LILLY CONFERENCES

EVIDENCE-BASED TEACHING & LEARNING

Christina Moore
Oakland University

Victor Piercey
Ferris State University

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UNC Chapel Hill

ADVANCING TEACHING & LEARNING

LILLYCONFERENCES-MI.COM

PARK PLACE HOTEL & CONFERENCE CENTER

OCT. 13 - 15.

2022

TRAVERSE CITY, MI

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Welcome!

I am delighted to welcome you to the Park Place Hotel in Traverse City, Michigan, for the 2022 Lilly Conference on Education-Based Teaching and Learning. With the pace of the world, it has probably never been more true that if you are not moving forward you are falling behind. With that in mind, our focus for the conference this fall is Advancing Teaching and Learning. Throughout the program you will find subthemes including: Assessment; Classroom Culture/Community; Course/Curriculum (Re)Design; Dynamic Lecturing; Fostering Student Practice; Grading/Providing Feedback to Students; Indirect Instruction; Instructional Methods; Instructional Skills; Resiliency; DEI/UDL; and Technology in the Classroom. The 2022 program includes plenary presentations by Christina Moore, Oakland University and Victor Piercey, Ferris State University; concurrent sessions that are 20 minutes or 40 minutes in length; roundtable discussions; and poster presentations. Opportunities for formal and informal networking abound so set a personal goal to meet new colleagues. On Saturday morning, we invite those of you who are able to attend, to join us for a closing workshop..

Traverse City is known as the Cherry Capital of the World, producing nearly 75 percent of the world's tart cherries annually (about 250 million pounds). For the past 20 years, Lilly Conference has returned to Traverse City. - a haven for nature-lovers, gourmands, sports enthusiasts, and lovers of the arts since its founding in 1841. The stunning and rejuvenating autumn scenery, serves as a perfect setting for Lilly Conference 2022.

We invite your fellowship, scholarship, strategies, and conversations to improve the higher education landscape. The past two years has irrevocably changed our educational landscape, but we firmly believe that this conference provides an opportunity to make positive changes for our students and ourselves, as well as reflect on ways to promote healing among our institutions. We are grateful for the opportunity to gather in-person, after a prolonged hiatus due to the pandemic. It will be good to be with our respected colleagues once again.

Thank you for joining us October 13-15 at the Park Place Hotel to begin the work of reconciling, examining, elevating, celebrating, and advancing teaching and learning. There will be a lot to learn and the risk of overload is real. Pace yourself at the conference and take moments when needed to relax. In the evenings you will have plenty of time to engage with the area. Take in the sights from the top of Sleeping Bear Dunes, enjoy a beverage from a leading Midwest winery or brewery, enjoy a fantastic dinner, and explore the area with any number of ecofriendly tours, all in the company of educators who are as passionate and energized for their students as you are!

I am so glad you are here.

Todd Zakrajsek, Conference Director
ITLC Lilly Conference

Overview of Conference Schedule

Thursday, October 13, 2022

9:00 am Registration Opens
10:30 am Welcome - opening remarks
11:00 am Plenary 1
12:00 pm Buffet Lunch
1:20 pm Concurrent 1
2:20 pm Concurrent 2
3:10 pm Concurrent 3
3:40 pm Concurrent 4
4:30 pm Networking Session
Dinner and evening on your own.

Friday, October 14, 2022

7:45 am Registration opens
8:00-8:45 Breakfast
8:50 - 9:10 am Table Topics
9:30 am Concurrent 5
10:30 am Concurrent 6
11:30 am Concurrent 7
12:00 Buffet Lunch
1:15 pm Plenary 2
2:15 pm Digital Poster Gallery Presentations
3:20 pm Concurrent 8
3:50 pm Concurrent 9
4:30 pm Networking Session
Dinner and evening on your own.

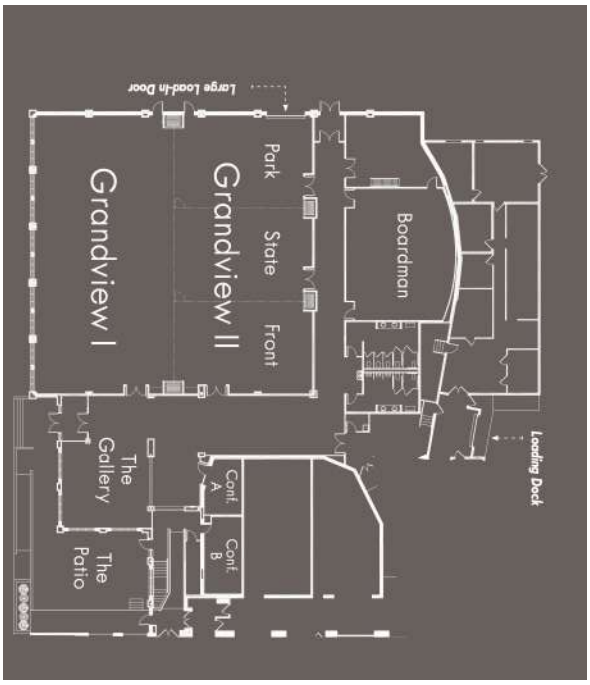
Saturday, October 15, 2022

8:00 am Breakfast
9:00 am Closing Workshop

Park Place Hotel & Conference Center Floorplan

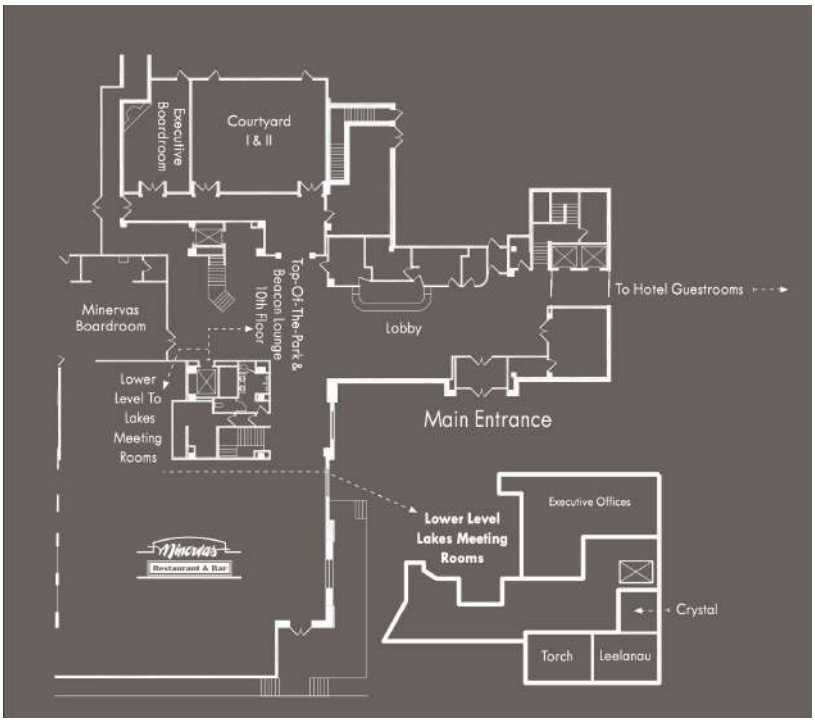
State Street Entrance - Conference Registration

Parking lot across the street from entrance



Meeting Spaces Within the Hotel

First Floor and Garden/Basement Level



Schedule At a Glance

Thursday, October 13, 2022						
9:00 AM	Registration Opens, Conference Center					
10:30a- 11:00a	**Welcome**: Todd Zakrajsek, *Grandview Ballroom*					
11:00a - 12:00p	1p **Plenary Presentation**: Victor Piercey, Ferris State University, Restoring Your Vitality in a Multiverse of Madness *Grandview Ballroom*					
12:00p - 1:15p	Lunch Grandview - Grandview Ballroom					
Rooms	**Boardman**	**Torch**	**Leelanau**	**Crystal**	**Minerva's Boardroom**	**Courtyard**
1:20p - 2:00p	1a Jigsaw Modeling High Impact Teaching Strategies	1b Creating Support and Resiliency Through Formal Faculty Mentorship	1c Collaborating Across Disciplines to Create Unique Learning Experiences	1d Cut Grading Time in Half While Improving Quality of Feedback	1e Supporting Video-based Instruction in Language and Culture	1f #Mission Success: Using Popular Culture to Increase Student Interest and Motivation!
2:20p - 2:40p	2a Utilizing Learning and Leadership Styles for the Formation of Groups	2b University Privilege Walks: The Limits of White Privilege Pedagogy	2c Using Writing to Reinforce (and not Undermine) Project-Based Learning	2d Social Annotation Applications to Foster Engagement and Course Community	2e The Search for Best Practice in Role-Playing Assignments	2f Interviews, Ethics and Deliverables: Documentary Filmmaking as Pedagogical Practice
2:40p - 3:10p	Afternoon refreshment					
3:10 - 3:30p	3a Using Zoom and Live Polling to Facilitate a Community Nursing Telehealth Simulation	3b Instructional and Curriculum Strategies to Maximize Student Learning Time Within Class Sessions	3c Motivate Students: Providing Time for Mastery	3d Lessons From Successfully Moving a Biology Lab Online	3e A Pandemic -Inspired International Social Work Education Lecture Series	3f Teaching Students How and Why to Reflect
3:40p - 4:20p	4a What Does an "A" Mean? An Approach to Meaningful Grading	4b Classroom Management 101: Prevent, Intervene, and Succeed		4d Leaps of Faith: Technology Supporting Student Voice in Real-world Contexts	4e What Is SoTL? Seven Steps to Design, Present and Publish	4f Using a Faculty Learning Community to Reduce Student Math Anxiety
4:30 p - 5:30p	Networking - *Top of the Park*					
Dinner and evening on your own!						

Friday, October 14, 2022						
7:45a	Registration opens					
8:00a - 8:45a	Breakfast - Grandview Ballroom					
8:50a - 9:20a	***Round Table Discussions*** *- Grandview Ballroom: Sustaining and Initiating Faculty Learning Communities, An Interdisciplinary Poverty Simulation: Start up and Logistics, Defining Experiential Education, Teaching Threshold Concepts Outside the Classroom, Effective Professionl Development for Educators, Teaching for Social Justice*					
Rooms	**Boardman**	**Torch**	**Leelanau**	**Crystal**	**Minerva's Boardroom**	**Courtyard**
9:30a - 10:10 a	5a When Learners Get In the Way of Learning	5b Moving Your Courses Forward Through Backward Design	5c #Mission Success: Creating a Culture of Positivity!	5d Engaging Students in a Dynamic Digital Adventure	5e Cultivating Skill Trees: Gamification of Learning Outcomes and Critical Reflection	5f Faculty Flourishing: Practices that Cultivate Resilience, Care & Hope
10:30a - 11:10a	6a Building Classroom Community Through a Sense of Belonging	6b Laughter & Learning: Create, Collaborate, Communicate Using Improvisation in the Classroom	6c Modernizing Your Laboratory Course Using Blended Learning	6d A Silver Lining: Instructional Successes in College During COVID-19	6e Destination Unknown: Practicing Effective Pedagogy in Unfamiliar Surroundings	6f Balancing Independent & Collaborative Learning in Online Asynchronous Graduate-level Course
11:30a - 11:50a	7a Adventures with the Northern Michigan University Wildpups	7b Changing Student Perceptions of Professional Stereotypes During an Interprofessional Event	7c Teaching Presence in Online Learning		7e An Interdisciplinary Approach to Empathy Development	7f The Teaching Hub: A Model for Scholarship on Teaching
12:00p - 1:15p	Lunch - *Grandview Ballroom*					
1:15p - 2:00p	P2 **Plenary Presentation:** Christina Moore, Oakland University Mobile-Mindful: Expanding Our Teaching & Learning Mindset					
2:15p - 3:00p	**Digital Posters Gallery Meet and Greet** - Top of the Park					
3:00p - 3:20p						
3:20p - 3:40p	8a From Classroom to Community: Melding Topical Knowledge & Solution Focused Learning	8b Adopting the Flipped Learning Approach into Integrated Anatomy and Physiology			8e Interprofessional Practice Among Occupational Therapy & Nursing Students	8f Flexible Learning: Alternatives to Textbook Readings Using Multiple Modalities
3:40p - 3:50p						
3:50p - 4:30p	9a Teaching Empathetically: A Pedagogical Approach to Nishida Kitaro's Pure Experience	9b The Need To Include Systems Thinking In All Education			9e Incorporating Secondary Traumatic Stress and Support Into the Curriculum	9d Teaching Resilience: A Mindful Approach to Responding to Student Concerns
4:30p - 5:00p	**Networking** - Top of the Park					
	Dinner and Evening on your own					

Saturday, October 15, 2022					
8:00a - 8:50a	Breakfast - *Grandview Ballroom*				
9:00a - 11:30a	**Closing Workshop** - Todd Zakrajsek - Boardman				

Plenary Speakers

Victor Piercey
Ferris State University
Thursday, October 13

Christina Moore,
Oakland University
Friday, October 14

Todd Zakrajsek
UNC Chapel Hill
Saturday, October 15

Traverse City 2022

Progam of Event

Presentations are listed in Chronological Order:

Concurrent Session Number - followed by Presentation Room

Session Title

Presenters and their affiliation

Key Statement

Keywords

Subtheme

Abstract

Session Outcomes

Daily Schedule
for
Thursday, October 13, 2022

10:30 am - 11:00 am Grandview Ballroom

Welcome! Opening Comments and Message from the Conference Director

Presented by:

Todd Zakrajsek, Conference Director

University of North Carolina at Chapel Hill

11:00 am - 12:00 pm Grandview Ballroom

Plenary 1:

Victor Piercey,

Ferris State University

12:00 pm - 1:15 pm Grandview Ballroom

Lunch

1:20 pm - 4:20 pm

Concurrent Sessions

4:30 pm - 5:30 pm

Networking

Dinner and Evening on Your Own!

Thursday, October 13, 2022

Plenary 1:

11:00 am - 12:00 pm

Grandview Ballroom

Restoring Your Vitality in a Multiverse of Madness

For the last two and a half years, college and university faculty have been in survival mode while surrounded by a tumultuous environment. It is time to move beyond surviving to thriving. In this talk, we will look to rediscover our center and find inspiration for further growth. This includes examining our own stories and listening to the stories of others. The goal will be to reset our foundation so that the rest of the conference can restore our vitality and our hope in the future of higher education.

Outcomes:

1. Examine their stories to for opportunities to thrive;
2. Identify strategies for reenergizing themselves in difficult times; and
3. Identify sources of inspiration for their craft.

1:20 pm - 2:00 pm

Concurrent Session 1

Breakout sessions

1a) Boardman

Jigsaw Modeling High-Impact Teaching Strategies

Presented by:

Linda Hanson, Western Michigan University

Katie Easley, Western Michigan University

Julie Mee Ran VanGyseghem, Western Michigan University

Ran Wei, Western Michigan University

Key Statement: Increase student engagement through active learning strategies in your classroom. By utilizing a Jigsaw, we will explore high-impact teaching strategies in this session.

Keywords: Active Learning, High-Impact Strategies, Increasing Student Engagement

Subtheme: Interactive Instruction: e.g., Jigsaw, debates, panels,

Successfully engaging students in the learning process increase motivation and mastery. This can be better achieved through active learning processes. *Active learning* is generally defined as any instructional method that engages students in the learning process. In short, active learning requires students to do meaningful learning activities and think about what they are doing. Active learning is often contrasted to the traditional lecture where students passively receive information from the instructor. This session will focus on High-Impact Teaching Strategies modeled through a Jigsaw. The strategies of this session include Effective Questioning Techniques, Carousels, Partner Review, Solution Stations, and Jigsaws.

Outcomes:

1. Employ Effective Questioning Techniques in your own classroom.
2. Design a Carousel activity for a topic in your course.
3. Implement Solution Stations into your group work assignment.

1b) Torch

Creating Support and Resiliency Through Formal Faculty Mentorship

Presented by:

Dana Holcomb, Ferris State University

Key Statement: This presentation will focus on the power of formal mentorship to support faculty resiliency and sense of classroom connectedness.

Keywords: Formal Mentorship, Resiliency, Community

Subthemes: Resiliency, Self-Care, Mindfulness

The COVID-19 pandemic has drastically changed the landscape of higher education. Course content and delivery methods have shifted, and our ability to foster a connected faculty/student community has been strained. Research indicates formal faculty mentorship creates a culture where faculty feel supported and valued. Given the numerous difficulties encountered by the pandemic, it is critical to reaffirm efforts to mentoring. Relationally-based mentoring practices extend to the classroom and create communities of resiliency which is crucial to support student learning and engagement

Outcomes:

1. Have a greater understanding of the benefits of formal faculty mentorship.
2. Identify strategies to create a community of resiliency that supports faculty culture and student engagement.
3. Identify strategies to implement, or sustain, formal mentoring practices within their respective university.

1c) Leelanau

Collaborating Across Disciplines to Create Unique Learning Experiences

Presented by:

Joshua May, Columbus State University

Heather Marie Trommer Beardslee, Central Michigan University

Jay Batzner, Central Michigan University

Keeley Stanley, Central Michigan University

Key Statement: You can utilize the arts to create impactful learning in the classroom through collaboration across disciplines. Come learn more about creating experiential learning for students!

Keywords: Cross-Disciplinary, Virtual Collaboration, Experiential Learning

Subtheme: Experiential Learning: e.g., storytelling, narratives, experiments, service learning, role-play

Our session will focus on how you can utilize the arts to create impactful learning in the classroom through collaboration across disciplines. We collaborated across the disciplines of music, dance, costume design, and biology to create a performance project

to demonstrate the cycle of breath, muscular movements, vocal fold phonation, and anatomy of the larynx to serve as an artistic tool for pedagogical exploration for this unique biological instrument. Our students learned, performed, and recorded this collaborative virtual performance project. This project helped us create unique experiential learning for our students, while providing a unique learning lens for our audiences.

Outcomes:

1. Learn how to use cross-disciplinary practices to reimagine their classroom through experiential learning.
2. Utilize storytelling through the arts in their classroom teaching for interactive student activities in teaching core concepts.
3. Create unique projects through storytelling for research and teaching with your colleagues.

1d) Crystal

Cut Grading Time in Half While Improving Quality of Feedback

***Presented by*:**

Jim Gort, Davenport University

Key Statement: Grading is important but can be time consuming. For some assignments, it is possible to cut grading time in half yet still provide effective feedback.

Keywords: Grading, Feedback, Assessment

Subtheme: Grading/Providing Feedback to Students

Woulld you like to cut grading time in half while providing feedback that the majority of students surveyed stated was above average or excellent? This session will provide techniques including group feedback in the classroom, standardized feedback through your learning management system, and the use of an abacus.

Outcomes:

1. Describe standardized feedback.
2. Explain the use of classroom feedback for individual assignments.
3. Review students' perceptions of this method of feedback.

1e) Minerva's Boardroom

Supporting Video-based Instruction in Language and Culture

***Presented by*:**

Patricio Herbst, University of Michigan

Carolyn Hetrick, University of Michigan

Key Statement: A collaborative video annotation tool was used in learning German language and culture. Software features and data are shown to document usability and impact.

Keywords: Video, Online Learning, Instructional Technology

Subtheme: Online/Hybrid/Hyflex Instruction

We demonstrate how 4 instructors and 93 students used a collaborative video annotation tool to learn about immigration and family relationships in a German language and culture class. Data from instructor interviews documents how the tool permitted improvement of a film viewing assignment. User-generated data reveals how students used multiple annotation modalities (icons, comments, and replies). Data shows that the possibility for students to see other students' comments was significantly associated with the number of comments students made. Student responses to a survey show that the availability of icons was significantly associated with students' disposition to share emotional reactions.

Outcomes:

1. Define multimodal and collaborative annotation of media.
2. Appreciate desirable functionalities of software that supports video-based instruction.
3. Know variables to look for in documenting student participation in video-based learning.

If) Courtyard

#MissionSuccess: Using Popular Culture to Increase Student Interest and Motivation!

Presented by:

Joshua L. Seery, Walnut Hill College

Key Statement: Come test your own knowledge in popular culture and learn why using popular culture in education can lead to an increase in both student interest and motivation.

Keywords: Popular Culture, Student Interest, Student Motivation

Subtheme: Instructional Skills: e.g., developing syllabus, presenting, facilitating discussions, class culture

Do you know what song currently is #1 on the Billboard Top 200? Do you know what the most popular current video game is? Do you know what city has the newest National Hockey League expansion team? These are all examples of popular culture that teachers

of all education levels can benefit from knowing. More importantly, keeping up to date on popular culture can build what educational psychologists label as "relatedness," which has been found to increase both student interest and motivation.

Outcomes:

1. Name current popular culture trends.
2. Explain how using trending popular culture in lesson plans and everyday conversation can build student interest and motivation.
3. Implement popular culture trends into lesson plans and everyday conversations.

2:20 pm - 2:40 pm
Concurrent Session 2
Breakout sessions

2a) Boardman

Utilizing Learning and Leadership Styles for the Formation of Groups

***Presented by*:**

Shanna Nifoussi, University of Wisconsin - Superior

Key Statement: Establishing safe, productive small groups is key to increasing student understanding of course content and a sense of belonging in their group and the class.

Keywords: Collaborative Learning, Group Formation, Belonging

Subtheme: Instructional Methods (case studies, simulations, inquiry, cooperative/collaborative learning)

Group work is an integral component of the active learning classroom, and establishing a sense of belonging increases student engagement and learning. My research focuses on how group formation based on learning styles (active, reflective, or mixed) and leadership types (follower, co-leader, or leader) influences an individual's sense of belonging in the group, their willingness to work with group members again, and decreases their course anxiety. Some differences were found when results were analyzed by learning style and leadership type and when comparing across genders. This data

solidifies the importance of developing a student's sense of belonging to facilitate learning.

Outcomes:

1. Understand how learning styles and leadership types can be useful when forming small groups for problem-based learning activities.
2. Learn how learning styles, leadership types, and gender influence a student's sense of belonging and decrease course anxiety.
3. Apply lessons learned from my experiences to fostering small group communities within their own classroom, ultimately enhancing a student's sense of belonging in the overall class.

2b) Torch

University Privilege Walks: The Limits of White Privilege Pedagogy

***Presented by*:**

Amy Dundon, Clark University

Lisa Stoddard, Worcester Polytechnic Institute

Key Statement: The privilege walk aims to teach students about often-ignored aspects of privilege. We share data from student reflections and discuss our analysis via critical race theory.

Keywords: Privilege Walk, Critical Race Theory, Meritocracy

Subtheme: Experiential Learning: storytelling, experiments, service learning, role-play

The privilege walk is a pedagogical tool used to teach students about often-ignored aspects of privilege. Despite their popularity, privilege walks are under-examined in the scholarship of teaching and learning. This leaves open questions about the efficacy of the walk, and whether, and to what extent, the walk yields different results among students from different backgrounds. This paper critically examines the privilege walk by reflecting on our experience of teaching the walk and analyzing student learning reflections about the exercise. We found that the walk resulted in students collapsing and depoliticizing differences in identity and that students advanced notions of meritocracy and colorblindness.

Outcomes:

1. Understand the benefits and limitations of privilege walks for students to understand privilege and racism.

2. Understand the potential for using critical race theory to analyze pedagogical approaches.
3. Describe the differences, benefits, and limitations of pedagogical approaches that center the individual versus those that center structure to teach about race and privilege.

2c) Leelanau

Using Writing to Reinforce (and not Undermine) Project-Based Learning

Presented by:

Ryan Madan, Worcester Polytechnic Institute

Key Statement: This presentation will provide concrete strategies for designing (and assessing) writing assignments so they support, rather than undermine, the goals of project-based learning (PBL).

Keywords: Writing Assignments, Project-Based Learning, Ungraded Assessment

Subtheme: Grading/Providing Feedback to Students

The promise of project-based learning (PBL) in college education rests on its potential to focus students on what they can do with knowledge rather than what is "allowed" by a teacher. Writing assignments resonate as useful tools for accomplishing PBL learning objectives, but writing is also seen by many students as the ultimate form of busywork and teacher-pleasing. This presentation will provide concrete strategies – both about writing-assignment design and "ungraded" approaches to assessment – to ensure that writing assignments don't undermine what the Buck Institute calls "essential design elements" of PBL: Authenticity, Sustained Inquiry, and Student Voice & Choice.

Outcomes:

1. Understand from a student perspective why conventional formulations of college writing tasks can demotivate student inquiry.
2. Learn general principles for writing-assignment design that help move students toward engagement and agency.
3. Get exposure to "ungraded" approaches to assessing student writing, especially labor-based contract grading.

2d) Crystal

Social Annotation Applications to Foster Engagement and Course Community

Presented by:

Erin Bell, University of Detroit Mercy

Key Statement: This presentation will demonstrate how social annotation applications foster a sense of community (S.O.C.) in courses which leads to higher retention rates and engaged learning.

Keywords: Engaging Students, Building Community, Social Annnotation

Subtheme: Engaging and motivating students

This session will begin by reviewing research on how building a sense of community in college courses leads to student satisfaction, which, in turn, leads to higher course retention rates. Next, the session will explore how social annotation programs like Perusall and Hypothesis can be leveraged to create community in online, face-to-face, and Hyflex courses. The session will highlight ideas for implementing social annotation assignments that foster engaged, critical reading in courses across the disciplines and provide opportunities for students to communicate with their classmates outside of the course space. The session will close with some sample assignments and ideas for implementation.

Outcomes:

1. Indicate the benefits of building a sense of community in courses.
2. Understand how social annotation programs function and how they can benefit students inside and outside of virtual and face-to-face classrooms.
3. Begin to create social annotation project ideas for their courses to put into practice.

2e) Minerva's Boardroom

The Search for Best Practice in Role-Playing Assignments

Presented by:

Mary Strasma, Eastern Michigan University

Key Statement: This presentation will demonstrate how social annotation applications foster a sense of community (S.O.C.) in courses which leads to higher retention rates and engaged learning.

Keywords: Role Assignment, Reacting to the Past, Safety

Subtheme: Experiential Learning: storytelling, narratives, experiments, service learning, role-play

Reacting to the Past role-playing games and other deep-immersion pedagogies can increase student engagement and improve many learning outcomes. But they can also create discomfort, whether around requiring public speaking or portraying racist or other problematic historical viewpoints. Should students be given input into what role they will play? Or should role assignment be entirely and purposefully random? Can we discern a set of best practices that will stretch students while also ensuring safety and engagement? Participants in this session will examine a variety of approaches, take a look at some preliminary data, and discuss this developing research area.

Outcomes:

1. Gain insight into the possible impact of role assignment strategies on student outcomes, based on the preliminary data from an ongoing study.
2. See a variety of strategies used by faculty for role assignment.
3. Consider choosing a role assignment strategy matched to their own goals, class type, and game/activity type.

2f) Courtyard

Interviews, Ethics and Deliverables: Documentary Filmmaking as Pedagogical Practice

Presented by:

William Sonnega, St. Olaf College

Key Statement: For Gen Z students, documentary filmmaking is a relevant alternative to conventional research papers where interviews, challenging ethics, and public deliverables teach real-world skills.

Keywords: Documentary, Filmmaking, Ethics

Subtheme: Instructional Methods: case studies, simulation, inquiry, cooperative/collaborative learning

While students today routinely create and share photos, videos, memes and graphics, few are acquainted with the techniques of narrative storytelling, or have given thoughtful consideration to the ethics of representing human subjects. From a teaching perspective, the enormous amount of online content created by students thus represents an opportunity to leverage their digital skills in producing short, research-based documentary films. This presentation examines teaching methods that use documentary

filmmaking as a pedagogical alternative to conventional research papers where interviews, challenging ethics, and public deliverables teach relevant real-world skills.

Outcomes:

1. Describe documentary filmmaking as a pedagogical practice.
2. Construct a small-group documentary film assignment as an alternative to conventional research papers.
3. Implement basic video production and storytelling techniques in producing short student documentary films.

3:10 pm - 3:30 pm
Concurrent Session 3
Breakout sessions

3a) Boardman

Using Zoom and Live Polling to Facilitate a Community Nursing Telehealth Simulation

***Presented by*:**

Patricia Cameron, Oakland University

Meghan Harris, Oakland University

Key Statement: Simulated home care experiences using Zoom for scenario observation and polling software for learning assessment demonstrated a significant improvement in knowledge of telehealth.

Keywords: Classroom Technology, Simulation, Formative Assessment

Subtheme: Technology in the Classroom

How do you prepare community health nursing students for the integration of telehealth in their practice? A simulation was developed and delivered in the classroom using Zoom and standardized patients to portray a home care telehealth scenario. In the classroom, students were polled at each decision-making point as the scenario unfolded live on Zoom. Students were repolled after debriefing. Their responses demonstrated a marked increase in knowledge of symptom management and telehealth assessments warranting escalation of care. Faculty see the intervention as an effective strategy for teaching the integration of telehealth into community nursing practice.

Outcomes:

1. Integrate Zoom with live polling technologies.

2. Understand the process of implementing a telehealth simulation with nursing students.
3. Apply concepts of a telehealth simulation in their own discipline.

3b) Torch

Instructional and Curriculum Strategies to Maximize Student Learning Time Within Class Sessions

Presented by:

John Nikolaros, California State University-East Bay

Ann Johnson, California State University-San Bernardino

Key Statement: Student achievement is predicated by maximizing student learning time within lessons. Effective and efficient execution of lesson or lecture activities is imperative for high student outcomes.

Keywords: Lesson Sequence and Scope, Activities Differentiation

Subtheme: Instructional Skills: e.g., developing syllabus, presenting, facilitating discussions, class culture

Lessons require effective and efficient pacing and sequencing in order for students to maximize learning time within a class session. Instructors need to provide a class schedule of activities as well as embedded student learning outcomes that students will achieve. Two examples will be provided: One for college and another one for high school (a science lesson). Presenter will provide and explain the sequence and scope of activities for each one. The goal is to demonstrate how effective utilization of classroom time and pacing is important for optimal student outcomes.

Outcomes:

1. Demonstrate how to structure a class session with effective timing and pace.
2. Explain different content-based activities for college and high school.
3. Provide examples of activities and assessments used in both settings.

3c) Leelanau

Motivate Students: Providing Time for Mastery

Presented by:

Justin Melick, Grand Valley State University

Key Statement: Motivating students by giving choice in how they show mastery. Alternative approaches to giving feedback by providing time for growth.

Keywords: Student Choice, Alternative Grading, Student Motivation

Subtheme: Grading/Providing Feedback to Students

Alternative grading strategies come in a variety of flavors. In this session, I will explain how I have interpreted these various ideas into a system designed to stop students from chasing points and instead motivate them to develop mastery of the course learning objectives. I will describe how I have done this in a way that allows for a great deal of student choice in terms of content selection as well as the medium of assessment and how you may be able to adopt a similar system!

Outcomes:

1. Describe the use of alternative grading systems.
2. Explain how mastery-based grading can motivate students.
3. Describe how providing choice and time for revisions can positively impact student motivation.

3d) Crystal

Lessons From Successfully Moving a Biology Lab Online

***Presented by*:**

Hunter Craig, Oakland University

Key Statement: Undergraduate biology students can achieve similar learning outcomes in face-to-face and online laboratory activities using inquiry-based methods of content delivery and assessment.

Keywords: Online Learning, Biology Labs, Comparative Study

Subtheme: Online/Hybrid/Hyflex Instruction

Hands-on experiments in undergraduate laboratory courses are used to teach core scientific concepts and skills. However, online activities have the potential to achieve similar learning outcomes, at least for individual learning activities. Come learn how we converted two face-to-face biology laboratory activities into an online format using video lectures, Moodle quizzes, and interactive online and at-home inquiry-based experiments. In a direct experimental comparison, student performance and attitudes were similar for both versions of the activities, suggesting that core learning outcomes can be achieved for laboratory activities in an online format.

Outcomes:

1. Describe ways to offer inquiry-based biology laboratory activities online.
2. Identify methods to assess learning outcomes and student attitudes.

3. Compare learning outcomes and attitudes between face-to-face and online activities.

3e) Minerva's Boardroom

A Pandemic-Inspired International Social Work Education Lecture Series

***Presented by*:**

Sarah Collins, Concordia University Wisconsin

Key Statement: The presentation will highlight the theoretical background, goals and objectives, content of lectures, lessons learned, feedback from participants, and future plans of the lecture series.

Keywords: Social Work, International, Education

Subtheme: Technology in the Classroom

Social work students are expected to understand the importance of diversity, manage biases, be able to engage diverse clients, and understand injustice (CSWE, 2021; Hitchcock et al., 2018). An international social work lecture series began in October 2021. The series has been guided by the Community of Inquiry Theory and the Knowles Theoretical Model of Adult Learning (Garrison, 2017; Knowles, 1980). Objectives are to develop a global understanding of social work issues, encourage students to think like global citizens, and explore the profession globally. Qualtrics surveys have been completed after every event. Future planning includes more opportunities for student involvement.

Outcomes:

1. Understand the benefits of facilitating an international social work lecture series and how it contributes to the growth of social work students.
2. Explain barriers that inhibit full participation in an online international social work lecture series.
3. Apply the Knowles Theoretical Model of Adult Learning and the Community of Inquiry Model to an online international social work classroom.

3f) Courtyard

Teaching Students How and Why to Reflect

***Presented by*:**

Jennifer Dobbs-Oates, Purdue University

Key Statement: This session will provide brief, concrete strategies for teaching students the what, why, and how of reflection. Deeper, more effective reflections are the result.

Keywords: Reflection, Experiential Education, Skill Development
Subtheme: Instructional Skills: e.g., developing syllabus, presenting, facilitating discussions, class culture

Reflection is a common educational practice, but that doesn't mean that students understand how or why to do it. When I started to think about reflection as a skill and teach students about it directly, student reflections became deeper and more effective. This session will provide brief, concrete strategies for teaching students the what, why, and how of reflection.

Outcomes:

1. Recognize the importance of teaching reflection as a skill.
2. Identify their own reasons for the importance of student reflection.
3. Select at least one model of reflection to share with their students.

3:40 pm - 4:20 pm
Concurrent Session 4
Breakout sessions

4a) Boardman

What Does an "A" Mean? An Approach to Meaningful Grading

***Presented by*:**

Stacy Betz, Purdue University Fort Wayne

Key Statement: Frustrated by the arbitrariness of grading? Intrigued by ungrading and specifications grading? Learn about another, novel approach to grading where grades have inherent meaning.
Keywords: Ungrading, Specifications Grading, Formative Assessment
Subtheme: Assessment: e.g., summative/formative/program

The use of formative assessments is rooted in good intentions – make the assignment worth minimal points to emphasize learning over grades. However, any points-based grading scale is somewhat arbitrary. In the spirit of ungrading and specifications grading, a novel grading method was developed that assigns grades by comparing a student's performance on formative versus summative assignments.

Formative assignments are completed with the assistance of self-reflection and instructor feedback whereas summative assignments are completed independently. This allows grading to reflect not only the quality of work but the degree of independence in completing the work.

Outcomes:

1. Explain traditional versus non-traditional grading methods.
2. Describe how formative and summative assessments can evaluate student independence.
3. Develop a grading scale that has qualitative, inherent meaning.

4b) Torch

Management 101: Prevent, Intervene, and Succeed

***Presented by*:**

Joshua L. Seery, Walnut Hill College

Key Statement: Basic classroom management strategies can help you prevent issues, intervene when required, and in turn you can succeed in creating a "productive learning environment."

Keywords: Classroom Management, Productive Learning Environment, Academic Success
Subtheme: Instructional Skills: e.g., developing syllabus, presenting, facilitating discussions, class culture

Students #1 and #2 are side-chatting during lecture; student #3 opens a bag of chips and begins chomping away; and student #4 is engaged, but drops some foul language while participating. Does this sound familiar or are you wondering what to do if it does happen? Research shows that classroom management is the #1 challenge for teachers and is an enduring concern for both administrators and the public. However, basic classroom management strategies can help you prevent issues, intervene when required, and in turn you can succeed in creating what educational psychologists refer to as a "productive learning environment."

Outcomes:

1. Explain and implement best practices in preventing classroom challenges and intervening in classroom challenges.
2. Define and explain a productive learning environment
3. Explain how productive learning environments support student academic success.

4d) Crystal

Leaps of Faith: Technology Supporting Student Voice in Real-world Contexts

Presented by:

Julie Ricks-Doneen, Oakland University

Key Statement: Assignments co-constructed by instructor and students focused on how technology supported the development of student voice situated in contextualized problems of practice in multiple courses.

Keywords: Student Voice, Real-World Projects, Technology

Subtheme: Classroom Community/Culture

Presenter will describe her journey of developing assignments to incorporate shared instructor and student learning about using technology to expand student choice and voice across multiple courses and content areas. Examples will be provided of assignments from undergraduate and graduate courses in an early childhood program that were intended to increase students' connections to real-world and contextualized problems and practice with children, families, and teachers by incorporating technology such as website design, podcasts, virtual teaching experiences, and survey development. These assignments built on and expanded students' existing knowledge of both early childhood content and the use of technology as a tool.

Outcomes:

1. Consider how to provide opportunities for faculty and students to co-construct assignments.
2. Consider a range of real-world problems of practice to contextualize student learning.
3. Consider the role of technology as a tool to engage and support students and the communities in which they are learning and practicing their discipline.

4e) Minerva's Boardroom

What Is SoTL? Seven Steps to Design, Present and Publish

Presented by:

Milton D. Cox, Miami University Emeritus

Key Statement: Participants will discuss seven steps that can help them find and design a teaching and learning project that could become a SoTL presentation and publication.

Keywords: SoTL, SoTL Project Development

Subtheme: Faculty Development, Publishing in Higher Education

There is a growing discipline in higher education that features the scholarship of teaching and learning (SoTL). The presenter of this session has been an editor-in-chief of a journal that publishes SoTL. He 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 SoTL.

Outcomes:

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

4f) Courtyard

Using a Faculty Learning Community to Reduce Student Math Anxiety!

Presented by:

Elizabeth Post, Ferris State University

Mischelle Stone, Ferris State University

Key Statement: From panic, paralysis, and helplessness to relaxed, engaged, confidence: using a faculty learning community to reduce math anxiety for students in non-math disciplines.

Keywords: Faculty Learning Community, interdisciplinary Course Reform, Math Anxiety
Subtheme: Instructional Strategies: Classroom Culture

Faculty from math, nursing, and social work collaborated to develop and scaffold quantitative reasoning across disciplines to reduce math anxiety. General math anxiety is "a state commonly described as approaching mathematics with trepidation due to related feelings of weakness, dependency, and frustration" (Hekimoglu & Kittrell, 2010, p. 301). Math anxiety can be an obstacle for college students, as quantitative reasoning is seen as a gatekeeper subject, and math anxiety and higher levels of test anxiety are correlated. (DeCesare, 2007). Research shows quantitative reasoning should be taught

throughout the curriculum, rather than taught in discrete courses (Condron, Becker & Bzhetaj, 2018).

Outcomes:

1. Articulate what a faculty learning community is.
2. List three benefits of interdisciplinary collaboration to reduce math anxiety.
3. Identify one way in which a faculty learning community could address an issue of curricular reform at their university/college.

4:30 pm - 5:30 pm

Networking Session

Top of the Park

Daily Schedule for
Friday, October 14, 2022

8:50 am - 9:20 am Grandview Ballroom

Roundtable Discussions

9:30 am - 11:50 am

Concurrent Presentations

12:00 pm - 1:15 pm Grandview Ballroom

Lunch

1:15 pm - 2:00 pm Grandview Ballroom

Plenary 2:
Christina Moore,
Oakland University

2:15 pm -3:00 pm Gallery

Digital Poster Gallery Presentations

3:20 pm - 4:30 pm

Concurrent Presentations

4:30 pm -5:00 pm Gallery

Networking Sessions

Dinner and evening on your own!

Roundtable Facilitated Discussions

RT a) Sustaining and Initiating Faculty Learning Communities

Presented by:

Milton D. Cox, Miami University Emeritus

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

Keywords: FLC, Faculty Development, Sustaining FLCs

Subtheme: FLC, Faculty Development

Many colleges and universities have faculty learning communities (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.

RT b) Interdisciplinary Poverty Simulation: Start-Up and Logistics

Presented by:

Terry Delpier, Northern Michigan University

Kristen Smith, Northern Michigan University

Michael Crum, Northern Michigan University

Key Statement: How to plan, develop, and implement an interdisciplinary Poverty Simulation program.

Keywords: Poverty Simulation, Project Planning and Implementation, Program Development

Subtheme: Instructional Methods

Discuss components of starting a large interdisciplinary Poverty Simulation (Missouri Association for Community Action, n.d.) program with undergraduate students from nursing, education, business, and speech-language pathology. Discussion points to include: team building, funding opportunities, and logistics associated with start-up and continued adaptations. Lessons learned and possible future directions.

Outcomes:

1. Discuss strategies and challenges to starting a Poverty Simulation program or other large interdisciplinary project.
2. Discuss how to run a Poverty Simulation; implementing a large experiential learning activity.
3. Discuss how to plan and adapt for change ensuring long-term success.

RT c) Defining Experiential Education

***Presented by*:**

Jennifer Dobbs-Oates, Purdue University

Key Statement: To institutionalize something, you have to define it. Lacking a simple and widely used definition of *experiential education*, we developed our own. Come learn how!

Keywords: Experiential Education, High-Impact Practices, Institutionalization

Subtheme: Experiential Learning

What is experiential education? Despite widely recognized best practices, many exemplary programs, and a rich literature base, there isn't a single, simple, and widely used definition of *experiential education*. When the Office of Experiential Education opened at Purdue University, we needed to provide the campus with a definition of experiential education as well as definitions for its many subtypes. In this session, we will share the definitions we have identified. We will explore the role they play on our campus and how such definitions might be useful in your own context.

Outcomes:

1. Recognize definitions for experiential education and multiple subtypes of experiential education.
2. Recall the processes used by one university to establish campus definitions related to experiential education.
3. Explore how campus-wide definitions related to experiential education could be useful to their institution.

RT d) Teaching Threshold Concepts Outside the Classroom

Presented by:

Michele H. Jackson, Michigan State University

Key Statement: Join us to share your experiences of teaching threshold concepts and to discuss solutions for situations where a single course is insufficient for learning them.

Keywords: Threshold Concepts, Curriculum Design, Transformational Learning

Subtheme: Instructional Methods: e.g., case studies, simulations, inquiry, cooperative learning, collaborative learning

Threshold concepts are those select foundational ideas within any field that are genuinely learned only once one sees the world from a mental model that characterizes expert thinking in that field. Most novice learners won't already have this worldview and some will be unable to transition without time or instructional support beyond what is offered within a course. For some students (often those from nontraditional or diverse backgrounds) the new perspective is especially troublesome and alien to their existing worldview. What strategies can support those students who find threshold concepts particularly challenging? What support can be provided outside of the course?

Outcomes:

1. Consider a broader range of challenges students face in learning threshold concepts.
2. Relate the challenges of teaching threshold concepts in their disciplines to those in others.
3. Identify one or more new strategies pertinent to their efforts supporting transformational learning.

RT e) Effective Professional Development for Educators

Presented by:

Amanda Conway, Central Michigan University

Sarah Aungst, Central Michigan University

Key Statement: The importance of professional development, theories for engagement and motivation for adults/educators, and how professional development sessions can be designed to make them more effective for educators, ultimately benefiting student academic achievement..

Keywords: Effective Professional Development

Subtheme: Teacher Education Professional Development

It is critical that people in any job setting participate and engage in professional development opportunities. Arguably, it is even more crucial for educators to involve themselves in professional development opportunities. It is imperative that educators stay up-to-date with the latest best practices to create the greatest learning experiences for students. When designing professional development sessions for educators, it is important to consider things such as adult learning theory in regards to motivation and engagement. Administrators should also consider certain strategies that draw from motivation theory to make sure educators experience effective professional development. This presentation explores the importance of professional development, theories for engagement and motivation for adults/educators, and how professional development sessions can be designed to make them more effective for educators, ultimately benefiting student academic achievement.

Outcomes:

1. Describe what professional development is.
2. Describe and identify theories that motivate and engage adult learners.
3. Understand and apply information to develop effective and motivating professional development in an educational institution.

RT f) Teaching for Social Justice: Using Interdisciplinary Learning Courses for Change

Presented by:

Doug Crews, Belmont University

Brad Schleben, Belmont University

Key Statement: Social justice learning is everywhere. Come learn about and discuss how math and social work came together to teach about social issues and change.

Keywords: Interdisciplinary, Social Justice, Collaboration

Subtheme: Instructional Methods: e.g., case studies, simulation, inquiry cooperative learning, collaborative learning

Interdisciplinary courses can be highly rewarding, and also quite challenging. The considerations are wide ranging and diverse, including: creating cross-curricular opportunities and partnerships, crafting complementary learning outcomes, growing student interest, aligning content and experiences, promoting authentic reflection and connection, and implementing assessment. The authors have collaborated on highlighting social justice and diversity on multiple occasions through courses in mathematics and social work. The goal of this collaboration is to highlight social justice and change-making

through these disciplines. The professors are interested in bringing their experiences - both successes and failures - to a collaborative environment focused on student-centered teaching.

Outcomes:

1. Describe the purpose and scope of interdisciplinary learning courses
2. Conceptualize how a model for interdisciplinary learning courses can foster classroom community.
3. Understand practical implications and authentic assessment in interdisciplinary learning courses.

9:30am - 10:10 am

Concurrent Session 5

Breakout sessions

5a) Boardman

When Learners Get In the Way of Learning

Presented by:

Matthew Roberts, Grand Valley State University

Key Statement: Pedagogical choices can be well-intentioned but counterproductive. We'll talk about how being "learner-centered" can actually undermine student success.

Keywords: Learner Centered, Alternative Grading, Universal Design for Learning

Subtheme: Course/Curriculum (Re)Design

Within the Lilly-verse, it's common to refer to "instructor-centered" and "learner-centered" pedagogies. The latter is considered best practice, while the former is not. My recent experiment with "ungrading" has convinced me that this popular distinction is, at its heart, a false and counterproductive dichotomy. This session unpacks these supposed opposites and argues that the real center of instruction is learning in and of itself. We'll discuss why this is important by considering movements like ungrading and how well-intentioned pedagogical choices can work against student success and impede the learning process.

Outcomes:

1. Explain why thinking in terms of instructor-centered education versus learner-centered education is problematic.
2. Distinguish the competing motivations and justifications behind pedagogical strategies such as ungrading.
3. Appraise how their own instructional strategies may not be focused on learning itself.

5b) Torch

Poverty Simulation: Results From An Interdisciplinary Study

Presented by:

Terry Delpier, Northern Michigan University
Lori Nelson, Northern Michigan University
Michael Crum, Northern Michigan University
Mitchell Klett, Northern Michigan University
Kristen Smith, Northern Michigan University
Jaime Crabb, Northern Michigan University

Key Statement: Involvement in poverty simulation experiences by baccalaureate students from four disciplines will be discussed. Disciplines include nursing, education, business, and speech-language pathology.

Keywords: Poverty Simulation, Interdisciplinary, Experiential Learning

Subtheme: Instructional Strategies

Poverty is a significant issue in the United States and negative attitudes of service providers have been found to have an adverse impact on both practice and policy. Faculty teaching preservice students, are motivated to positively influence student attitudes regarding poverty. Changing attitudes is difficult and not often achieved through traditional teaching methods, but change can be encouraged through experiential learning followed by reflection. This presentation will share our experiences and findings from developing and using the Poverty Simulation (Missouri Association for Community Action, n.d.) with undergraduate students from nursing, education, business, and speech-language pathology.

Outcomes:

1. Participate in a Poverty Simulation activity.
2. Apply strategies for experiential learning to their disciplines.
3. Identify similarities and differences across disciplines in student outcomes toward the Poverty Simulation experience.

5c) Leelanau

#Mission Success: Creating a Culture of Positivity!

Presented by:

Joshua L. Seery, Walnut Hill College

Key Statement: This workshop highlights the reality in which academic leadership, faculty, and staff alike can alter how a class, colleague, and the educational institution in general is perceived and provides ways to create a culture of positivity.

Keywords: Positive Leadership, Academic Leadership, Campus Culture

Subtheme: Classroom Community/Culture

This workshop is highly interactive and includes various activities or experiments which demonstrate how perception can be influenced through personal experience, values, beliefs, smells, moods, tone of voice, descriptive vocabulary, and music. We even analyze the concept of movie trailers and discuss how academic leadership, faculty, and staff present previews or "trailers" to staff and students about upcoming classes, colleagues, and the educational institution as a whole and how these previews or "trailers" can influence perception.

Outcomes:

1. Explain how academic leadership, faculty, and staff can influence perception.
2. Explain the concept of positive leadership.
3. Apply theory into practice and build a culture of positivity on their campus.

5d) Crystal

Engaging Students in a Dynamic Digital Adventure

James Michael Hitt, Saginaw Valley State University

Gabrielle Likavec, Central Michigan University

Key Statement: Engaging Students in a Dynamic Digital Adventure

Keywords: Participants explore a digitally enriched adventure exercise (DAE). Basic structure, pedagogy, authentic assessment, as well as practical implementation of technology are covered.

Subtheme: Experiential Learning

Participants will experience a dynamic adventure exercise (DAE), which is a pedagogical tool to enhance learning outcomes and assessment in a digital environment. Elements of a DAE include student choice and student reflection. Text is used to provide neutral information while video content, akin to a zoom meeting, provides expertise and feedback. DAE uses a series of scaffolded dilemmas where students make recommendations and reflect on prior recommendations within a single DAE. Participants will have time to discuss implementation of a DAE to meet their own course objectives. Simple implementation strategies are provided as well.

Outcomes:

1. Experience active learning in a digital format.
2. Understand the framework of an adventure assignment or DAE.
3. Have an understanding of the design elements and types of technological support to construct such an assignment.

5e) Minerva's Boardroom

Cultivating Skill Trees: Gamification of Learning Outcomes and Critical Reflection

Presented by:

Willa Black, Indiana University of Pennsylvania

Jacki Heslop, Indiana University of Pennsylvania

Key Statement: Skill trees track skill acquisition and demonstrate personal growth in RPGs. Educators can utilize skill trees to explicate learning outcomes and promote critical reflection.

Keywords: Gamification, Critical Reflection, Assessment

Subtheme: Instructional Methods: gamification

Skill trees, a feature of role-playing games (RPGs), reflect an individual's unique journey as they identify for themselves what areas to develop per the needs of the quest. Utilizing Gee's (2003) principles of a good game and applying it to classrooms (Slentz et al., 2017), we demonstrate how skill trees organize learning outcomes, promote critical reflection, and assess course progress. Skill trees label expected course competencies, providing students with a visual representation of their learning. Both instructor and student can use completed skill trees to assess personal development, making it simpler to see if one has reached the learning outcomes.

Outcomes:

1. Describe skill trees.
2. Explain the use of skills trees in course construction.
3. Understand how skills trees outline learning outcomes and can be utilized by both instructor and student to assess one's progress.

5f) Courtyard

Faculty Flourishing: Practices That Cultivated Resilience, Care, and Hope

Presented by:

Nicole McDonald, Cornerstone University

Key Statement: Faculty have recently faced serious global, ideological, and institutional challenges. This session examines intentional practices and strategies that cultivate resilience, hope and flourishing as educators.

Keywords: Self-care, Resiliency, Preparing Future Faculty

Subtheme: Self-care/Work-life balance

College and university faculty have faced serious and pervasive challenges, ranging from the global pandemic to divided ideologies to enrollment shortfalls causing institutional stress and instability. Not only have faculty cared for themselves and their personal lives through trying and prolonged circumstances; they have also supported, cared for, and modeled fortitude for students and learning communities in deep, meaningful, and emotionally demanding ways. More than ever before, healthy rhythms for self-care and community care are essential for sustaining a flourishing teaching and learning life. Participants will share, discuss and plan intentional practices that promote holistic health and flourishing as educators.

Outcomes:

1. Articulate insight into ways that they have been stretched and challenged in this difficult season, both on an individual level and on a collective professional level as faculty educators.
2. Identify specific practices and strategies for faculty self-care and community care that promote resilience and flourishing in our life and work.
3. Describe specific strategies for intentionally modeling for students how to persist and flourish during challenging seasons and circumstances.

10:30am - 11:10 am
Concurrent Session 6
Breakout session

6a) Boardman

Building Classroom Community Through a Sense of Belonging

Presented by:

Michael Pasquale, Cornerstone University

Brian Pickerd, Cornerstone University

Key Statement: This workshop utilizes story, discussion, and hands-on activities to explore ways of building classroom community through creating a sense of belonging. **Keywords:** Community, Belonging, Collaborative Learning

Subtheme: Classroom Community/Culture

One of the many important take-aways that the last two plus years have offered us is the absolute importance of community. This is true in both physical and digital classrooms. It is also true for all areas of our students' lives, personal and, as we have learned, academic. Our research, practice, and experience have thoroughly convinced us of the power of approaching every aspect of teaching and learning through a Community-Driven Learning (CDL) lens. This workshop utilizes story, discussion, and hands-on activities to explore ways of building classroom community through creating a sense of belonging.

Outcomes:

1. Articulate the importance of teaching and learning through a Community-Driven lens.
2. Identify Community-Driven learning potential in their own contexts.
3. Design activities that lead toward a sense of belonging in the classroom support to construct such an assignment.

6b) Torch

Laughter & Learning: Create, Collaborate, Communicate Using Improvisation in the Classroom

Presented by:

Stephanie Dean, University of Michigan-Flint

William Irwin, University of Michigan-Flint

Key Statement: Improvisation vitalizes critical thinking, risk-taking and helps shape student learning. We will look at how improvisation can be used across disciplines in the college classroom.

Keywords: Improvisation, Active Learning, Interactive Learning

Subtheme: Experiential Learning: e.g., storytelling, narratives, experiments, service learning, role-play

Improvisation promotes joy; encourages swift critical thinking and heightens creativity, collaboration, communication, listening, risk-taking, and mindfulness, while also helping to vitalize students in your classroom and relax barriers. Working across disciplines, this session looks at how improvisation can be used in the college classroom as a highly interactive teaching tool used to engage, inspire, and shape student learning. Participants will sample these highly interactive tools via game play, demonstrating their effectiveness, with reflections and discussions on their potential use in a variety of classroom scenarios immediately following.

Outcomes:

1. Know how to introduce improvisation techniques into their lesson plan regardless of topic.
2. Have the opportunity to participate and sample improvisation games for application in the classroom.
3. Understand how improvisation provides a way to shape student learning.

6c) Leelanau

Modernizing Your Laboratory Course Using Blended Learning

***Presented By*:**

Dana Vaughan, Grand Valley State University

Mattie Brechbiel, Grand Valley State University

Lilianne Nelson, Grand Valley State University

Key Statement: This session will present actionable strategies to utilize blended learning in your laboratory courses to achieve a modern, accessible, and efficient course design.

Key Words: Blended Learning, Laboratory, Mini-Mods

Subtheme: Blending Learning Designs

Blended learning is becoming increasingly popular in higher education. Benefits include flexibility in scheduling, accessibility for students, and an appeal to non-traditional learners. Laboratory courses are often overlooked for this design, but not today! This

session will provide a step-by-step guide to modernize your laboratory courses. Using the three domains of Bloom's Taxonomy, attendees will be able to determine the best delivery methods for their content. Supported by data from our courses, effective examples of instructional methods, including "mini-mods", will be provided. Don't leave your labs behind, attend this session and propel your curriculum forward!

Outcomes:

1. Explain the benefits of a blended learning model.
2. Describe actionable strategies to convert your laboratory content to a blended learning model.
3. Explain the application of mini-mods in your course.

6d) Crystal

A Silver Lining: Instructional Successes in College During COVID-19

***Presented by*:**

Anastacia Cole, University of Kentucky
Michael Wallace, University of Kentucky
Jaylene Patterson, University of Kentucky
Mayson Spillman, University of Kentucky

Key Statement: The COVID-19 pandemic presented instructors with both challenges and opportunities to test their pedagogical prowess. We invite audience members to explore lasting changes in teaching.

Keywords: Teaching Self-Efficacy, Instructional Challenges and Successes, COVID-19

Subtheme: Course/Curriculum (Re)Design

The COVID-19 pandemic presented instructors with both challenges and opportunities to test their pedagogical prowess. In the face of new challenges, how did teachers' instructional self-efficacy relate to the new strategies they explored to best deliver their courses? In fall 2020, we asked undergraduate instructors about their biggest challenges in teaching and course changes that have worked well. In this session, we examine trends in these instructors' responses. We invite audience members to explore lasting changes in teaching beyond the pandemic as we discuss the innovative ways in which instructors adapted to and found success in pandemic-era teaching.

Outcomes:

1. Describe how instructional self-efficacy transformed in the midst of teaching during the COVID-19 pandemic.

2. Reflect on your own challenges and successes with teaching during the pandemic, including your own instructional confidence and the lasting changes in your teaching.
3. Explore how insights about university instructors' successes of teaching during the pandemic can be adapted to fit your own instruction as we emerge from the pandemic.

6e) Minerva's Boardroom

Destination Unknown: Practicing Effective Pedagogy in Unfamiliar Surroundings

Presented by:

Erik Benson, Capacity Building International

Matthew Roberts, Grand Valley State University

Key Statement: Many of us find ourselves in unfamiliar pedagogical surroundings. This session will address the challenges and offer insights derived from experience, research, and discussion.

Keywords: Pedagogy, Learning Design, Future of Learning

Subtheme: Online/Hybrid/Hyflex Teaching

COVID pushed all educators into unfamiliar pedagogical spaces (e.g., online teaching), and we are still grappling with how to facilitate effective learning experiences, whether online or in-person. Furthermore, profound questions have arisen about higher education, leading to ideas for profound changes, such as "stackable credentials," which pose fresh challenges for effective pedagogy, yet remain largely unaddressed. This session will draw on personal experience (e.g., shifting from traditional in-person to online credentialing) and preliminary research to offer ideas and stimulate discussion about how to respond. Ultimately, the aim is to cultivate insight into how to practice effective pedagogy in unfamiliar spaces.

Outcomes:

1. Identify and explain what new pedagogical challenges they confront, whatever the pedagogical space.
2. Identify pedagogical challenges confronting peers and the field as a whole.
3. Derive insights on how to practice effective pedagogy in these spaces.

6f) Courtyard

Balancing Independent and Collaborative Learning in Online Asynchronous Graduate-Level Course

Presented by:

Julie Ricks-Doneen, Oakland University

Tomoko Wakabayashi, Oakland University

Key Statement: Assignments co-constructed by instructor and students focused on how technology supported the development of student voice situated in contextualized problems of practice in multiple courses.

Keywords: Student Voice, Real-World Projects, Technology

Subtheme: Classroom Community/Culture

Balancing independent and group work is integral; yet, promoting student collaborations becomes challenging and qualitatively different in asynchronous online courses. This session shares an approach used in a master's level asynchronous online course in Early Childhood. Students built an online survey using qualtric's "collaboration" feature and a variety of online tools. Each student collected responses, analyzed them independently, then provided an aggregate group result. Given the majority of students were current early childhood teachers, students learned key concepts through children and families in their own classrooms. The presenters taught the course in different years, one building upon the other's approach.

Outcomes:

1. Describe how online collaborative tools can enhance teaching and learning.
2. Describe the different approaches to promoting collaboration in online courses.
3. Explain factors that support successful online collaborative learning, including the need for teacher presence and scaffolding.

11:30 am - 11:50 am

Concurrent Session 7
Breakout sessions

7a) Boardman

Adventures with the Northern Michigan University Wildpups

***Presented by*:**

Michelle Andriacchi, Northern Michigan University

Casey Hopper, Northern Michigan University

Katie Taylor, Northern Michigan University

Key Statement: Northern Michigan University implemented an animal-assisted intervention program using therapy dogs that successfully reduced stress and anxiety among students, faculty, and staff on campus.

Keywords: Animal Therapy, Stress Reduction, Student Engagement

Subtheme: Resiliency, Self-Care, Mindfulness

Faculty at Northern Michigan University created and implemented an animal-assisted intervention (AAI) program in the 2021-2022 academic year. Five teams named the Wildpups held events on campus allowing students, faculty, and staff to interact with registered therapy dogs. Limited research on AAI programs on college campuses have shown to decrease stress and anxiety in individuals, aid in student recruitment and retention, and increase student participation. Research was conducted measuring self-reported anxiety, stress, and vital signs in pre- and post-sessions. We will discuss the advantages of an embedded AAI program, program implementation strategies, and research findings.

Outcomes:

1. Differentiate therapy animals from service animals and emotional support animals.
2. Assess the benefits of an embedded campus AAI program.
3. Evaluate the research outcomes of an embedded AAI program at Northern Michigan University.

7b) Torch

Changing Student Perceptions of Professional Stereotypes During an Interprofessional Event

Presented by:

Sarah Collins, Concordia University Wisconsin

Rhonda Verdegan, Concordia University Wisconsin

Key Statement: Interprofessional education can happen in a variety of ways. Pairing different health care students together in discussing ethical topics can provide change in perceptions.

Keywords: Interprofessional Education, Student Perceptions, Occupational Stereotypes

Subtheme: Instructional Methods: e.g., case studies, simulations, inquiry cooperative learning, collaborative learning

Interprofessional education is important for health care professions. Social workers and athletic trainers work together in various settings. The purpose of this study was to determine if students' perceptions of each other change after a single Interprofessional event. A repeated-measures study was conducted over three years. Students were placed in interprofessional teams and examined two case studies. Students completed the Student Stereotypes Rating Questionnaire online before and after the event. Paired sample t-test was used to analyze results. Significance was found for 11 of the 32 items. A one-time event can provide a positive change in students' perceptions

Outcomes:

1. Describe Interprofessional Education.
2. Understand the benefits of Interprofessional Education.
3. Understand how a one-time event can impact students' perceptions.

7c) Leelanau

Teaching Presence in Online Learning

Presented by:

Linda DeJarnette, Central Michigan University

Key Statement: Establishing teaching presence in an online course can impact student engagement and motivation. Instructors can develop their teaching presence in various ways.

Keywords: Online Learning, Engagement, Community

Subtheme: Classroom Community/Culture

Online learning in higher education has grown at a rapid rate. It is crucial for institutions to prepare instructors for teaching in an online setting. Teaching presence is a critical component of online learning. After examining the literature on this topic, I have concluded that it has a significant impact on student satisfaction, engagement, and sense of community. Instructors need specific training, preferably in a certification course, to teach online. In this session, I will discuss strategies for enhancing your teaching presence in an online learning environment.

Outcomes:

1. Describe teaching presence.
2. Explain why teaching presence is impactful for students.
3. Describe ways for instructors to enhance their teaching presence.

7e) Crystal

An Interdisciplinary Approach to Empathy Development

***Presented by*:**

Jaime Crabb, Northern Michigan University
Mitchell Klett, Northern Michigan University
Lori Nelson, Northern Michigan University

Key Statement: Higher education strives to prepare students for diverse populations in modern society. Development of student empathy towards those in poverty will be discussed.

Keywords: Empathy, Poverty, Historical Foundations

Subtheme: Experiential Learning

One aspect of student preparation in higher education involves expanding students' experiences with diverse populations. Development of student empathy for those in poverty is one of these factors. Historically, attitudes towards poverty have been examined through personal deficiency, structural perspective, and stigma. Social changes impacting poverty began in the early 20th century. Unfortunately, poverty remains a big problem in the United States, especially for minorities and people living in rural areas (Fay, 2021). Students' understanding of poverty is essential to be successful members of society. Let's discuss and brainstorm this issue!

Outcomes:

1. Discuss societal changes affecting poverty.

2. Compare and contract causes of poverty (structural perspective, individual deficiency, and stigma).
3. Identify impacts of empathy and poverty on each discipline/field of study.

7f) Courtyard

The Teaching Hub: A Model for Scholarship on Teaching

Presented by:

Fritz J. McDonald, Oakland University

Key Statement: We will discuss the Teaching Hub, a 2-day series of events on teaching at each of the three regional American Philosophical Association conferences.

Keywords: Faculty Development, Scholarship of Teaching and Learning, Academic Conferences

Subtheme: Instructional Methods: e.g., case studies, simulations, inquiry cooperative learning, collaborative learning

We will discuss the Teaching Hub, a 2-day series of events on teaching at each of the three regional American Philosophical Association conferences. The speaker, chair of a national teaching committee, will discuss the origins of the Teaching Hub, how it is organized, how it fits within a national academic association, and why it has succeeded. The Teaching Hub is a model for national events on teaching and the scholarship of teaching and learning.

Outcomes:

1. Create events on teaching at national conferences.
2. Incorporate scholarship of teaching at learning into research events.
3. Promote teaching as part of a discipline.

Friday, October 14, 2022

Plenary 2:

1:15 pm - 2:00 pm Grandview Ballroom

Mobile-Mindful: Expanding Our Teaching and Learning Mindset

When we follow the evidence for where and how students learn, we will often arrive at their phones. Instead of dreading that students use phones for learning, let's consider how to make our teaching and learning more "mobile-mindful." When we pay attention to how learning can (and already does) happen at many places and times, including our phones, we can increase opportunities for evidence-based learning. When we take feasible steps toward more mobile learning options, we can vastly increase student access to learning. Let's start with identifying our own mobile learning experiences and walk through easy actions to be more mobile-mindful educators.

Outcomes:

1. Broadly define “mobile-mindful” learning as a way to make learning flexible to students’ various learning and life needs.
2. Reflect on themselves as mobile learners and the ways they use phones to leverage mobile learning and ways they could intentionally increase their mobile-mindful learning.
3. Take first steps in adding mobile-mindful learning options to their courses.

Poster Gallery

2:15 pm - 3:00 pm

Located In the Gallery - Across from Conference Registration

Posters are presented alphabetically by first presenter's last name.

The Impact of Course Deadline Flexibility on Student Performance

Presented by:

Stacey-Ann Baugh, Trinity Washington University

Key Statement: Does relaxing deadlines on some course requirements in an introductory psychology course impact student performance on individual exams and in the course overall?

Keywords: Course Design, Teaching of Psychology, Scholarship of Teaching and Learning

Subtheme: Course/Curriculum (Re)Design

The longstanding debate about the flexibility of deadlines was only heightened during the pandemic. Some advocate increased flexibility and others support deadlines as a means of providing structure for students. Introductory Psychology uses chapter quizzes as lower stakes, formative assessments to help students practice for later exams. In Spring 2022, one section of this course had quiz deadlines that were firm and the other allowed students to complete them any time prior to the exam. Initial examination of student performance suggested that exam grades were higher and there were fewer missed quizzes in the section with the firm quiz deadlines.

Outcomes:

1. Discuss the ways flexibility in course deadlines may impact student performance.
2. Brainstorm ways to include flexibility in course syllabi.
3. Describe ways that this issue can be studied more fully in future projects.

Why Do Good Students Believe They Are Impostors?

Presented by:

Sérgio P. da Silva, Cornerstone University

Key Statement: This study investigates the extent to which personality dimensions and achievement anxiety explain the sense that some students experience of being impostors.

Keywords: Impostor Phenomenon, Achievement Anxiety, Personality
Subtheme: Resiliency

Many students experience a sense of being a fraud with fear of being exposed. This experience, called impostor phenomenon, has been associated with deficits in self-acceptance, environmental mastery, and general well-being in college students. This study investigated whether personality dimensions and achievement anxiety significantly explained variability of the impostor phenomenon in college students. Distributing online questionnaires to 61 college students, we observed that intellect/imagination (personality dimension associated with curiosity and openness) contributed significantly to explain the impostor phenomenon. Additionally, we found that anxiety that facilitates problem solving also contributed significantly to explain why some students feel like impostors.

Outcomes:

1. Identify the factors that explain the impostor phenomenon in college students.
2. Articulate ways in which instructors may identify students at risk for impostor phenomenon and help them improve self-efficacy.
3. Articulate ways in which teaching environments may contribute to diffuse anxiety.

Testing the Interaction Between Three Classroom Practices on Academic Performance

Presented by:

Sérgio P. da Silva, Cornerstone University

Key Statement: This study observed the effects of computers, handouts, and PowerPoint presentations on examination achievement. Results showed better general performance when laptops were not allowed.

Keywords: Computers in Education, Handouts, PowerPoint Presentations
Subtheme: Technology in the Classroom

In this study I investigated the interaction between three methods: (1) using vs. not using computers to take notes in class, (2) using synthetic vs. expanded PowerPoint presentations, and (3) giving vs. not giving handouts prior to lectures. I collected percent exam grades from 751 students in different sections of the same class. Results of analysis of covariance demonstrated that, controlling for attendance, participation in class, and texting in class, grades from students in the no-laptop conditions were higher than those in the other conditions. When using computers, the type of PowerPoint presentation interacted significantly with the posting of handouts.

Outcomes:

1. Describe the relative effects of the use of laptops, handouts, and type of presentation on academic performance.
2. Articulate the conditions for using or not using the three methods investigated, in light of attendance, participation, and distractors.
3. Articulate practical ways to stimulate student attendance, participation, and distraction suppression to enhance learning.

Self-Efficacy and Knowledge After Interactive Computer Modules in Cardiovascular Physiology

Presented by:

Amanda Davis, Texas A&M University

Key Statement: Interactive computer modules may help students increase in knowledge *and* self-efficacy, improving attitudes for learning and retention in Physiology. Visualization brings clarification and confidence!

Keywords: Self-Efficacy, Interactive Computer Modules, Education in Physiology **Subtheme:** Instructional Methods: case studies, simulations, inquiry, cooperative/collaborative learning

Many university-level students struggle with concepts underlying cardiovascular system function in physiology courses during their undergraduate or professional school education. The results of previous research indicate that some of this difficulty arises because mastery of physiology requires causal reasoning; students believe that memorizing and learning are equivalent, and they encounter difficulties integrating material. Our primary aim in this study was to determine if the use of visually-realistic, interactive computer-based models would help promote learning and retention of knowledge, as well as improve students' self-efficacy and attitudes regarding the material.

Outcomes:

1. Discuss challenges of learning physiology and the coordinated benefits of an interactive computer module.
2. Explain the survey instruments and outcomes on assessing confidence, content knowledge, and attitudes towards cardiovascular physiology in an undergraduate class.
3. Demonstrate computer modules for visualization of cardiovascular physiology.

Improving Communication in Healthcare Provider Education: A Unique Interprofessional Curriculum

Presented by:

Sherri Fannon, Grand Valley State University

Barbara Hooper, Grand Valley State University

Key Statement: Implementation of a unique program using simulation with trained actors to instruct students in the health care professions in the art of high-stakes emotional conversations.

Keywords: Communication, Interprofessional Curriculum, Simulation

Subtheme: Instructional Methods: e.g., case studies, simulations, inquiry cooperative learning, collaborative learning

Training student providers in how to communicate with patients is mostly passive and assumed to occur by observing mentors in clinical rotations. This learning can be highly variable, and a more intentional approach to teaching these skills is needed. Simulation facilitates learning in a safe environment with observation and feedback. We have identified an evidence-based method using trained actors, who raise the emotional stakes of the discussion. This presentation describes the partnership between the GVSU Physician Assistant program, Theater Department, Kirkhof College of Nursing, and Simulation Center to train future health care providers in high-stakes emotional conversations.

Outcomes:

1. Describe the methodology used to teach students how to engage in high-stakes emotional conversations.
2. Explain the value of the pedagogical strategies used.
3. Highlight the benefits of an interprofessional curriculum.

Using PBL to Teach Undergraduate Assessment Course in Teacher Education Program

Presented By:

Wie Gu, Grand Valley State University

Key Statement: Using project-based learning to teach classroom assessment course in undergraduate teacher education program is effective! Come and see!

Keywords: Project-based Learning, Teacher Education, Assessment

Track: Course/Curriculum (re)Design

Reviewing accreditation standards, reflecting on the results from re-accreditation, and knowing criteria set forth by the State of Michigan, the teacher education faculty within the College of Education at Grand Valley State University revised the undergraduate

assessment course, Teachers as Decision Makers: Instruction and Assessment in Elementary Schools in the undergraduate initial certification program into a Project-Based Learning (PBL) course. Instead of giving traditional lectures and quizzes about elementary classroom assessment, this course teaches assessment by asking students to complete their own assessment plan using hypothetical student information.

Outcomes:

1. Leave with the knowledge of Project-Based Learning (PBL).
2. Leave with specific examples of how PBL is incorporated in teaching undergraduate assessment courses in elementary teacher education a program.
3. Leave with the knowledge of helping pre-service elementary teachers to develop a comprehensive assessment plan that demonstrates their ability to use observation, documentation, and assessment.

Masks Affect College Students' Ability to Understand Emotions

Presented by:

Sérgio P. da Silva, Cornerstone University

Key Statement: Emotion recognition is central to effective learning. We investigated the ability of college students to identify masked facial expressions of five basic emotional states.

Keywords: Emotional Expression, Masked Emotion, Emotion Recognition

Subtheme: Emotional Expressions

Emotional expressions are a key component of teaching. They contribute to communicate interest, empathy, and competence, among other factors. They affect teaching indirectly as well, offering immediate student feedback. This study investigated experimentally the accuracy and confidence of 62 college students in recognizing masked normed faces expressing anger, disgust, sadness, fear, and happiness. Results demonstrated significant deficits in the recognition of disgust and sadness, as well as significant deficits in the confidence of recognition of all expressions. We discuss the implications of these findings for the use of face masks in in-person teaching and learning.

Outcomes:

1. Identify basic emotion expressions mostly affected by the use of face masks in the classroom.

2. Articulate one possible effect of the disruption of emotional feedback from masked students on teaching.
3. Articulate one suggested method to address the disruption of emotional feedback from masked students in the classroom.

3:20 pm - 3:40 pm

Concurrent Session 8

Breakout sessions

8a) Boardman

From Classroom to Community: Melding Topical Knowledge and Solution-Focused Learning

Presented by:

Kendra Murphy, University of Memphis

Kelsey Hill, University of Memphis

Key Statement: This presentation will discuss the ways that solutions-focus was integrated in a Sociology of Poverty course and how students were supported in becoming change-makers.

Keywords: Solutions-Focus, Theory, Practice

Subtheme: Classroom Community/Culture

Education is critiqued for being problem-focused with little attention to solutions-based learning. The "ivory tower" stereotype can be challenged by not only teaching research, but also giving students opportunities to think about applying their knowledge. In the Spring 2022 semester, we taught a Sociology of Poverty course and integrated topical knowledge with information about local nonprofit organizations working to change the problems of poverty in our city. We will discuss the importance of leveraging social networks to make connections between course content and real-world issues and discuss the ways that solutions-focus was integrated to support students in becoming change-makers.

Outcomes:

1. Describe the importance of solutions-focused learning opportunities.

2. Be able to investigate potential opportunities in their own communities to integrate theory and practice.
3. Select the level of integration that best fits their own courses and disciplines.

8b) Torch

Adopting the Flipped Learning Approach Into Integrated Anatomy and Physiology

Presented by:

Jessica Peacock, Merrimack College

Key Statement: Students often struggle in gateway science courses. To address this, we adopted the flipped classroom model with the integrated studio model in Anatomy and Physiology.

Keywords: Integration, Flipped Learning, Student Engagement

Subtheme: Course/Curriculum (Re)Design

Peacock et al. (2019) implemented the integrated studio model to enhance active learning opportunities and identified the ability to immediately apply knowledge as a positive attribute to improving student learning; a decrease in unsatisfactory grades was reported. Additionally, Peacock et al. (2022) performed a course redesign during COVID-19 to an online remote flipped learning model. Students emphasized that the pre-class work allowed them to engage in content prior to attending class remotely. Given these results, we aimed to continue to improve student learning and engagement by combining the integrated and flipped learning approaches in our face-to-face anatomy and physiology curriculum.

Outcomes:

1. Learn how to achieve tangible learning outcomes in gateway courses through a well-facilitated pedagogical approach.
2. Apply a flipped learning model embedded within an integrated studio model format as a foundation for fostering an active learning environment and improving student satisfaction and performance in introductory health science courses.
3. Incorporate best practices of flipped learning combined with the integrated model while planning the course curriculum to ensure high student satisfaction and performance.

8e) Minerva's Boardroom

Interprofessional Practice Among Occupational Therapy & Nursing Students

***Presented by*:**

Aricka Schweitzer, Saginaw Valley State University

Judith A. Cox, Saginaw Valley State University

Key Statement: Interprofessional education is essential for preparing students to work with and learn from each other. Collaborating and working through a real-time patient safety event may help students successfully integrate collaboration into practice. Troubleshooting together, at its core.

Keywords: Safety, Interprofessional, Simulation

Subtheme: Experiential Learning: e.g., storytelling, narratives, experiments, service learning, role-play

Students participated in a safety simulation to determine their understanding of collaboration in the practice setting, what they know and have learned about the respective disciplines (occupational therapy and nursing), and the integration of collaboration strategies into practice for patient safety. It included a simulated hospital room, worried and verbose family members, and a live-action fall. Students were asked to prioritize independently and then together as a care team. This presentation includes an overview of several semesters of this simulation data, which include both in-person and virtual participation, how students achieved the simulation goals, and self-reported practice integration strategies.

Outcomes:

1. Gain an understanding of how an interdisciplinary simulation has been implemented with occupational therapy and nursing students.
2. Understand the self-reported benefits of implementing interdisciplinary simulations into the curriculum.
3. Pedagogical understanding of utilizing experiential education to support student practice.

8f) Courtyard

Flexible Learning: Alternatives to Textbook Readings Using Multiple Modalities

***Presented by*:**

Amy Rutledge, Oakland University

Key Statement: Today's learners want to learn the way they interact with the world - through video, images, and interactive activities. Come see alternatives to textbook readings.

Keywords: Learning Modalities, Online Learning, Universal Design

Subtheme: Instructional Skills: developing syllabus, presenting, facilitating discussions, class culture

The newest generation of higher education learners want to learn in the same way they interact with the world - through video, images, and interactive activities. So why would we expect them to read 100+ pages of a boring e-textbook in a weekend? I created and offered an alternative to our course textbook reading - and they used it! In this session, I will discuss alternatives to textbook reading that you can use to offer your students a flexible alternative that can engage your students and immerse them more fully in your class content.

Outcomes:

1. Understand the newest generation of learners and how to reach them.
2. Discuss learning modalities and alternatives to textbook reading.
3. Outline potential alternatives to the textbook for their classroom.

3:50 pm - 4:20 am

Concurrent Session 9

Breakout sessions

9a) Boardman

Teaching Empathetically: A Pedagogical Approach to Nishida Kitaro's Pure Experience

***Presented by*:**

David Howell, Milwaukee School Of Engineering

Key Statement: "Active empathy" with our students better enables us to understand the student experience, and knowing the student experience better helps us teach to our audience.

Keywords: Empathy, Experience, Conduct

Subtheme: Interactive Instruction: e.g., jigsaw, debates, panels,

When we engage in "active empathy" with our students, we tend to collaborate with them on the work conducted in class. Doing so better enables us to understand the student experience. To best understand "other," one must first be able to see beyond themselves, a task that is difficult in a culture of narcissism. Nishida Kitaro, the founding father of the Kyoto School of philosophy, advocated for "pure experience," a Buddhistic metaphysic that enables the individual to move beyond his/her subjectivity through conduct that bridges the gap between self and other. In doing so, a recipe for empathy is created.

Outcomes:

1. Identify an introduction to Nishida Kitaro and his impact as the founder of the Kyoto School of philosophy.
2. Recognize Kitaro's theory of pure experience.
3. Tell how its emphasis on ego negation serves as a valuable tool for effective empathetic instruction.

9b) Torch

The Need To Include Systems Thinking In All Education

Presented by:

Tim Rumage, Ringling College of Art and Design

Key Statement: Ignoring the interrelatedness of things prepares graduates to be knowledgeable in a discipline, yet unprepared in their paradigms regarding the life-altering issues of their day.

Keywords: Systems Thinking, Interrelatedness, Future Focused

Subtheme: Course/Curriculum (Re)Design

Many of the issues that currently confront us - global warming, climate change, economic disparity, social and environmental justice - cannot be effectively understood, much less resolved via our current educational methodology. These issues are intertwined, trans-disciplinary, trans-national, and universal. It will require an integration of systems thinking to show students how subject-based material impacts and interplays with other disciplines.

Our failure to include the interrelatedness of all things in education has set the stage for our graduates to be knowledgeable in their specific discipline, yet unprepared in their paradigms to confront the critical and life-altering problems of their day.

Outcomes:

1. Understand the value of thinking about humanity at a planetary scale.
2. Be able to source scientifically valid data to use in class to demonstrate the value of systems thinking.
3. Be able to consider the implications of what we do relative to impacts that we cause and contribute to, so that our actions better match our desired outcomes relative to the future quality of life of humanity.

9d) Crystal

Teaching Resilience: A Mindful Approach to Responding to Student Concerns

Presented by:

Caryn Wells, Oakland University

Key Statement: This presentation will include Mindfulness practice and evidence-based strategies for teaching resilience as a process for 'bouncing back' after COVID, anxiety, and stress.

Keywords: Resilience; Mindfulness; Student Empowerment

Subtheme: Interactive Instruction: e.g., jigsaw, debate, panels, co-creation

Students engaged in higher education experience challenges and setbacks that can derail their success; reports of anxiety with COVID have caused many students to withdraw from classes or not fully engage in learning. The stressors may be present for faculty as well. Evidence-based strategies in resilience will be shared in this presentation. Resilience makes a difference with students who feel 'heard, understood, and respected.' This session will include topics of compassion and self-compassion that empower people to 'bounce back' after setbacks. There will be brief demonstrations in mindful teaching where people learn some calming mindfulness practices.

Outcomes:

1. Understand the importance of developing resiliency from a neurobiological and pedagogical perspective.;
2. Know components of resilient behaviors and how to include them in teaching;
3. Be able to offer mindful support to students or faculty after challenges or setbacks.

9e) Minerva's Boardroom

Incorporating Secondary Traumatic Stress and Support Into the Curriculum

Presented by:

Dana Holcomb, Ferris State University

Joanie Hazelton, Ferris State University

Carrie Thompson, Ferris State University

Key Statement: Rates of secondary traumatic stress (STS) within pre-professional student populations is substantial. Faculty should embed STS education within the curriculum to provide awareness and support.

Keywords: Secondary Trauma, Assessment, Curriculum

Subtheme: Assessment (formative/summative/program)

As students experience increased mental health concerns, faculty should provide education and support, particularly as students enter internships where they work with vulnerable populations who experience high levels of trauma. To support student growth, retention, and mental wellness, faculty must embed secondary traumatic stress (STS) awareness, education, and intentional support into the curriculum. This topic is relevant and should be emphasized in higher education. Presenters will share innovative ways that faculty have addressed these challenges including how STS content is assessed in the curriculum. Social work internship and STS survey data collected by the presenters will be explored.

Outcomes:

1. Participants will be able to describe the various symptoms of STS as well as the scope and pervasiveness.
2. Participants will identify the impact secondary trauma has on students and what faculty can do to provide effective educational awareness and classroom support.
3. Participants will learn concrete strategies to embed STS content into the curriculum.

Saturday, October 15, 2022

Closing Workshop

9:00 am - 11:30 am Boardman

Charting a Course for Post-Pandemic Teaching: Five Considerations for a "New Normal"

Presented by:

Todd Zakrajsek, ITLC Lilly Conference Director; UNC Chapel Hill

Much has been lost during the COVID pandemic. It is important to recognize lives lost, challenges we all faced, and that this has been a challenging time for all of us. That said, over the past 18 months we have also learned a lot about ourselves and how we teach. In this session, we will take a look at what we learned during our shift to emergency remote teaching and, going forward, what can be kept, augmented, and even built upon to create even better educational experiences for our students.

Outcomes:

1. List at least three three skills to help create their own new normal.
2. Identify one new technology, not yet used, that may be incorporated into an onsite course (or online).
3. Articulate that students are responsible for work to be done in class and that they have lives that must be managed for that work to be done.

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1-MINUTE PAPER

Give yourself one minute to write a response to the following:

What do you most enjoy about teaching? Think of what brings you energy and happiness or the reason you wanted to become an educator.

Course Enrichment

Take a moment to think about courses you will teach in an upcoming semester.

Identify one concern or challenge you have, or anticipate having, in one of those courses.

a. Describe the issue or challenge that you have identified.

b. Describe the ideal situation or exit behavior for the challenge identified.

c. To what extent are the contributing factors to the identified challenge related to student behavior (or lack thereof) and to what extent are the contributing factors related to your behavior (or lack thereof)?

d. What strategies might be implemented to assist in moving toward the desired state?

Take-Home Exam

2-3 weeks after the conference, review the issue or challenge you noted on the Course Enrichment page. In light of what you learned at the conference:

1. What strategies have you implemented? Have they been successful? If not, what adjustments can be made?

2. Did you contact any new campus resources upon your return from the conference? If so, how have they helped? If not, who might you contact?

3. Review your notes from the conference and select one new concept or idea to try in the coming two weeks. Describe here briefly what you will attempt.

NETWORKING & CONTACTS

With whom did you speak and wish to have a follow-up conversation at a later time? Try for ten new contacts at this conference.

NAME	INSTITUTION/EMAIL	NOTES/REASON FOR FOLLOW-UP

Reflections & Notes

Use this space to list any new ideas formed, concepts considered, musings, or anything else that might prove helpful to you in the future.

Consider: What surprised you? What can you apply to your work?

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