.
3. Connect AI-supported learning activities with course concepts, professional standards, and risk management practice.

21d) Courtyard

## **Fostering Community for Doctoral Students Through Future Faculty Development Programs**

*Maria Cruciani, Michigan State University*

*Alyssa LaBerge, University of Wisconsin-La Crosse*

**Key Statement:** Peer mentorship in a cohort-based fellowship helps doctoral students build community, overcome departmental isolation, and develop pedagogical skills—insights from four years of interview data.

**Keywords:** Community Building, Peer Mentorship, Graduate Students

**Subthemes:** Compassionate Classroom/Community; Instructional Skills + Methods

Doctoral students at research-intensive universities often feel isolated in their departments with limited opportunities to connect with peers around teaching. This session introduces the Future Academic Scholars in Teaching (FAST) program, a cohort-based fellowship designed to help doctoral students develop pedagogical skills. We discuss how two graduate student facilitators built community among FAST participants. Drawing on four years of interview data, we share how participants described the value of FAST's community and their recommendations for strengthening

it. Attendees will leave with strategies for fostering community in future faculty programs. This session is complemented by a companion roundtable session.

*Outcomes:*

1. Identify the structural and relational conditions that foster a sense of community among doctoral students in future faculty development programs.
2. Describe at least two practical strategies for intentionally building community among emerging academics through collaborative teaching-as-research projects.
3. Reflect on the role of peer mentorship and facilitation in supporting doctoral students' pedagogical development and sense of belonging within their institutions.

21e) Minerva's Boardroom

### **Why Students Disengage: A Structural Model of Motivation**

*Lars Jones, Florida Tech*

**Key Statement:** Student disengagement in required courses reflects rational responses to perceived success conditions; this study introduces Motivational Composition Ratio (MCR), a group-level model linking motivation, peer dynamics, and performance.

**Keywords:** Student Motivation, Classroom Dynamics, Engagement

**Subthemes:** Active and Engaged Learning; Compassionate Classroom/Community

Student disengagement in required courses is often attributed to deficits in motivation, yet consistent variation across comparable sections suggests structural causes. This study proposes that engagement reflects adaptive responses to perceived success conditions shaped by prior educational and social experiences and classroom environments. To examine this, the Motivational Orientation Diagnostic (MOD7) and MCR are introduced as measures of individual and group-level motivational structure. Preliminary analysis (~100 responses) indicates relationships between motivational composition, group dynamics, and performance, suggesting engagement is context-sensitive, socially mediated, and structurally conditioned—best emerging from environments that reduce coercive pressure and support student agency.

*Outcomes:*

1. Diagnose student disengagement as a structural response to perceived success conditions.
2. Analyze how motivational composition shapes group dynamics and outcomes.
3. Reframe engagement challenges in their courses using a decision-structure lens.

21f) Crystal

**Brand Yourself: Motivation and Career Readiness Through Portfolio Work**

*Robin Spring, Grand Valley State University*

**Key Statement:** A self-branding portfolio assignment transforms student motivation, links academic work to career readiness, and sends graduates into interviews with something valuable to show.

**Keywords:** Student Motivation, UDL, Career Readiness

**Subtheme:** Active and Engaged Learning; Universal Design for Learning / Course/Curriculum (Re)Design

When students see a direct line between an assignment and getting hired, everything changes. This session presents a self-branding portfolio assignment in which students develop a personal creative brief, a brand guide, and a professional website showcasing their best academic work. Real client projects, internships, and competitions feed the portfolio, raising the stakes further. The assignment also offers rich UDL opportunities, inviting every student to represent their skills and identity in their own way. Attendees will leave with a replicable framework for designing portfolio-driven work that motivates students, honors diverse learners, and sends graduates out career-ready.

*Outcomes:*

1. Describe the self-branding portfolio assignment framework that can be adapted for courses across disciplines.
2. Explain the motivation behind career-relevant assignments and why they produce measurably higher student effort, ownership, and work quality.

3. Identify at least one entry point for introducing portfolio-driven work into their own teaching practice.

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## Keynote III

10:00 am - 11:00 am

Grandview Ballroom

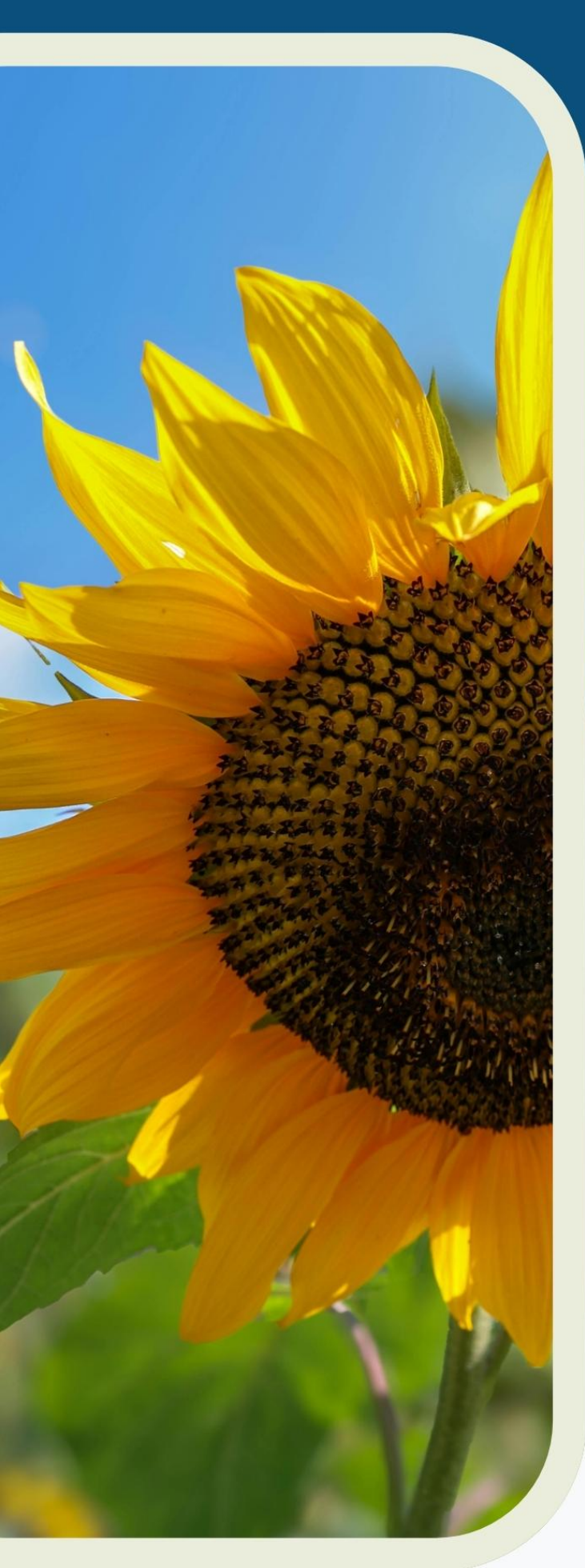
Teaching Underprepared Students:

Building Skills, Grit, and Success in Today's College Classroom

*Kathleen Gabriel, California State University, Chico, Professor Emeritus*

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Thank you for joining us!



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It started when I was around 6 years old...

I used to “teach” in my room at home. The stuffed animals and dolls were my students. My bedroom door had a sign on it that read #208. My “name” was “Miss Monroe,” a tribute to the 1970s Charlie’s Angels...

I have always wanted to teach.

Fast forward to today. I teach as a university professor at Vanguard University: a small, private, liberal arts university in Orange County, California. I’m also dean of teaching and learning, allowing me to collaborate with other faculty in improving all of our teaching and support efforts that allow students to thrive in their learning. My passion is in continually becoming more effective facilitating learning for my students. I’m also fortunate to get to coach faculty in my dean role and connect with faculty from all over the world through the Teaching in Higher Ed community.

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| Alpena Community College             | Iowa State University of Science and Technology                  |
| Angelo State University              | James Madison University                                         |
| Ball State University                | Lake Michigan College                                            |
| Belmont University                   | Lander University                                                |
| Bowling Green State University       | LIM College                                                      |
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| Brigham Young University - Idaho     | Loras College                                                    |
| California State University - Chico  | Macomb Community College                                         |
| Central Michigan University          | Madonna University                                               |
| Cleveland State University           | Maricopa Community Colleges - Chandler-Gilbert Community College |
| College of Lake County               | Maricopa Community Colleges - Mesa Community College             |
| Concordia University                 | Maricopa Community Colleges - Phoenix College                    |
| Cornerstone University               | Maricopa Community Colleges - Scottsdale Community College       |
| Delta College                        | Maricopa Community Colleges - South Mountain Community College   |
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| Florida Institute of Technology      | Michigan State University                                        |
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| Grand Rapids Community College       | Missouri State University                                        |
| Grand Valley State University        |                                                                  |
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**San Diego, California**

**January 7–9, 2027**

**AI and the Future of Evidence-Based  
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**Austin, Texas**

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