

CONFERENCE PROCEEDINGS 2019



ADVANCING TEACHING AND LEARNING

Lilly Conferences | Traverse City, Michigan | Oct. 17-19, 2019

THE LILLY CONFERENCE ON ADVANCING TEACHING AND LEARNING

October 17-19, 2019 | Park Place Hotel | Traverse City, Michigan

CONVENING

In October 2019, the Lilly Conference on Advancing Teaching and Learning convened at the Park Place Hotel in Traverse City, Michigan.

PROGRAMMING

The conference event consisted of:

- 1 Preconference workshop
- 4 Plenary presenters
- 64 Concurrent sessions
- 12 Round-table discussions
- 22 Poster presentations

In addition, the three-day conference included an opening reception for networking, a reception featuring the poster presentations, and a Lilly Lounge throughout the conference.

COMPOSITION

Two hundred forty registrants participated in the conference, representing 52 separate institutions of higher education, from 13 different states and Ontario, Canada.

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| Institutions Represented | 53 |
| Sponsors | 55 |

The ITLC Network

The ITLC Network was created to bring faculty together to advance student learning. At present, this is primarily accomplished by facilitating and presenting customized workshops, the dissemination of information from contributing authors through The Scholarly Teacher Blog, and directing and coordinating the ITLC-Lilly Conferences. We invite you to explore our other opportunities, or talk to

us about designing a program specific to your institution's needs. At ITLC, we take pride in the services and products we offer. We value our clients and look forward to developing long-term relationships with them as they strive to reach their professional goals. Likewise, we value our employees for their ongoing contributions to ITLC as well as for their individual aspirations and commitments.

Meet the **ITLC Team**

Todd Zakrajsek



**President &
Conference Director**

Debra Van Etten



**Vice President
Financing & Operations**

Laura Czerwinski



**Vice President
Programing & Public Relations**

Melanie Collins



**Director
Advancement
Scholarly Teacher Acquisitions Editor**

Allison Jaymes



**Specialist
Performance Management
& Analytics**

Kathryn Smith



**Director
Learning Technologies & Assessment**

Lilly Ambassadors

The Lilly Ambassador Program is comprised of faculty and administrators who embody the Lilly Spirit: a collaborative community of scholars sharing, discussing, critiquing, and reflecting upon improving teaching and learning. The inaugural group of Ambassadors were nominated because of their dedication to student learning, sharing of their scholarly work, and being an active part of the Lilly community.

Lilly Ambassadors are representatives of the ITLC/Lilly brand; they are very familiar with Lilly Conferences, specifically here in Traverse City. In addition to answering questions at the New Participant Orientation, they will be presenting and participating in sessions throughout the conference. If you have any questions about the Lilly Conference experience, seek them out.

Meet the 2019 Lilly-Traverse City Ambassadors



Erik Benson

History
Cornerstone University



Cub Kahn

Center for Teaching and Learning
Oregon State University



Molly Brennan

Public Health and Health Sciences
University of Michigan-Flint



Shaun Moore

e-Learning and Instructional Support
Oakland University



Kristen Conte

General Education & Employer Relations
Baker College



Matthew Roberts

Political Science / Information Technology
Grand Valley State University



Billie Franchini

Institute for Teaching, Learning and
Academic Leadership
University at Albany-SUNY



Aricka Schweitzer

Occupational Therapy
Saginaw Valley State University



Kyle Heys

Center for Student Success
Calvin College



Jeff Thomas

Teacher Education
University of Southern Indiana



Cheryl Hoy

English
Bowling Green State University



Tracy Wacker

Center for Learning and Teaching
University of Michigan-Flint

Thursday Plenary Presenters

Todd Zakrajsek

University of North Carolina



Todd Zakrajsek, PhD, is the Associate Director of the Faculty Development Fellowship Program in the Department of Family Medicine at the University of North Carolina, Chapel Hill. He is also the President of the International Teaching Learning Cooperative (ITLC) and the Director of the Lilly Conferences. Todd was a tenured associate professor of psychology before moving into faculty development where he directed teaching centers at three different universities. In addition to his work at UNC and ITLC, Todd serves on several educationally-related boards, including the Journal of Excellence in College Teaching; International Journal for the Scholarship of Teaching and Learning; College Teaching, and Higher Education Teaching Learning Portal. In recent years, Todd has served on boards charged with creating resources and opportunities related to teaching and learning for Lenovo, Microsoft, Harvard, and the Gates Foundation. He has published several books, including the second edition of *The New Science of Learning*, coauthored with Terry Doyle.

Campus and Community Networks: Why They Are Critical to Being an Effective Faculty Member

There is not a single person in higher education who was educated or trained in each and every aspect that a teaching job demands. At times, being a faculty member feels like the job is entirely “other duties as assigned.” The good news is that all around you are highly educated individuals who do have areas of expertise that complement your own areas of expertise. Together we form a community that is like no other. In this session, we will look at ways to leverage that community, to find those who can assist us, and those we can assist. Teaching is not a job one person can do, but it is certainly a job we can all do.



Alexis Y. Williams

University of Maryland

Alexis Y. Williams, PhD, served most recently as an Instructional Development Specialist at the University of Maryland’s Teaching & Learning Transformation Center (TLTC). She played a lead role in the development and growth of the Academic Peer Mentor Program. Alexis also served as Assistant Director for PROF-it (Professors-in-Training), a University System of Maryland teaching professional development program. She has taught at the university level in the areas of developmental science and educational psychology. She also served as a mentor for the NSF-funded PROMISE program: Maryland’s Alliance for Graduate Education and the Professoriate. Understanding creative and connected teaching and engaged mentorship have become her professional passions. Through her research, mentorship, and teaching in the areas of achievement motivation and the scholarship of teaching and learning, she has learned that teachers’ social and emotional development are at least as essential as content knowledge and teaching skills for the success of any student.

Finding Your Nerve: Teaching Strategies to Overcome Jitters, Fears, and Self-Doubt

I never feel any less scared as I begin a new semester despite years of teaching. Undeterred by decades of research on emotion and affect in teaching, many educators believe there is something wrong with emotions, whether it be emotional expression or just their simple presence. This session focuses on a particularly sticky emotion: fear. If you attend, be afraid. Be very afraid, and tell us about it! I intend our light-hearted conversation to help inoculate you toward better experiences when you teach. Together we will discuss some basic mechanisms through which fear and anxiety operate, and we will practice a few strategies to be both mindful and strategic toward teaching fearfully well.

Friday & Saturday Plenary Presenters

Oren Hertz

Florida International University

Oren Hertz, PhD, is an Assistant professor of hospitality management at a distinguished Tier 1 research state university in Florida and is deeply involved in research and concept development of teaching methodologies and cultivating a successful learning environment. With over 25 years of leadership experience in the hospitality industry, he holds an outstanding track record in a variety of leadership positions in restaurant food & beverage, on premise and off premise catering, hotel rooms division, and private clubs. Additionally, Oren is experienced in managing accounting and human resources in hospitality operations. Oren earned his Ph.D. in Educational Leadership from Florida Atlantic University, an M.B.A. from Nova Southeastern University, and a Bachelor of Science in Hospitality Management from Florida International University. He resides in Fort Lauderdale, FL and appreciates the tropical climate.



Mary Dixon

University of Texas, San Antonio

Mary Dixon, PhD, currently serves as Senior Distinguished Lecturer in Communication at UTSA and has over fifteen years of higher education administration experience including Associate Vice Provost for Teaching and Learning Services, Interim Dean of Libraries (UTSA) and Dean of Interdisciplinary Programs (NVC). She has spent ten years promoting teaching excellence and innovation, overseeing grants, fundraising, distance learning, libraries, service learning, innovation, assessment, and accreditation. Mary has published in numerous journals and recently published a book for students titled *From College to Career: Making the Leap to a New Life*. In addition to her academic experience, Dixon has been employed in sales, recruiting, public relations, project management, and executive leadership in educational, private and non-profit sectors. She holds a certification in nonprofit management from the University of Texas at Austin and consults with organizations and individuals on communication skills and team building.

The Teacher Within Us: A Journey of Self Discovery

Discover or re-discover your love for teaching. Why do we teach, and can we improve upon our teaching methodologies? How can we better connect with our students? This session invites you to join me on a journey of self-discovery in order to identify the key factors that drive us to do well by our students. Since learning does not just happen on its own, we realize that we are an important piece of the puzzle and our role as professors can be improved if we first look inwards. A new teaching model will be shared, as well as ideas on how to make our learning environment a desired space for everyone.

Creating Group Work (that Works)

Faculty create group projects to engage Students, and teach important teamwork skills. Group communication skills are highly sought after by employers and are required throughout our lives. At the same time, create frustration for both students and faculty. Students complain about workload and lack of effort, scheduling challenges, and ongoing group conflicts. Faculty struggle with assigning and assessing group work and often spend large amounts of time mediating disagreements. As we transition from teaching Millennials to Generation Z, the stress around group projects only worsens. Founded in research about social loafing and personal motivation, this session offers evidence based techniques for forming groups, teaching group processes, and practices for creating assignments appropriate to group work.

LILLY CONFERENCE ON ADVANCING TEACHING & LEARNING

Daily Schedule

THURSDAY, OCTOBER 17, 2019

| 8:30a - 11:30a | Preconference Workshop Understanding How We Learn Applying Key Educational Psychology Concepts in the Classroom - Todd Zakrajsek - <i>(separate registration required)</i> | | | | | |
|--|---|--|---|--|--|---|
| 1:00p - 1:30p | New Participant Orientation - Grandview Ballroom | | | | | |
| 1:45p - 2:15p | Welcome & Opening Plenary Address - Todd Zakrajsek - Grandview Ballroom | | | | | |
| 2:15p - 3:15p | Plenary Presentation: Finding Your Nerve: Teaching Strategies to Overcoming Jitters, Fears, and Self-Doubt - Alexis Williams - Grandview Ballroom | | | | | |
| ROOMS | Boardman | Torch | Leelanau | Crystal | Minervas Boardroom | Courtyard |
| 3:30p - 4:00p <small>30-MINUTE CONCURRENT</small> | Not Easy or Comfortable: Teaching Challenging Topics E. Benson | Using a Faculty Learning Community for Course Revision: Lesson Learned M. Stone, R. Bishop, & V. Piercey | Selfies and Academia?! Intended and Unintended Outcomes L. Lapeyrouse | Fostering Student Engagement in Statistics in Real and Virtual Environments L. Gawarecki, et al. | STEM Service Learning Projects: Steps, Benefits and Challenges L. Jawad | Evaluating Students' Experiences in Traditional and Economy Active Learning Classrooms M. Johnson, et al. |
| 4:15p - 5:15p <small>60-MINUTE CONCURRENT</small> | Creating a Culture of Learners S. Gaier | Points are Pointless: The Search for Grading Nirvana M. Roberts | Using Online Discussion Sequences to Change Student Thinking B. Franchini | Flipped Learning Instruction: Students with Learning Disabilities in Mathematics Courses A. Schelling & R. Talbert | Pride Cupcakes: Creating Safe & Inclusive Classrooms for all Students J. Andrews | What Is the Scholarship of Teaching and Learning? Seven Steps to Engage and Produce It M. Cox |
| 5:30p - 6:30p | Networking Session - Top of the Park | | | | | |

FRIDAY, OCTOBER 18, 2019

| 8:00a - 8:55a | Breakfast - Grandview Ballroom | | | | | |
|--|---|---|--|--|---|--|
| 9:00a - 9:30a | Round Table Discussions - Grandview Ballroom | | | | | |
| ROOMS | Boardman | Torch | Leelanau | Crystal | Minervas Boardroom | Courtyard |
| 9:45a - 10:45a <small>60-MINUTE CONCURRENT</small> | Vocal and Physical Presence for the Professor L. Lehfeltdt | Purposive Course Redesign: Promoting Inclusion, Engagement, Mastery, and Persistence A. DeSonia & T. Williams | Teaching for Student Success/Retention: Practical Ideas for the Classroom K. Heys | For Graduate Students By Graduate Students: The Leadership Development Program as a ... M. Neal & M. Shellgren | | Digital Organization: Free Google Tools to Tame Teaching and Research S. Moore |
| 11:00a - 12:00p <small>60-MINUTE CONCURRENT</small> | Visual Organization Strategies that Deepen Student Learning N. McDonald, S. Pothoven, & L. Walton | Start Making Digitally Accessible Course Documents and... C. Moore, D. Arnold, & N. Bongers | Creating 'Safe' Classroom Environments for Diverse Students C. Stokes | Using Technology Shortcuts for an ADA-Compliant Course Design A. Rutledge & L. Dinsmoor | Integrating Meditation into Pedagogical Praxis K. Wilson & A. Castro | Mentorship Across and Between Generations K. Conte |
| 12:00p - 12:45p | Lunch - Grandview Ballroom | | | | | |
| 12:45p - 2:00p | Plenary Presentation: The Teacher Within Us: A Journey of Self Discovery - Oren Hertz - Grandview Ballroom | | | | | |
| 2:15p - 2:45p <small>30-MINUTE CONCURRENT</small> | Guiding Sustainable Learning with Sustainable Teaching Results J. Saam & M. Dixon | Higher Education Success for Students with Learning Disabilities S. Chandler | A Proposed Course Redesign to Identify the Relationships Between Place-Based Writing... F. Arzu Carmichael | Online Faculty and Staff: Effective Provision and Implementation of Feedback E. Sull & K. Embry | Digital Gero-Badges: An Alternative in Teaching Diversity and Social Justice S. Pelon, M. Villarreal, & S. Berlin | Assessing Students' Critical Thinking about Digital Information via Statistical Analysis K. Ranger |
| 3:00p - 4:00p <small>60-MINUTE CONCURRENT</small> | Creating Highly Effective Classroom Environments M. Brennan | Enriching Student Engagement with Visual and Arts-Based Strategies C. Hoy & J. Zinz-Cheresnick | Higher Order Thinking Sheets: An Evolving Learning Method A. Schweitzer | Establishing Student-Friendly Intuitions for Mathematically-Intensive STEM Classes:... H. Ming | Development of an Online Peer Observation Training Course T. Wacker & J. Drake | Using Scenario-Based Learning and Narrative to Create Engaging Instructional Content... C. Beck & W. Huang |
| 4:15p - 5:15p <small>60-MINUTE CONCURRENT</small> | Supporting the Anxious Student in the Classroom M. Bigard & M. Hutchinson | Engaging Students with Research Through a Design Mindset Approach T. Oshio & J. Kupperman | How I Engaged My Students with Online Discussion Variety D. Arnold | Bringing Trauma-Informed Insight and Practices into Higher... J. Schulze & M. Reiter-Miller | Mapping Student Perceptions of Educational Success in Relation to Engagement D. Petty & J. Rivera | A Hybrid Course Design Process Tailored to Faculty Learning Communities C. Kahn |
| 5:30p - 6:30p | Poster Reception - Grandview Ballroom | | | | | |

Daily Schedule

SATURDAY, OCTOBER 19, 2019

| 7:30a - 8:25a Breakfast - Grandview Ballroom | | | | | | |
|---|--|---|--|--|---|--|
| ROOMS | Boardman | Torch  | Leelanau  | Crystal  | Minervas Boardroom | Courtyard |
| 8:30a - 9:30a <i>60-MINUTE CONCURRENT</i> | The Coach in the Corner: Re-Envisioning the Instructor/Learner Relationship M. Roberts & E. Benson | Non-Tenure-Track Faculty Motivation to Engage in Faculty Development S. Taylor | Navigating Challenging Student Interactions in and out of the Classroom C. Demsky | | | Getting on Page with Our Students: Reading Across Disciplines S. Dean, L. McLemen, & S. Knight |
| 9:45a - 10:45a <i>60-MINUTE CONCURRENT</i> | Meta-Cognitive Strategies to Support Student Success J. Ableser | Inclusive Teaching Strategies for Writing-Intensive Courses L. Rinke | Creative Emergence D. Perini | Re-Envisioning the Classroom Through Community-Driven Learning M. Pasquale & B. Pickard | The New Science of Learning <i>(fill-in session)</i> T. Zakrajsek | Reinvent the Textbook: A New OER Approach to Teaching C. Pieri |
| 11:00a - 11:30a <i>30-MINUTE CONCURRENT</i> | Cognitive Science for Students: Engaging Classroom Activities to Teach Basic Ideas About... K. Heys | Setting Up the Seminar: Learners Leading Learners J. Luckhardt | Using Virtual Simulation to Improve Critical Thinking and Self-Efficacy J. Hernandez | Addressing Interpersonal Skills and Employability: Authentic Practice and Conversational Learning K. Conte | Demonstrating Experiential Learning Using a Learning ePortfolio D. Petty & J. Rivera | Developing OERs: Lessons Learned M. Madigan & T. Root |
| 11:45a - 12:45p <i>60-MINUTE CONCURRENT</i> | Endorsing Student Success: A Dynamic Model for Peer Review S. Guedet | The Impact of Transformational-Instructor Leadership on Student Outcomes A. VanPutten | Using Team Tasks to Teach Writing Skills B. Franchini | | The Sleep Habits of College Students and How They Impact Their Health and Academic Performance T. Doyle | Peer-Observation As Conversational Learning M. Ristich, et al. |
| 12:45p - 1:30p Lunch - Grandview Ballroom | | | | | | |
| 1:30p - 2:45p Plenary Presentation: Creating Group Work (that Works) - Mary Dixon - Grandview Ballroom | | | | | | |

ROUND TABLE TOPICS

- A Hybrid Teaching & Learning - *G. Allar & C. Moore*
 - B Ethical Behaviour as Leadership in Education - *P. Boulos*
 - C Jokes as Parables for Teaching and Learning - *D. Caristi*
 - D The Best Answer (At a Moment in Time) - *D. Connell*
 - E Sustaining or Initiating Your Faculty Learning Community Program - *M. Cox*
 - F Learner Abilities: Universal Classroom Supports and Accommodations in Higher Education - *D. Crozier*
 - G Assessing Outcomes of Service-Learning: Student and Community... - *E. Feuerherm, K. Hiramatsu, & K. Williams*
 - H A STEM Faculty Learning Community - *T. Pentecost, S. Mullins, M. Werner, & S. Rybczynsk*
 - I Concept Mapping: An Alternative Final Assignment - *K. Pusateri*
 - J Rally Your Connections: Community Collaborations for Increasing Student Workplace Opportunities - *R. Spring*
 - K I have a Graduate Assistant! Now what? - *K. Thompson & C. Stiller*
 - L How Teaching Online Made Me a Better F2F Instructor - *M. Wolverton*
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POSTER PRESENTATIONS

- A FR-1-2-3: Lessons Learned After One Semester At an R-1 University! - *M. Allsopp*
 - B Alternative Stories in Classrooms with Foreign-born Professor - *A. Campos*
 - C Collaboration and Comradery: Living-Learning Center Curriculum Fosters Community and... - *E. Dutton*
 - D Flipped Orientation: Using Classroom Strategies to Redesign Program... - *C. Floyd-Slabaugh & S. Truskowski*
 - E Selling an Idea: A Critical Thinking Activity - *J. Gaule*
 - F Framing for Meaningful Learning: A Critical Thinking Experience - *N. Grigg, S. Donovan, & T. Elgammal*
 - G Interprofessional Education and Collaboration in the Graduate Nursing Mental Health... - *J. Haefner & M. Filter*
 - H Integrating Self-Efficacy and Task Oriented Messages in Social Media - *C. Hansel*
 - I Listening to Students: Integrating Computer Information Systems into Finance Curriculum - *C. Kellner & V. Fleenor*
 - J Practicing What We Preach: Differentiating Instruction in Higher Education Classrooms - *C. Kenney & M. Sreckovic*
 - K Teaching Communication Course(s) Without Communication Students: A Project-Based Learning... - *S. LeBlanc*
 - L Building Confidence Intervals and a Bridge to the Library - *M. Mikula & E. Meyer*
 - M Moral Distress in Nursing Students: Precursor to Early Occupational Burnout? - *L. Miller*
 - N Defining Soft Skills for Comprehension and Incorporation into Technical Programs - *J. Posillico*
 - O Academic Coaching: Using Life Coaching Skills in the Classroom - *J. Rico*
 - P Promoting Inquiry-Based Teaching in STEM: Professional Development for TAs - *S. Stapleton & M. Sydlik*
 - Q Bringing Learning Alive Through Video - *J. Thomas & J. Gulley*
 - R Collaboration Between Nursing and Theatre Department in Simulation - *T. Thornton & D. Rzeszut*
 - S Embedding the Art of Nursing in a Pediatric Clinical Course - *M. Tippen*
 - T Incorporating Service-Learning into Your Course, What Works and What Doesn't - *L. Wall*
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Session Abstracts

In alphabetical order by the lead presenter's last name

Meta-cognitive Strategies to Support Student Success

Judy Ableser - *Oakland University*

Although it is necessary for effective instructors to teach content knowledge and disciplinary skills, it may not be sufficient for successful learning. Meta-cognitive strategies, or skills to help students think about thinking and learning, can enhance the probability that students will be successful in retaining, demonstrating and transferring deep learning. Exemplary instructors can support student success by embedding some simple meta-cognitive strategies and learning techniques into their teaching. Participants will practice and apply some techniques including goal setting, meta-cognitive note-taking, critical reading and study skills.

Hybrid Teaching and Learning

Gregory Allar and Christina Moore - *Oakland University*

Student-centered learning along with the shift to individualized learning plans is changing the way educators are designing their courses. Creating the appropriate medium to enhance student learning consists of several key elements including constructive alignment of intended learning outcomes, teacher presence and the appropriate use of software technology. The hybrid teaching and learning environment is one that enables instructors to blend online activities, which provoke student learning, and serve as a basis for a deeper dive into course content and those active learning strategies conducted in the face-to-face environment.

FR-1-2-3: Lessons Learned After One Semester At an R-1 University!

Marie Allsopp - *Purdue University*

I will describe my transition from the tenure track at a non-R1 institution to a non-tenure track role at an R1 institution by reflecting on my first semester of teaching. Lessons learned include: 1) Resistance to change is normal, and even more so when students are exposed to new and/or active learning pedagogies from an instructor who is new to the institution. 2) There is power in a name, as developing personal connections with students by learning their names goes a long way. 3) Develop a thick skin because anonymous student comments provided qualitatively can come across as cruel.

Pride Cupcakes: Creating Safe and Inclusive Classrooms for All Students

Jjenna Hupp Andrews - *Mott Community College*

Ever have a transgender or gender nonconforming student in your class and wonder how to address them without embarrassing or offending them? Ever wonder who the LGBTQAI+ acronym includes? Ever feel like you want to be more inclusive of all identities in your classroom but do not know where to start or who to ask? This is the session for you. Come with questions you have always been afraid to ask; leave with practical knowledge, techniques, materials, and resources to make your classroom safe and inclusive of all students, no matter their identities... and cupcakes!

How I Engaged My Students with Online Discussion Variety

Daniel Arnold - *Oakland University*

Let's face it - online discussion boards are boring for faculty and students. Students tire of the "one original post and two reply" format, and instructors disengage from the grading overload online discussions create. I'm here to help you spice up your discussions by using free technologies and teaching approaches. Learn about tools you can use to create video chat discussions and how to use your learning management system to disrupt monotony. You'll also learn how I've moved from using discussions as an assessment tool and turned it into a safe place for rich classroom conversation and hybrid participation points.

A Proposed Course Redesign to Identify the Relationships Between Place-Based Writing and Student Success

Felicita Arzu Carmichael - *Oakland University*

The goal of this proposed course redesign is to identify the effects of place-based writing and inclusive practices on student success. The presenter's hypothesis is that the metacognitive practice of studying place as the course theme will help students become more reflective about the two places (virtual and material) in which they are learning and therefore more successful in navigating the requirements of both formats as they work toward achieving the learning outcomes. The focus on place will also invite students to

move toward understanding how their work can challenge the social imbalances of power as they respond to critical issues that emerge in the places they inhabit as they write.

Using Scenario-Based Learning and Narrative to Create Engaging Instructional Content and Assessment

Christopher Beck - *Purdue University*

Getting students to engage in learning activities is a distinct challenge. Further, research-based frameworks such as self-determination theory suggests that people learn best when they find the content relevant to their personal and professional interests. This session will cover developing instructional content and assessment in a way that enhances student-content interaction and encourages active learning. The topics of this session will include creating animated video content, narrative assessments (e.g., role-playing), and unique instructional activities that promote authentic learning experiences. The session will provide examples of instructional design methods from multiple disciplines as well as students' feedback for these examples.

Not Easy or Comfortable: Teaching Challenging Topics

Erik Benson - *Cornerstone University*

Teaching is full of challenges, yet teaching certain controversial topics is uniquely difficult, especially in the present social and political contexts. Too often, instructors find addressing these to be onerous or counterproductive, which can lead to frustration, fatigue, or avoidance. This can shortchange students of both knowledge and valuable preparation to address such issues later in life. This session will explore how to more effectively engage such topics, drawing on insights from preliminary research and personal experience in teaching civil rights in U.S. history courses. In addition to sharing these insights, the aim is to encourage discourse to generate more.

Supporting the Anxious Student in the Classroom

Michelle Bigard and Melissa Hutchinson - *Central Michigan University*

Drawing on the seven universal principles of learning persistence and the understanding of the adolescent brain, faculty will learn ways to support students with anxiety. The session will explore the ways students present with anxiety in the classroom. Faculty will identify strategies that build on their role as educator to support students. These strategies include strengthening relationships with students, building a

foundation of success that normalizes the anxious response, implementing early detection strategies, responding to students' anxious behaviors, maintaining personal and professional boundaries and knowing campus resources.

Ethical Behavior as Leadership in Education

Pierre Boulos - *University of Windsor*

What does it mean to be a professional? Professionals are able to refer to professional codes of conduct in answering this question. To what can we refer as university teachers? University teachers, regardless of academic discipline, do face or are part of complex ethical issues regularly. Although there is a growing body of literature pertaining to "best" practices in teaching, surprisingly there is very little pertaining to the ethics in teaching. Ethical principles will be developed and used in examining ethically relevant teaching cases.

Creating Highly Effective Classroom Environments

Molly Brennan - *University of Michigan-Flint*

Bueller.Bueller....anyone? Sadly, we've all had classes that remind us all too well of the 1986 John Hughes comedy "Ferris Bueller's Day Off." How do we create not only effective, but fun, dynamic and interactive classrooms? What can we do as educators to compete against smart phones, YouTube, Facebook and the instant gratification that young adults now have access to on an unlimited basis? What will make them WANT to attend your class? And more importantly, how do we create a spark to learn, question, analyze and debate. This session will discuss strategies to create highly effective learning environments that will serve to entice students into actively participating in their own education and quest for knowledge.

Alternative Stories in Classrooms with Foreign-Born Professor

Annalie Campos - *Oakland University*

This presentation provides an alternative perspective to common stories behind the challenges associated with "foreignness" in the U.S. academia. Using an open-ended survey, results show that one of every three student participants from the Global Human Systems class at Oakland University feels a lack of cross-cultural competence as an underlying cause of their challenges with foreign-born professors (33%, n=58). Also, results show statistically significant group differences in their coping and managing strategies (Kruskal Wallis Test [H] = 11.79, p = 0.039). Self-help strategies and taking advantage of "foreignness" as a learning resource in the classroom are discussed.

Jokes as Parables for Teaching and Learning

Dom Caristi - *Ball State University*

Humor has long been recognized as a technique for making information more “sticky,” so why isn’t it more common in faculty development? Colleges and universities are investing in centers for teaching and learning, which would benefit by including humor. The session will begin with examples of jokes and how they can be used as parables for teaching and learning. The participants will then break into groups to create their own examples. Finally, participants who are interested in pursuing the topic beyond the conference will be invited to participate in a “crowd sourced” book on the topic.

Higher Education Success for Students with Learning Disabilities

Shelly Chandler - *Beacon College*

It is rare for an educator not to be exposed to students with learning disabilities. College professors can take an active role in improving the learning environment for students with learning disabilities by being accessible, providing a positive experience and using practices centered in research. The specific learning principles that can help meet the learning needs of students with learning disabilities in higher education include understanding the difference between declarative, procedural, and metacognitive knowledge and how they impact learning. While keeping the learning principles in mind, some specific learning strategies including the use of authentic assessment are discussed.

The Best Answer (at a Moment in Time)

Dana Connell - *Columbia College Chicago*

Design thinking, and lab-like programs are on the rise, yet faculty can model these approaches in their own classrooms. This presentation offers a design thinking approach to in-class activities enhancing soft skills and the ability for students to think collaboratively. The session will create an environment encouraging faculty to frame their teaching through the lens of facilitation-based teaching replacing the right answer with creative thinking and imaginative learning. Using low-stakes, fast moving activities students develop a comfort for interaction which builds to improved decision making throughout the semester.

Addressing Interpersonal Skills and Employability: Authentic Practice and Conversational Learning

Kristen Conte - *Baker College*

Regardless of industry, employers across the nation agree that Gen Z illustrates a significant gap in capacity between hard

and soft skills. As greater emphasis is put on helping students to develop these competencies from lower elementary all the way through higher ed, educators are faced with the challenge of bringing innovative ways to draw students away from technology and developing face-to-face communication proficiency. Bringing authentic practice to the classroom is an effective, low-stakes way to bring the “Why” and the “How” to the 5 W’s and an H for interpersonal communication.

Mentorship Across and Between Generations

Kristen Conte - *Baker College*

During the session, the idea of collaborate mentoring amongst a peer network will be discussed. Advocacy for building a personal advisory board, recruiting mentors and the dual importance of serving as a mentoring will also be highlighted. At the end of this session, participants will be able to define mentorship, consider the ways mentoring opportunities change over time and understand the value of long-lasting mentoring relationships.

What Is the Scholarship of Teaching and Learning? Seven Steps to Engage and Produce It

Milton Cox - *Miami University*

There is a new discipline in higher education that features the scholarship of teaching and learning (SoTL). The presenter of this workshop is an editor-in-chief of a journal that publishes the scholarship of teaching and learning. 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. We will discuss a template that can assist the planning of a SoTL project that could lead to a SoTL publication.

Learner Abilities: Universal Classroom Supports and Accommodations in Higher Education

Danette Crozier - *Ferris State University*

Much support is given to students in the K-12 setting. Schools are required to provide extensive learning, behavioral, and emotional interventions for learners. The National Center for Education reported that in 2017, 20.4 million students were likely to enroll in college; 11% disclose having a learning disability. As a result, students are entering college classrooms with learning abilities that are unique and oftentimes unknown to faculty. This session will assist participants in helping students identify their own needs for successful learning. Through demonstration and collaborative discussion, effective strategies for applying universal accommodations and supports in the classroom will be modeled.

Getting on Page With Our Students: Reading Across Disciplines

Stephanie Dean, Laura McLemen, and Suzanne Knight
- *University of Michigan-Flint*

Our classes often come to a halt when students have not completed required readings before coming to class. Rather than becoming frustrated, we want to examine why this might be happening, and consider ways to support our students' growth in reading. This session shares data from students across three disciplines regarding challenges to reading, and presents ideas we can use to encourage students to come to class well read and ready to discuss and participate. Participants will take part in a hands-on exercise and leave with ideas to use in a variety of classroom settings.

Navigating Challenging Student Interactions In and Out of the Classroom

Caitlin Demsky - *Oakland University*

Over the last two decades, concerns over student incivility in the classroom have increased. Student incivility negatively impacts instructors and students alike, leading to students' decreased satisfaction with the instructor and institution, as well as increased disengagement. Instructors may face emotional and physical tolls, including loss of teaching confidence and self-esteem. Strategies for addressing student incivility will be discussed, including private and direct confrontation, syllabi language, and creating a culture of civility in the classroom. Evidence-based recommendations are drawn from the incivility, education, and conflict management literatures. Attendees will engage in think-pair-share and case study discussions in this session.

Purposive Course Redesign: Promoting Inclusion, Engagement, Mastery, and Persistence

Amy DeSonia - *Baker College*

Poorly designed courses are controllable barriers to retention, persistence, and completion. Poor design inhibits inclusion and engagement and does not promote mastery and transfer of learning. The practice of purposive course redesign creates a more productive learning environment and improves outcomes. It is data-driven, collaborative, and includes: contextualizing the course; addressing limitations and biases that may affect design; establishing learning outcomes; designing learning experiences that promote active engagement with course content and the other students; using assessments that allow students to demonstrate and practically apply what they are learning; and creating feedback loops that allow for adaptation as needed.

The Sleep Habits of College Students and How They Impact Their Health and Academic Performance

Terry Doyle - *Ferris State University*

The effects sleep loss has on students' physical, mental, emotional and academic well-being is one of the most researched topics among sleep scientist. This session will share the key research findings that detail the ways in which sleep loss impacts student's well-being, research on the sleep habits of students including findings from a study conducted among voice students in 2019 and suggestions on how to help students improve their sleep habits. Students need to know that poor sleep habits are a leading cause of academic failure.

Collaboration and Comradery: Living-Learning Center Curriculum Fosters Community and Belonging

Emily Dutton - *Indiana University*

Fostering community and a sense of belonging are institutional benchmarks for students success when transitioning to college, which is why Living-Learning Communities (LLC) are gaining in popularity. This session will focus on the trials, tribulations, and triumphs of a 10-year old business-focused LLC. Central to the LLC's mission is to provide a classroom environment that supports and fosters each student's sense of belonging. But, what would that curriculum look like? How would students be "graded"? How effective would it be? This session will address these questions and more.

Flipped Orientation: Using Classroom Strategies to Redesign Program Orientation

Carla Floyd-Slabaugh - *Grand Valley State University*

The department realized the student orientation schedule was overloaded. The students did not retain the volume of information. Additionally, the delivery style was inconsistent with departmental teaching practices, which values discussion and reflection. The solution was faculty created podcasts for students to view prior to orientation, which remained available to them afterward. Students have voiced positive feedback. Faculty have noted a decrease in students seeking clarifying answers on the topics covered by the podcasts. With the change in content delivery, orientation was less stressful for the faculty and the students, thereby allowing time to build community.

Using Online Discussion Sequences to Change Student Thinking

Billie Franchini - *University at Albany-SUNY*

Discussions are often essential to student interaction in online courses, so how can we ensure that these discussions work to change student thinking rather than simply reinforcing their novice understandings of our disciplines? If we want students to begin thinking more like disciplinary experts, we need to ensure that the gap between their prior knowledge and disciplinary knowledge is made visible and that they can articulate and track their thinking as it changes. In this highly interactive session, participants will engage in sample course activities to learn how sequenced discussions can be used to change student thinking in visible ways.

Using Team Tasks to Teach Writing Skills

Billie Franchini - *University at Albany-SUNY*

Team-based tasks can be used to help break down myths about writing and help students adopt practices that look like more like those of “real” writers. These tasks can be used to help students make some essential moves for becoming successful writers, including recognizing effective writing practices and habits, seeing writing as a series of rhetorical and technical decisions, identifying and explaining the differences between different genres of writing, and developing the skills of analyzing and evaluating writing according to focused criteria. Perhaps most importantly, they can help students learn how to work effectively within a community of writers.

Creating a Culture of Learners

Scott Gaier - *Taylor University*

One way to equip students to succeed academically in higher education is to create a culture that promotes learning. Culture is the “accepted patterns of thinking and behaving that tend to become shared among faculty, staff, and students at the institution” (Kuh, Kinzie, Schuh, & Whitt, 2010). Join the presentation as we discuss how to establish a culture that promotes learning. This includes methods for creating culture, potential shared patterns of thought and behavior associated with learning (e.g., attitudes, deep learning strategies), and challenges to culture change. Participants will leave equipped to develop a culture of learners at their institutions.

Selling an Idea: A Critical Thinking Activity

Jaclyn Gaule - *Wayne State University*

This presentation will detail an engaging, critical thinking activity that can be used in multiple disciplines. The activity is

a written sales pitch. This activity requires students to create a product or service that is needed but not currently available. They have to identify their target audience and create a sales pitch. By doing this activity, students enhance their critical thinking skills with each step.

Fostering Student Engagement in Statistics in Real and Virtual Environments

Leszek Gawarecki, Boyan Dimitrov, Hee Seok Nam, and Gina Rablau - *Kettering University*

Problem-based learning and real-life experience relevant to students’ interests have been identified as factors for enhancing student engagement. The importance of using real data has been emphasized in many areas of education. Data acquisition as part of a student project faces practical problems. It is time consuming, may require access to equipment or raise ethical issues. One approach is to retrieve existing data and case studies. Another is using virtual environments, where students can design and perform experiments on inhabitants. We present our findings and propose practical recommendations for instructors who choose to teach data oriented courses in any discipline.

Framing for Meaningful Learning: A Critical Thinking Experience

Nancy Grigg, Sherri Donovan, and Tammie Elgammal - *University of Michigan-Flint and Baker College*

Since 2015, our FLC has focused on activities and strategies to deepen student learning and critical thinking skills, and techniques instructors can use to introduce and connect components of critical thinking to the content of our disciplines. Our FLC represents four institutions of higher learning in four academic disciplines. Our FLC identified: an article to introduce critical thinking; a survey to assess students’ ability to apply critical thinking; and “piloted” an activity using the selected article and survey. After we completed the pilot experience in our classes, we shared our preliminary results throughout the year.

Endorsing Student Success: A Dynamic Model for Peer Review

Stephanie Guedet - *Concordia University, Wisconsin*

Often students arrive to our classrooms with a lackluster history of peer review experiences. Because students rarely are provided with explicit instruction in collaborative strategies, their ability to effectively provide constructive feedback to fellow writers is limited, at best. A hybrid form of peer response, Endorsement Groups (EGs) encourages participants to develop agency and

authority in their own work as they learn to purposefully contribute to the intellectual growth of their classmates. This presentation outlines the process for establishing groups based on students' individual writing strengths and training the EGs in discrete sets of criteria.

Interprofessional Education and Collaboration in the Graduate Nursing Mental Health Courses

Judy Haefner and Marilyn Filter - *University of Michigan-Flint*

The presentation discusses the learning activities to introduce interprofessional education and collaboration in a clinical practicum mental health course. Students completed written assignments based on the four core values of IPEC as applied to their experiences managing care based on an interprofessional collaboration model. This IPEC learning intervention supports student learning by providing a step-wise approach for a practice change to improve health outcomes. Significant findings: Individuals in my profession must depend upon the work of people in other professions. Pre - Strongly agree: 37.6% Post strongly agree 66.7%. Individuals in my profession trust each other's professional judgment. Pre Strongly Agree 37.5% Post Strongly Agree 11.1%

Integrating Self-Efficacy and Task Oriented Messages in Social Media

Cassandra Hansel - *Central Michigan University*

There are a large number of students entering 2 year and 4-year public colleges enrolled in and failing remedial courses nationwide. About 50% of students who enroll in remedial coursework will not persist to the next course sequence. Self-Efficacy has been linked to task completion behaviors. Research has shown that instructional practices are not independently related to course outcomes and are not predictors of task or course completion. New techniques to understand how students can stay motivated to complete their course work needs to be evaluated. What can be done to increase student retention in remedial reading and writing courses? How can instructors utilize web-based social media tools to connect with students? An instructional technique that integrates positive affirmations to increase self efficacy will be introduced as a new method to increase student retention.

Using Virtual Simulation to Improve Critical Thinking and Self-Efficacy

Joanna Hernandez - *Oakland University*

Simulation is a tool that is able to replicate a real life scenario that students may face in the real world in a safe environment.

Using virtual simulation, students are presented with a scenario via their computer and they must interact and make professional judgements and decisions in a real-life scenario. Applying this technique as a teaching pedagogy has been shown to improve helps critical thinking, knowledge retention, and self-efficacy. Nursing students were exposed to virtual simulation in an undergraduate nursing course. The purpose of this presentation is to discuss student perceptions of their experience and how it relates to other disciplines.

Cognitive Science for Students: Engaging Classroom Activities to Teach Basic Ideas About Learning

Kyle Heys - *Calvin University*

Small engaging activities can help students understand how learning works and apply those principles to learn more effectively. Activities will be modeled and discussed.

Abstract: A flood of cognitive science is now available about how we learn that should shape students' learning practices. Still, it can be hard to find ways to make this cognitive science interesting, concrete, and usable for students. This presentation will model five activities to teach a cognitive principle to students and how they can use associated learning practices to learn your class content more effectively.

Teaching for Student Success/Retention: Practical Ideas for the Classroom

Kyle Heys - *Calvin University*

Classrooms are a central place where students experience an institution. Student perception of their belonging, their efficacy, and the curriculum all shape their persistence toward their goals and retention at an institution. Understanding why students succeed and how your classroom can aid that goal is valuable. This presentation summarizes relevant theories on student success and shares six research-based classroom practices to aid student success and retention. Each strategy will be modeled and discussed.

Enriching Student Engagement with Visual and Arts-Based Strategies

Cheryl Hoy and Jessica Zinz-Cheresnick - *Bowling Green State University*

In this session, we will discuss our journey into a visual and arts-based approach for teaching and learning in our courses. We will examine the challenges and successes of draw-and-write techniques, sketchnoting, collages, and other visual and arts-based strategies and assignments, and we will note the effects on student critical thinking, engagement,

and disciplinary content retention. We will guide attendees through some individual and group activities similar to the ones we used with our students, seek feedback about their experiences, and discuss application to other disciplines. As a take-away, we will provide a packet of resources based on these activities.

STEM Service Learning Projects: Steps, Benefits and Challenges

Lina Jawad - *University of Michigan-Dearborn*

This session highlights the significance of incorporating STEM service learning projects within the curriculum of teacher preparation programs. Future science educators collaborate with middle school students to design and implement a STEM project. Steps for a successful project implementation and challenges along the process are discussed. In addition, observations of student work as well as reflections from student experiences are shared. Participants in this session leave with an understanding of the benefits of implementing similar projects and the skills needed to design their own service learning experience.

Evaluating Students' Experiences in Traditional and Economy Active Learning Classrooms

Matt Johnson - *Central Michigan University*

Traditional active learning classrooms can support student collaboration and increase active learning, but remain costly (Park & Choi, 2014). This study examined students' experiences (both perceptions and performance) in a traditional active learning classroom (\$250,000 approximate cost) and an economy-based active learning classroom (\$10,000 approximate cost) in undergraduate computer science courses over the course of three years. Results suggest that students' perceptions of collaboration and support of learning are similar, and in some cases stronger, in the economy-based active learning classroom compared the traditional active learning classroom; however, performance measures (i.e., grades, test scores) showed no differences.

A Hybrid Course Design Process Tailored to Faculty Learning Communities

Cub Kahn - *Oregon State University*

A campus hybrid initiative has used 15 interdisciplinary hybrid faculty learning communities to support redesign of existing courses to a hybrid (blended) format while developing faculty capacity to develop and teach hybrid courses. This session will detail the course redesign steps used in these learning communities. Participants will be introduced to hybrid

planning forms and templates, and will take part in activities to begin designing or refining a hybrid course of their own.

Listening to Students: Integrating Computer Information Systems into Finance Curriculum

Christopher Kellner and Victoria Fleenor - *Cornerstone University*

What do our students want? What do we as faculty want for them? Is there any overlap? How do we find that overlap and act on it? After a student survey and follow up focus group, we identified an opportunity (among others) that fit student and faculty desire: integrating Computer Information Systems into the Finance curriculum. Our presentation will provide you with tools to innovate with students and an example of how to take action!

Practicing What We Preach: Differentiating Instruction in Higher Education Classrooms

Christine Kenney and Melissa Sreckovic - *University of Michigan-Flint*

College instructors are tasked with teaching a vast amount of content while meeting the multidimensional needs of students. A one-size-fits all instructional approach does little to support the diverse set of students found within higher education classrooms today. Differentiated instruction is a framework where instructors modify and adjust content and teaching practices in order to be responsive to various student needs. This poster highlights strategies for differentiating instruction in the higher education classroom context across four key areas: content, process, product, and affect. Conference participants will have the opportunity to learn differentiation strategies and reflect on how they might differentiate their own instructional practices.

Selfies and Academia?! Intended and Unintended Outcomes

Lisa Lapeyrouse - *University of Michigan-Flint*

I use to take students at their word, devoid of evidence. Now, I require my students to take selfies as evidence of the work they have completed. In assigning students to take selfies, I unexpectedly generated program data in which my department has found multiple uses for. In this presentation, examples are given for creative assignments utilizing selfies as well as ethical guidelines for taking selfies in community spaces and with vulnerable populations. Practical uses of selfie data will be discussed such as using selfies for program recruitment and accreditation purposes.

Teaching Communication Course(s) Without Communication Students: A Project-Based Learning Approach

Sarah LeBlanc - *Purdue University Fort Wayne*

Having non-majors in upper level courses within other departments is a popular trend at a small Mid-Western university. In this paper, the use of a project-based learning (PBL) strategy within an upper level family communication course is studied. Participants were asked to complete a pretest, complete a project, and then complete a posttest. Results suggest that students are more comfortable applying theoretical approaches and concepts to family life as a result of taking part in the PBL.

Vocal and Physical Presence for the Professor

Lynnae Lehfeltdt - *Oakland University*

I am a working actress, professor of Theatre, and vocal coach. I developed this workshop in 2016 and have presented it as an English Language Specialist for the US State Department at Moscow State Linguistic University, Bauman Moscow State Technical University, Moscow State Institute of International Relations, and the American Center Moscow. I regularly teach Physical and Vocal Presence for the William Beaumont School of Medicine, the Silver School of Social Welfare at New York University, and Beaumont Hospital, Royal Oak, Michigan. Participants will experience a deeper connection to their bodies and voices, a deeper connection to others, and a deeper connection to their personal power. Vocal and physical presence increase the instructor's warmth, confidence, comfort level and this, in turn, allows them to connect passionately with their teaching and students.

Setting up the Seminar: Learners Leading Learners

Jessica Luckhardt - *Concordia University, Ann Arbor*

The student-led discussion format fosters ownership of one's learning through purposeful interaction with the content. Leaning on the Socratic seminar format, students prepare specific responses and open-ended questions that encourage curiosity and engagement with the assigned text. Adapting the format, students then move through three phases of conversation, structuring the progression of their ideas and allowing for the instructor to guide and supplement where needed. Finally, prompt feedback on their contributions to discussion is essential, made manageable through a moldable discussion rubric. This stimulates further student investment in the process and adds to the class culture of value and respect.

Developing OERs: Lessons Learned

Martha Madigan and Tammy Root - *Lansing Community College*

Three years ago when Lansing Community College offered stipends to faculty for developing Open Educational Resources (OERs), many jumped at the chance, but most had no idea what we were in for. The presenters of this workshop were among those faculty who received stipends to create OER materials for our classes. It was our introduction to OER. One is also a Faculty Fellow in our Center for Teaching Excellence. As such, she is involved with supporting and developing faculty with a variety of issues related to creating, adopting, and adapting OER materials. In this workshop we will share what we've learned through this process and, hopefully save you some of the time and resources we spent during our learning process.

Faculty Self-Care as Pedagogy: Promoting Healthy Learning and Lifestyle Rhythms

Nicole McDonald - *Cornerstone University*

In an educational climate that is increasingly stressful, critical and thankless, intentional faculty self-care practices have become essential to maintaining healthy, balanced teaching and learning practices. Yet, an often overlooked aspect of faculty self-care is the power of modelling-centered pedagogy for our students who themselves are stressed and over-stretched. In the midst of busy schedules and lengthy to-do lists, students often find themselves numbly completing learning tasks without engaging in deeper transformational learning. Session participants will explore self-care practices, focusing on how faculty self-care can become a powerful pedagogical tool for modelling healthy learning and lifestyle practices for our students.

Visual Organization Strategies that Deepen Student Learning

Nicole McDonald, Shannon Pothoven, and Laura Walton - *Cornerstone University*

Based on the work of James Lang and James Zull, this presentation will share how the brain physically changes when learning occurs and offer some best practice teaching strategies to enhance this important theory. Although instructors cannot physically change students' brains, they can facilitate these changes through intentional practices in the classroom. This session will focus on three research-validated visual strategies: matrices, concept maps, and sketchnoting. These tools can help students create their own connections between concepts and ideas in order to promote deep learning and retention of key information.

Building Confidence Intervals and a Bridge to the Library

Margaret Mikula and Elaine Meyer - *University of Michigan-Dearborn*

A statistics lecturer and a math librarian utilize an effective teaching method that allows students to apply and interpret statistical concepts as well as learn about the library resources. Students will formulate the problem and design a sampling plan based on all the sources of variation to collect data for the age of books at the university library. They create confidence intervals to estimate the true mean age of books. The math librarian calculates the “true” mean age of books and reveals this to the students. The students can see if their efforts really did capture the “true” mean.

Moral Distress in Nursing Students: Precursor to Early Occupational Burnout?

Larissa Miller - *Lansing Community College*

It is hypothesized that recognition of moral distress is not currently being adequately assessed or addressed for students as they prepare to graduate and acclimate to the healthcare worker environment. It is also hypothesized that there will be evidence of this phenomenon occurring that should serve to guide inclusion and navigation of moral distress situations in higher education curriculum, specifically for students actively working in healthcare. Implications for educational systems will include intervention, attention to transition to practice, workplace onboarding support and continued job satisfaction surveying to avoid the loss of healthcare workers.

Establishing Student-Friendly Intuitions for Mathematically-Intensive STEM Classes

Hua Ming - *Oakland University*

This proposal aims to present an effective strategy to help successfully land “abstract” mathematical concepts (including the rigorous proving of theorems) to students’ hands that they can use to further develop their essential problem solving skills when taking STEM classes. This proposal provides a concrete learning scenario, i.e., the Pumping Lemma taken from Theory of Computation, to elaborate the process of establishing student-friendly intuitions as a means to effectively attack challenging mathematical abstractions. The central example included is classroom tested from the presenter’s successful real-world teaching experience.

Digital Organization: Free Google Tools to Tame Teaching and Research

Shaun Moore - *Oakland University*

Teachers can get bogged down with technology, lost in a flood of emails, unable to find files or prioritize projects. Using just a few organizational techniques, this session can help you become the digital master of your domain. Get your digital life under control with tips and tricks on using the Google Suite (email, calendar) to organize your email and calendar appointments. Discover free tools to help keep track of your projects. Organize your research and keep it safe with good backup strategies. It’s easier than you think!

Start Making Digitally Accessible Course Documents and Presentations Today

Christina Moore, Daniel Arnold, and Nicholas Bongers - *Oakland University*

This interactive session will provide easy first steps for faculty who are interested in creating digitally accessible content. Learn what you can do now to make content accessible for students with impairments, and how these simple changes to the way you create content benefit all students and you. Some high-impact changes are simply a matter of changing habits, such as using heading styles in documents and slide designs. We will demonstrate overlooked accessibility tools in Microsoft Office and explain accessibility standards related to PDFs, videos, and other web media.

The Leadership Development Program as a Graduate Student-Led Community of Practice

Makena Neal and Madeline Shellgren - *Michigan State University*

Too often graduate students are an under-visibility population in higher education, bridging both student and professional worlds. This session will utilize a case of a leadership community of practice that was designed and facilitated for graduate students, by graduate students in an effort to create a structured, collaborative space to grow in and engage with action, change-oriented leadership at our institution. Our case will be utilized to discuss the strengths and opportunities of this model, and participants will have the opportunity to engage in facilitated activities that aim to help them think critically about graduate student development at their institutions.

Engaging Students with Research Through a Design Mindset Approach

Toko Oshio and Jeff Kupperman - *University of Michigan-Flint*

This presentation explores how a human-centered design mindset approach can help students engage with issues and trends in a field of study, while providing context and relevance to their explorations of research literature in the field. The presentation uses a master's level Early Childhood Education course as an example of how a course can be revised to incorporate a design mindset approach, replacing a traditional research literature review assignment with an extended design task. An interactive activity will demonstrate two key aspects of this approach.

Re-Envisioning the Classroom Through Community-Driven Learning

Michael Pasquale and Brian Pickerd - *Cornerstone University*

Despite contemporary promises of digital connectivity and community, students show alarming levels of loneliness, anxiety, and depression. The resulting problems emerge in students' academic, social, and emotional well-being. By drawing on our understanding of adolescent development and employing a community-driven posture in our learning and teaching, we can support and encourage our students toward success in their personal, social, and academic lives. We believe that re-envisioning the classroom from a teacher-centered space to a place postured on Community-Driven Learning (CDL) will establish mutual trust, encourage risk-taking, instill conflict resolution, and grow students academically, socially, and emotionally through deeper community connection.

Digital Gero-Badges: An Alternative in Teaching Diversity and Social Justice

Sally Pelon, Melissa Villarreal, and Scott Berlin - *Grand Valley State University*

This interactive workshop aims to teach participants how to design and execute a comprehensive and coherent curriculum offering of aging content through a Gero-Digital Badge program. The workshop includes discussion and examples of course materials along with demonstration and samples of the final electronic portfolio assignment. While this presentation is considered from the field of social work, the focus on gerontology and the use of digital badges as a pedagogical technique are applicable across a variety of disciplines.

A STEM Faculty Learning Community

Thomas Pentecost, Sarah Mullins, Marshall Werner, and Stephen Rybczynski - *Grand Valley State University*

During the 2018-19 academic year a group of STEM faculty participated in a faculty learning community to increase the use of active learning pedagogies in introductory STEM courses. Faculty spent a semester doing background reading and designing/revising an activity for use in their winter semester courses. During the winter semester, faculty implemented and began to evaluate the impact of the activity. This presentation will include a description of the structure of the faculty learning community and the background readings used. Faculty learning community participants will share their experiences, describe the activity they developed, and share their preliminary results.

Creative Emergence

Don Perini - *Cornerstone University*

A creative person is well-trained. I'll say it again: A creative person is well-trained. Creativity is not done on the fly--it takes discipline and hard work. If you are willing to change your lifestyle, work hard at developing creative habits, and delve deeply into the darkest part of your soul, then this session is for you. This session is a guide, not a formula, to help you with your quest to become an amazing creative and innovative teacher.

Demonstrating Experiential Learning Using a Learning ePortfolio

Dustin Petty and Jennifer Rivera - *Michigan State University*

This study looked at the use of the Bailey Scholars Program Learning Model (developed twenty years ago and based on the Kolb Learning Cycle). Five years ago, when the program adopted ePortfolios as a means to document student learning, it had difficulty transitioning the students into using the assessment models in this new digital community. This presentation will highlight the best practices the program utilized in adopting AAC&U's Integrative and Applied Learning VALUE Rubric while also holding true to its unique assessment model.

Mapping Student Perceptions of Educational Success in Relation to Engagement

Dustin Petty and Jennifer Rivera - *Michigan State University*

This study examined undergraduate students' perspectives of how university resources contribute or hinder educational

success. We used a Social Mapping Inquiry approach to collect data. Data on institutional support were coded and compared with the data on student personal assets, and the barriers to student educational success. We highlight our findings on the relationship between students' utilization of community resources and their perceived success as well as Social Mapping Inquiry as a method to collect student perceptions. Our presentation will utilize a mapping framework that can be applied and adopted in many university classrooms and community programs.

Reinvent the Textbook: a New OER Approach to Teaching

Caterina Pieri - *Oakland University*

The cost of traditional publishers textbooks has reached unreasonable levels, often forcing students not to purchase required materials, and consequently interfering with student success. This presentation will demonstrate how free materials can be used in any discipline, starting from the experience of the Italian program at OU, and providing examples from numerous other Departments. The focus will be on the process of selection, adaptation, and class implementation of OER materials. We will discuss the financial and pedagogical benefits for the students, and how instructors can renew their passion and creativity by setting themselves free from traditional textbooks.

Defining Soft Skills for Comprehension and Incorporation into Technical Programs

John Posillico - *Ferris State University*

It is accepted in higher education that improving students' 'soft skills' (skills not solely aligned with one specific discipline) will improve students' chance for success when entering the workforce. So, why do many technical programs not integrate 'soft skills' into said program? One possible explanation is that educators struggle to understand 'soft skills' in a manner that allows them to integrate those skills into curriculum. This session aims to define the value of 'soft skills' relative to technical programs, and through original research, provide a new lens for educators to view the significance and role in supporting technical programs.

Concept Mapping: An Alternative Final Assignment

Kimberly Pusateri - *Northwestern University*

Concept mapping is a particularly helpful strategy for helping students organize knowledge and visualize connections and relationships between relevant concepts/ideas/theories

(Horton et al., 1993; Novak & Canas, 2008). In this session, participants will discover how to implement concept mapping as a culminating assignment in an undergraduate class. Specifically, participants will have the opportunity to review an assignment description and representative examples of student-generated concept maps.

Assessing Students' Critical Thinking about Digital Information via Statistical Analysis

Kim Ranger - *Grand Valley State University*

Think of statistical analysis as a way to advance student learning and improve teaching activities. This may be done with a single course if the analysis is conducted over multiple sections and/or semesters, and is also achievable by librarians teaching single sessions. We will delve into informed learning design to achieve critical thinking, digital literacy, and information literacy through the process of fact checking a website by searching (lateral reading), skimming (click restraint), and double-checking (verification). Do scaffolded activities really build on each other, i.e., are they statistically dependent or independent? Consult statisticians or statistics students to find out.

Academic Coaching: Using Life Coaching Skills in the Classroom

Jessica Rico - *Oakland University*

In addition to struggling with the skills and knowledge necessary to succeed in the classroom, students are often facing external struggles that stand in their way of success. This presentation will demonstrate different techniques used in life coaching, such as goal identification, perceptive listening, reframing, and positive psychology to aid students in identifying their challenges and academic goals and helping them to achieve them in and out of the classroom.

Inclusive Teaching Strategies for Writing-Intensive Courses

Lauren Rinke - *Oakland University*

Because writing-intensive courses are inherent to student success, educators have a responsibility to revamp the traditional approach to classroom processes in order to allow all students to thrive and transfer skills, utilizing their unique cultural backgrounds, literacy experiences, as well as their preferred learning styles and interests. This presentation will address how differentiated learning teaching strategies (and UDL), when complemented with multicultural initiatives, work well with the writing workshop model used in writing-intensive courses. Implementing differentiated

instruction (DI) practices into the classroom--combined with additional personal and metacognitive reflection and course resources from a more diverse group of writers, speakers, etc.-- will allow students to harness their passion for writing and hopefully sustain them to learn the skills necessary for academic and professional writing and communication.

Peer-Observation as Conversational Learning

Michael Ristich, Arthur Ward, and Benjamin Oberdick - *Michigan State University*

For many, teacher observation often means high-stakes evaluation done without much forethought or planning. Indeed, as the research suggests, if done poorly, teacher observation can actually harm teacher effectiveness. Drawing on experiential learning theory, this presentation forwards a model of educator development that reimagines peer-observation of teaching as “conversational learning.” We suggest that our four-part model avoids the pitfalls commonly associated with teacher observation and emphasizes peer-observation as a collaborative and reflective experience oriented towards learning and improving teacher practice. This interactive presentation will ask participants to offer feedback on the usefulness and benefits of our peer-observation of teaching protocol.

The Coach in the Corner: Re-Envisioning the Instructor/Learner Relationship

Matthew Roberts and Erik Benson - *Grand Valley State University and Cornerstone University*

Learner-centered versus instructor-centered. This concept has long dominated pedagogical discourse, but there is a better way to conceptualize the relationship between instructor and learner. We discard the binary either/or choice and instead posit that the relationship should be a highly collaborative one in which instructors take on the role of “guides” to their learner “heroes.” As guides, instructors are experts whose teaching helps novice heroes realize their potential to become experts themselves. This requires a model of teaching that appreciates expertise, but also its effective use in a highly collaborative, relational context with learners built on well-considered activities and behaviors.

Points are Pointless: The Search for Grading Nirvana

Matthew Roberts - *Grand Valley State University*

In this session I explain Linda Nilson’s concept of specifications grading, an approach designed to address the flaws inherent in traditional grading—in particular, the fact that a pile of points,

scraped together from partial credit on multiple assessments, reveals nothing about where learners stand in terms of the objectives or outcomes for a course. I describe how I’ve implemented specifications grading in my Political Science courses. Finally, I’ll describe the challenges I’ve encountered, the changes I’ve made over time, and the bigger issues raised by moving towards learning-centered grading.

Using Technology Shortcuts for an ADA-Compliant Course Design

Amy Rutledge and Laura Dinsmoor - *Oakland University*

The Americans with Disabilities Act (ADA) requires that individuals with disabilities have equal access to services funded by federal funds. This includes instructional offerings. Course materials, videos, sites, etc. should adhere to basic standards of compliance. For most, the thought of redesigning a course seems overwhelming and daunting. In this session, we will provide a basic framework for compliance as well as some quick and easy steps for getting your course on the path to compliance.

Guiding Sustainable Learning with Sustainable Teaching Results

Julie Saam and Marcia Dixon - *Indiana University, Kokomo and Purdue University, Fort Wayne*

Today we expect everything to occur at the pace of the Internet – instantaneously. But, we cannot actually think, be creative, or learn that way. In fact, to sustain effective teaching and learning, we need time, community and motivation. Results from last year’s Lilly conference presentations gave us information about parameters for that sustainability. We will share our results on creating the conditions students need to experience sustained learning and, simultaneously, creating an environment to sustain our own teaching excellence. Then, we will brainstorm ways to utilize these findings to maximize our ability to sustain teaching excellence and effective student learning.

Flipped Learning Instruction: Students with Learning Disabilities in Mathematics Courses

Amy Schelling and Robert Talbert - *Grand Valley State University*

Flipped learning is an instructional method in which students encounter new concepts initially through activities prior to class, rather than in-class lecture; class time is focused on applications of the new material through active learning. Flipped learning has enjoyed a rapid growth among higher

educators in recent years, and there is mounting research evidence of its effectiveness. However, little has been reported on the effectiveness of flipped learning for students with learning disabilities. It is unclear whether flipped learning is an appropriate instructional method for those students. This session presents the findings of a study conducted in foundational mathematics courses.

Bringing Trauma-Informed Insight and Practices into Higher Education Instruction

Judy Schulze and Michelle Reiter-Miller - *Baker College*

This session focuses on the effects of trauma on the academic behavior of higher education students. The presentation will begin with a brief overview of how physiological changes in brain structure influence academic behaviors. The main portion of the session will highlight the responsibility of higher education professionals to provide an all-inclusive learning environment that inherently addresses the needs of students who may have trauma-related learning behaviors, including reduced academic motivation, atypical responses to feedback, social difficulties during group activities, and atypical emotional responses. Participants will learn how to use adaptations of evidence-based pedagogy to support resiliency building in students.

Higher Order Thinking Sheets: An Evolving Learning Method

Aricka Schweitzer - *Saginaw Valley State University*

Higher order thinking (HOT) allows learning to occur at a more complex level that involves higher cognitive load. In order to apply higher learning skills, the educator needs to inform the learner of how the process can occur through understanding, remembering, application, analysis, evaluation, creating, and synthesizing. One method is using a HOT sheet to succinctly provide all information about the product or process and students are required to replicate and use all of the HOT strategies. This session will focus on instruction and creation of HOT sheets and participants will leave with ideas for application.

Rally Your Connections: Community Collaborations for Increasing Student Workplace Opportunities

Robin Spring - *Grand Valley State University*

Research confirms professionals value internships and workplace simulated experiential learning (West & Simmons, 2011; Yoo & Morris, 2015). This session will outline a variety of ideas for collaborating with campus and community

professionals/organizations to provide experiential learning; enhance portfolios and leverage professional opportunities; applicable to various disciplines. The national narrative questioning the cost/value of higher education, particularly liberal arts education, and the issue of college debt, have implications for this discussion (Hefling, 2015; Krantowitz, 2016; Lederman, 2014; Lee, 2013). Preparing students for the real-world work place through proactive methods is topical, worthwhile and more relevant than ever in 2019.

Creating 'Safe' Classroom Environments for Diverse Students

Carmen Stokes - *University of Michigan-Flint*

Cultural diversity and inclusion are important aspects of higher learning. In fact, in the most recent years many universities have demonstrated a commitment to creating campuses that are more representative of the demographics of society at large. One way diversity and inclusion initiatives are being achieved is through the creation of Offices of Diversity and Inclusion, as well strategic plans that support these programs on campus. While many faculty members recognize the impact inclusive environments have on student success (for example, creativity and innovativeness); very few feel fully equipped to address issues in the classroom. Today's sociopolitical environment seems to be increasing those stressors. This presentation will discuss the author's qualitative research findings with African American students who attended PWI's, and share strategies faculty can use to create safe environments for students from diverse backgrounds.

Using a Faculty Learning Community for Course Revision: Lesson Learned

Mischelle Stone, Rhonda Bishop, and Victor Piercey - *Ferris State University*

As part of an 11 institution National Science Foundation (NSF) grant-funded project, Ferris State University (FSU) joins a national effort to reform math curricula. Faculty from FSU developed and facilitated a 10-month faculty learning community (FLC) to redesign the traditional approach to quantitative reasoning skill development of students in the departments of mathematics, nursing, social work, and the College of Business. The FLC provided interdisciplinary faculty an opportunity to develop pedagogical approaches that integrated cross-curricular concepts from each discipline. Participation resulted in the development of uniquely designed learning-centered approaches to teaching and promoted a community of scholarship among interdisciplinary faculty.

Online Faculty and Staff: Effective Provision and Implementation of Feedback

Errol Sull and Kathleen Embry - *American InterContinental University*

An often-overlooked partnership that is crucial to online faculty and student classroom success is the feedback received from supervisors on the faculty members' instructional methods and how faculty can best implement this feedback. As feedback provided to online instructors trickles down to the classroom, the impact on student experience is the outcome of the overall efforts of the faculty member to engage and guide students. Presented jointly by a supervisor and faculty member, complete with opportunities for engagement, suggestions and scenarios will be offered that have been proven to bring about solid performance by faculty and improve student learning.

Non-Tenure-Track Faculty Motivation to Engage in Faculty Development

Steven Taylor - *Wilmington University; American Council on Education*

Colleges and universities are increasingly reliant on non-tenure-track (NTT) faculty to achieve increased efficiency and reduced instructional costs. Simultaneously, there is a renewed focus on the critical role that effective teaching plays in achieving improved student and institutional outcomes. Faculty development seeks to equip instructors with knowledge, skills, techniques, and other supports to enhance teaching and learning; yet, there has been limited research on NTT faculty engagement in faculty development relative to their motivation and expected outcomes. This session unpacks findings from a recent qualitative study utilizing the expectancy theory of motivation to explain how NTT faculty perceived faculty development efforts relative to their teaching performance and expected intrinsically and extrinsically motivated outcomes.

Bringing Learning Alive Through Video

Jeff Thomas and Joyce Gulley - *University of Southern Indiana*

This poster session will be an interactive experience for attendees. The poster will provide an opportunity for visitors to use Flipgrid (a free, dynamic video-based discussion platform) to submit a response about how they use video with students in their classrooms. Additionally, they will be able to see others' entries to learn how they also do so. An outcome for participants is twofold. One, to see other great ideas for using video in the classroom. Two, to see the ease with which one can use Flipgrid and how their students might enjoy the experience.

I Have a Graduate Assistant! Now What?

Kris Thompson and Chris Stiller - *Oakland University*

A conceptual framework that outlines factors contributing to and a process for sharing goals and expectations that facilitate a successful relationship between graduate assistants and their faculty supervisors will be presented. Based on their research and the literature the presenters will describe strategies for and lead a discussion about successful mentoring for graduate assistants. Participants will discuss and share information about the practices that they have found contribute to successful relationships with their graduate assistants. Resources to support graduate assistants who aspire to become faculty, as well as ways to overcome challenges, will be shared by presenters and participants.

Collaboration Between Nursing and Theatre Department in Simulation

Tina Thornton - *Saginaw Valley State University*

Research has found that simulation is educational for theatre and nursing students and beneficial to the undergraduates and the University overall. Standardized Patients (SPs) has been shown to be an effective teaching strategy in nursing education. Recruitment costs, training and wages of live SPs are barriers to their use in nursing programs. Collaboration with theatre department can eliminate some of the barriers of using SPs. This project implemented theatre students, as SPs, for simulations in the undergraduate nursing program to determine if their use was feasible and would increase the overall learning satisfaction, communication/skills competence, and confidence of students.

Embedding the Art of Nursing in a Pediatric Clinical Course

Maureen Tippen - *University of Michigan-Flint*

Much of what we do in nursing education focuses on learning the "science of nursing." A call for greater creativity and innovation in teaching has unlimited possibilities to enhance student learning. For the past 5 years "The Art of Nursing Creative Project" has been embedded into a pediatric clinical course at a Midwestern baccalaureate nursing program resulting in positive learning outcomes. The media project is created to convey the impact of the illness on the family and concludes with a summary of the effect the child/family had on the student nurse and their nursing practice.

The Impact of Transformational-Instructor Leadership on Student Outcomes

April VanPutten - *Cornerstone University*

Student engagement and motivation is a concern for faculty members across all disciplines. This session will inform professors about the practice of transformational-instructor leadership in a higher education classroom. Attention will be given to the four components of transformational leadership, idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, and how these components can be implemented in a course to empower students to engage in the learning process and be motivated to succeed. Ideas for modifying existing courses will be shared along with best practices in transformational-instructor leadership behavior. There will also be a time of collaboration between attendees.

Thinking Through Video

Mike Vasicek and Steve Hundersmarck - *Ferris State University*

Thinking Through Video is a creative tool that can be incorporated into many university courses. In our Criminal Justice presentation, the concept is used in Report Writing Courses and is a scenario-based learning tool. Instructors create and record scenarios which assist students learning modems. It helps students learn the material correctly, assists students to gather the proper elements needed in an investigation, and helps to chronologically organize student reports. The videos are more than a passive tool; they are an effective instructional tool, helping to supplement learning and involve students as active learners.

Development of an Online Peer Observation Training Course

Tracy Wacker and Jeffrey Drake - *University of Michigan-Flint*

We have been promoting a systemic peer observation procedure on our campus since 2015, but attendance at the two-day workshop had tapered off. We developed an online training course for peer observation in both face-to-face and online courses that would be self-guided and launched it in March 2018. The conversion from a face-to-face workshop to an online session, including course design considerations, will be the focus of this session. We will share our collaborative process, design optimization for training in the three-phase model of peer observation, nuts and bolts of our certification program and the feedback from participants.

Incorporating Service-Learning Into Your Course, What Works and What Doesn't

Lisa Wall - *Delta College*

Community engagement through service-learning can help students develop the skills necessary to work in an increasingly global environment. Service-learning can also help connect classroom concepts to real-life applications. Participants will learn what is currently being done, and address challenges that best meet learning outcome for the course.

Integrating Meditation into Pedagogical Praxis

Kristi Wilson and Avianna Castro - *University of Michigan-Flint and Avi Om Studio*

Have you noticed the large number of distracted students in your classroom? It could be in the form of anxiety, frustration, tension, or a sense of overwhelming angst. One way to create a peaceful learning environment is through meditation. The presenters will review the literature and first hand effects of meditation as integrated into the classroom. A certified meditation teacher will also take educators through a guided mediation.

How Teaching Online Made Me a Better F2F Instructor

Maureen Wolverton - *Grand Valley State University*

Online students often show signs of distress faster than students in traditional classes. Extending Lani Guinier's "Miner's Canary" metaphor, instructors can look to these signals for hints of trouble within the atmosphere in the mines/classroom. Instead of affixing the canary with a tiny gas mask and locating the problem within the bird/student, we can examine ways to improve the quality in the mines/classroom for all students.

R-1-2-3: Lessons Learned After One Semester At an R1 University!

Marie Allsopp - *Purdue University*

The purpose of this article is to describe my transition from the tenure track at a non-R1 institution to a non-tenure track role at an R1 institution in the spring of 2019, after reflecting on my first semester of teaching. Lessons learned include: 1) Resistance to change is normal, and even more so when students are exposed to new and/or active learning pedagogies from an instructor who is new to the institution. 2) There is power in a name, as developing personal connections with students by learning their names goes a long way. 3) Develop a thick skin because anonymous student comments provided qualitatively can come across as cruel.

INTRODUCTION

Over an extended period, obtaining tenure has been esteemed as essential for protecting academic freedom in the academy (Tierney & Bensimon, 1996). However, according to trends in faculty appointments over the last four decades, there has been a steady rise in the number of non-tenure track (part-time and full-time) faculty (AAUP, 2013). Much has been written about successfully making the transition to the tenure track and achieving desired outcomes (Clark, Alcalá-Van Houten, & Perea-Ryan, 2010; Trower, 2012; McCormick & Barnes, 2008; Toews & Yazedjian, 2007). While on the other hand, there has been a limited amount of information concerning making the transition to a non-tenure track role after being in a tenure track position (Kelsky, 2019).

METHODS

I reviewed course evaluations (N= 69/71) from Physiology and Nutrition During the Life Cycle, which was my first course as an instructor of record at Purdue. I conducted a thematic analysis of student comments (N=36/69) received.

RESULTS

Three themes emerged from a thematic analysis, which included:

1. Resistance to change is to be expected, and even more so when students are exposed to new and-or different active learning pedagogies from an instructor who is new to an institution.

- “Marie Allsopp can make the lectures a bit awkward and uncomfortable with the music that she plays in her slides.”
- “I understand you are trying to fulfill all kinds of learning methods (visual, auditory, etc.) but I’m not sure that the methods of playing music during slides are completely effective or necessary. They didn’t do much harm, but they probably aren’t needed.”
- “The music incorporated in slides is just embarrassing. She uses them on statistic heavy slides and expects us to read them by ourselves. I’d rather have her talk about the information and use my brain in that way.”

- “I would have left out the music on slides and the some of the breaks in the lecture - while I understand the intent behind them is to engage students more and get us moving, it seemed forced and awkward.
 - “Didn’t like the participation breaks, felt like they were more counterproductive than anything.”
 - “I felt like the "participation breaks" were unnecessary.”
 - “I know according to the literature it is proven students will learn better if the lecture is split into two sections and we are given a break. However, does this literature say another as far as how long the class should be to warrant a break? I do not know but what I do know is I have had classes that are 3-hours in length and multiple power-hour classes and we are never given a break. The issue with the breaks is we do not have enough time in the class to get everything done.”
 - “The stretching break, and the questions/in class participation felt like a complete waste of time. Most of the students are juniors in NUTR in the class and all know each other. There is no point in getting up to talk to others on the other side of the room, especially when the classroom makes that very difficult to do.”
 - “The breaks in the middle of lecture are good in theory but personally distracting.”
 - “Sorry, we don't need a stretch break we aren't 5.”
2. There is power in a name, especially as developing personal connections with students by learning their names goes a long way.
- “Dr Alsopp is very nice and approachable. Very nice and loves to learn all of her students names. Really liked how she genuinely cared about her students feedback.”
 - “Dr. Allsopp clearly took the time to get to know her students, and was able to call on students by name during the lecture, which I respected. “Very nice and loves to learn all of her students names.”
 - “She's friendly, warm, and tries to remember students names which is meaningful.”
3. Develop a thick skin, because anonymous student comments provided qualitatively can come across as cruel.

- “Quit wasting people times with everything. Just give a lecture and thats it, and assign the case studies for homework. Also no one likes group work or group grades. Why should my grade depend on whether or not I get good partners, that is unfair. Also you are at Purdue now, not Mississippi state, and the academic caliber here is way higher. The content of this course needs to be stepped way up.”
- “I have taken many classes at Purdue, but by far this is the WORST CLASS I HAVE EVER TAKEN. The instructor was poorly organized.”
- “I do understand the instructor of this course was brand new to Purdue, and at the beginning of the semester I kept that in mind to give her the benefit of the doubt while she adjusted. However, after halfway through the course and nothing was better I began to lose all respect for the instructor and this class. I stopped going to lectures because it was so frustrating to sit there, not learn anything, watch pointless videos, and just all together completely waste my time.”
- “SOMETHING NEEDS TO BE DONE ABOUT THIS COURSE. This course is an embarrassment to the nutrition science department and to the college of HHS.”

DISCUSSION

A large number of studies have demonstrated that active learning strategies foster student learning in STEM by producing an array of different outcomes when compared to traditional lectures (Freeman et al., 2014). There are multiple reasons why instructors are reluctant to change their pedagogies, and one of those is the fear of student resistance to active learning (Tharayil et al., 2018).

Data has shown that approaches based on explanation (e.g., communicating course expectations clearly at the beginning of the semester) and facilitation (e.g., designing activities for participation) can effectively be used as a starting point to incorporating innovative pedagogies into undergraduate classes (Tharayil et al., 2018).

The consensus among many instructors who have been successful pedagogues is that learning students’ names is essential to fostering a sense of community in the classroom (Glenz, 2014). Furthermore, when instructors do not take the time to learn their students’ names, they are likely to be perceived as unapproachable and disinterested (Glenz, 2014).

There is a limited amount of literature on the qualitative feedback provided by students in end of the semester course evaluations, in contrast with the volume of literature examining the validity and reliability of course evaluations (Lindahl & Unger, 2010). The structure of the collection process, which provides anonymity and induces an emotional reaction, may motivate students to write cruel remarks without realizing the consequences of their actions (Lindahl & Unger, 2010). As a result, there needs to be support at the institutional level for faculty, and open dialogue should be encouraged (Lindahl & Unger, 2010).

CONCLUSION

My first semester was one of making adjustments and experiencing growing pains, all while on a steep learning curve. I learned that I need to utilize an active learning classroom if I want students to be receptive to that type of pedagogy and that I should be more explicit about relating aspects of my teaching methodology to course outcomes. I also found that taking the time to learn students’ names and being intentional about getting to know them was worth the effort. Lastly, I realized that I was not alone in experiencing harsh feedback on course evaluations. Therefore, in addition to developing a thick skin, I have sought out support from mentors and experts in teaching and learning on campus.

HUMAN SUBJECTS

The Purdue University Human Research Protection Program has determined that the research project identified (IRB-2019-369) qualifies as exempt from IRB review, under federal human subjects research regulations 45 CFR 46.104

TABLE 1. Teaching Resources for Purdue Faculty

| Resource | Affiliation |
|---|--|
| Center for Instructional Excellence Staff | Purdue University |
| Faculty Mentors | Purdue University (College of Health and Human Sciences) |
| Director of Diversity and Inclusion | Purdue University (College of Health and Human Sciences) |
| Colleagues in the Academy | Lilly Conferences on Evidenced-Based Teaching & Learning |

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Fostering Student Engagement in Statistics in Real and Virtual Environments

Leszek Gawarecki, Boyan Dimitrov, Hee Seok Nam, and Gina Rablau - *Kettering University*

Problem-based learning and real-life experience relevant to students' interests have been widely identified as factors for enhancing student engagement. In statistics education, the importance of using real data has been repeatedly emphasized. However, data collection, as part of a student project faces practical problems. It is time-consuming, may require access to equipment or raise ethical issues. One solution is to retrieve already collected data, e.g., from the US Census Bureau. We follow a more active approach of using the virtual environment "The Islands", where students can design and perform experiments on inhabitants. We propose practical recommendations for others who choose similar projects

INTRODUCTION

The importance of teaching university statistics is becoming more evident as information technology develops, and available data volume increases rapidly. In July 2016, the American Statistical Association (ASA) endorsed the revised Guidelines for Assessment and Instruction in Statistics Education (GAISE) College Report which contains the following six recommendations for the future of introductory statistics courses (GAISE (2016)):

1. Teach statistical thinking.
2. Focus on conceptual understanding.
3. Integrate real data with a context and purpose.
4. Foster active learning.
5. Use technology to explore concepts and analyze data.
6. Use assessments to improve and evaluate student learning.

The authors of this paper are focusing on how to teach introductory statistics courses to meet the above recommendations.

Problem-based learning and real-life experience relevant to students' interests have been identified as factors for enhancing student engagement (Hmelo-Silver, 2004), Smith et al. (2005)). The importance of using real-world problems has been emphasized in many areas of education (Meebert, et. al.). The application of real data in statistics education has been an increasingly recommended approach to overcome rigid and abstract teaching methods (Mandrekar (2014), Neumann et al. (2013)). In (Meebert et al.) features of a learning experience likely to enhance student learning were identified as collaboration, open-ended exploration, and problem-based learning in real-life scenarios.

However, data acquisition as part of a student project faces many practical problems including time management, availability of financial resources, requiring access to equipment or raising ethical issues. A frequently taken path to avoid these obstacles is to retrieve existing data and analyze case studies. This can be an active learning experience if for example, tools provided by the US Census Bureau are utilized.

Another possibility is using virtual environments, where students can design and perform their own experiments.

The real-world example model is well described in Meebert et al. where four colleges and universities in Flint, MI (i.e., Baker Community College, Mott Community College, University of Michigan at Flint, Kettering University) have undertaken a project during the height of the Flint water crisis. The project asked students to apply class content to the problem unfolding around them. It offered students an opportunity to collaborate with peers across disciplines and institutions. Instructors provided most data on lead blood levels.

Their model can be replicated but studies are observational and data are retrieved rather than collected. Among many, air pollution, PFAS contamination, addiction (vaping), climate change, student debt provide excellent real-world problems relevant to students.

In this paper we describe our experience in teaching students by immersing them in a virtual environment called "The Islands". Our purpose is to enhance student engagement in learning statistics by empowering them to investigate problems relevant to their interests and by providing them with an appealing interactive tool for data collection.

The first version, the "Island" was introduced by M. Bulmer and J. K. Haladyn with a seeding population of 108 shipwreck survivors on one island (Bulmer & Haladyn, 2011). It was rewritten in 2015 to include three islands with added models on environment, education, employment, public health, and exhibiting other interesting features. "The Islands" has currently 27 villages and over 40,000 inhabitants.

METHODOLOGY

In the summer term of 2019, we introduced "The Islands" to students enrolled in four sections of an entry-level statistics course for engineers and in one course in Biostatistics. We assigned a group project to conduct statistical research to yield a report of a publishable paper quality. Table 1 shows a sample timeline of the project for the Statistics course. At the

end of the term, students were asked to submit a paper and fill a survey with seven questions on the Likert scale to assess the various aspects of using the virtual environment (Table 2 and Figure 1). Each Likert scale question was paired with an essay-type response for a qualitative evaluation.

RESULTS

We realized that students who use “The Islands” learn skills which they do not learn from textbooks in a traditional course. These include:

1. Performing the entire process of conducting statistical experiments: formulating questions, designing experiments, collecting data, running inference procedures, and formulating meaningful conclusions.
2. Performing different sampling methods.
3. Participating in an active learning environment and working as a team member.
4. Gaining experience in conducting research on human subjects.
5. Using technology.

We saw that all the ASA guidelines were clearly addressed in courses that used “The Islands”.

The survey results are summarized in Table 2 and displayed in Figure 1. Students’ responses indicate increased engagement (84% better than neutral), better understanding of statistical research questions (78%), and enhanced quality of the course (82%). Students also enjoyed working in teams (86%). Over 50% of students agreed or strongly agreed that their motivation to learn statistics increased and they recommended expanded use of “The Islands” in our courses. Even the more technical question of a better understanding of statistical study designs received an over 50% support. One student commented, “When you engage in designing a study based on existing study designs, you often learn the concepts better than just reading the textbook material.”

The disengaged students pointed out an important shortcoming in our instruction by complaining about the time-consuming process of data collection. One student wrote, “The islands takes so much time that it honestly makes me not want to study for the class after completing an assignment.”

Another comment was, “Collecting data can be frustrating when the people deny my request, but it was fun seeing the different characteristics of people.” And yet another student commented that “The process of going to (sic) house to house, asking permission, and waiting for tasks to be done made me lose interest in what I was trying to get done, while elongating the time it took to complete the project. I understand that this mimics a real-life scenario, but I don’t see the necessity for that should one understand the real process it would take to survey people.”

Another important insight from student surveys was that we failed to fully integrate “The Islands” into our courses, so that our examples came either from the book or other sources rather than from “The Islands”. This is a legitimate concern if we ask our students to collect data from “The Islands” we should lead the way and use this environment in our own examples.

DISCUSSION

It is our conclusion, based on observations and student surveys, that “The Islands” can enhance student engagement in teaching statistics courses. We present here some suggestions for improvement:

- Integration of “The Islands” in the course instruction by creating engaging examples of data collection and analysis in a variety of statistical procedures.
- Extensive discussions of sampling plans.
- Clarification that experiencing data collection problems is part of statistical education.
- Presentation of a sample paper to provide constructive examples of conducting statistical research.
- Introduction of systematic checkpoints to build confidence about the progress of the project and to avoid procrastination.
- A requirement for a weekly submission of progress reports.
- Presentations before the final week to obtain feedback from peers and from the instructor.

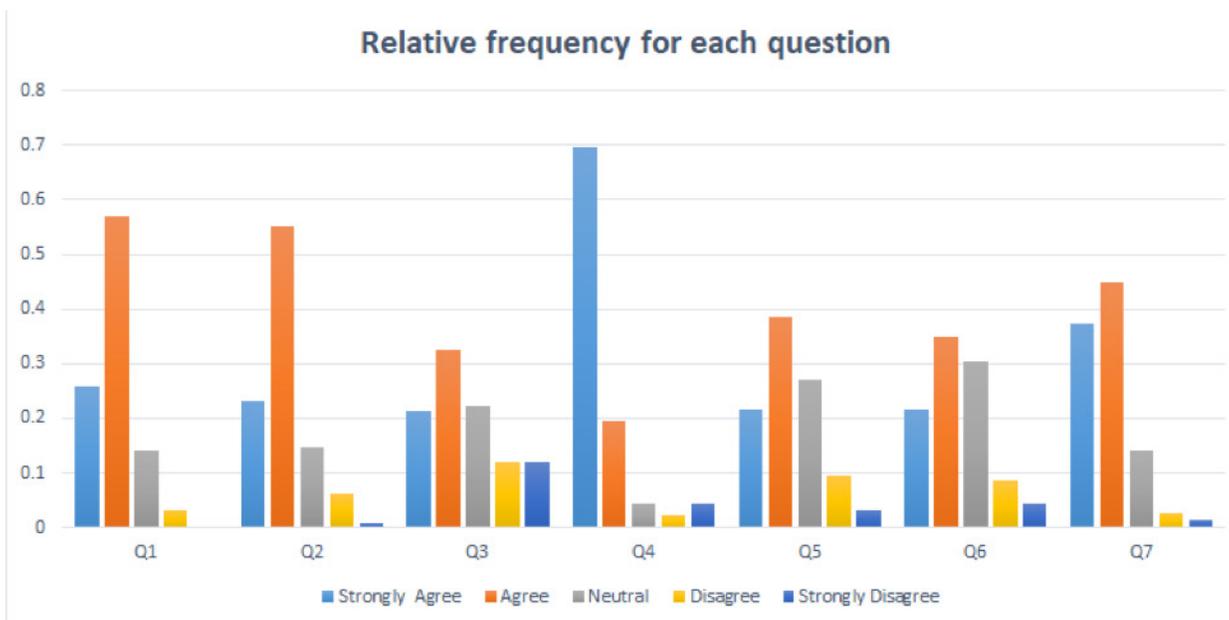
TABLE 1. SAMPLE TIMELINE

| Week | Project Tasks | What is due |
|------|--|--------------------------------------|
| 1 | Introduction, Exploring The Islands | |
| 2 | Form groups and read papers | Group members, Exploration worksheet |
| 3 | Read papers and search for research questions | |
| 4 | Finalize group project topic and discuss methodology | Project topic and introduction |
| 5 | Begin data collection and organization of Islands data | |
| 6 | Data collection | |
| 7 | Complete data collection | Data |
| 8 | Draft results and discussion | |
| 9 | Draft results and discussion (cont.) | Draft presentation (5~10 min) |
| 10 | Review/finalize results and discussion | |
| 11 | Finalize and submit paper | Final paper, Online survey |

TABLE 2. SURVEY RESULTS

| Responses | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 |
|-------------------|-------|-------|-------|-------|-------|-------|-------|
| Strongly Agree | 25.8% | 23.3% | 21.4% | 69.6% | 21.6% | 21.7% | 37.2% |
| Agree | 57.0% | 55.0% | 32.5% | 19.6% | 38.4% | 34.8% | 44.9% |
| Neutral | 14.1% | 14.7% | 22.2% | 4.3% | 27.2% | 30.4% | 14.1% |
| Disagree | 3.1% | 6.2% | 12.0% | 2.2% | 9.6% | 8.7% | 2.6% |
| Strongly Disagree | 0.0% | 0.8% | 12.0% | 4.3% | 3.2% | 4.3% | 1.3% |

FIGURE 1. THE BAR CHART OF SURVEY RESULTS



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APPENDIX

Survey questions and summary of responses

- Q1. Using the "Islands" made the course more engaging.
- Q2. My understanding of statistical research questions increased by working on "The Islands" project.
- Q3. My understanding of statistical study designs increased by working on "The Islands" project.
- Q4. I preferred to work on a team on "The Islands" project.
- Q5. My motivation to study statistics in this class increased due to participation in "The Islands" project.
- Q6. I recommend using "The Islands" more extensively in statistics courses.
- Q7. Supplementing my course with the collaborative project on "The Islands" enhanced the quality of my class.

Using Virtual Simulation to Increase Critical Thinking and Self-Efficacy

Joanna Hernandez - *Oakland University*

Simulation is a tool that is able to replicate a real life scenario that students may face in the real world in a safe environment. Using virtual simulation, students are presented with a scenario via their computer and they must interact and make professional judgments and decisions in a real-life scenario. Applying this technique as a teaching pedagogy has been shown to improve helps critical thinking, knowledge retention, and self-efficacy. Nursing students were exposed to virtual simulation in an undergraduate nursing course. The purpose of this presentation is to discuss student perceptions of their experience and how it relates to other disciplines.

Critical thinking is an essential skill for knowledge development and professional practice in any discipline. As a result of the 1990 Delphi research project sponsored by the American Philosophical Association, experts defined critical thinking as a “purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference” (Facione, 1990, p. 3). Furthermore, these experts posited there are six skills which are involved in the process of critical thinking including interpretation, analysis, evaluation, inference, explanation, and self-regulation.

In a clinical context, it is expected that nurses who understand how to think critically are able to use previous nursing knowledge to form, evaluate, or re-evaluate a clinical judgment (Facione & Facione, 1996). Clinical judgment is a vital skill that nurses need to become adept in as patients admitted to the hospital often have many co-morbidities and need a higher level of care. Self-efficacy is an individual's belief in the ability to make the decisions necessary to complete a task or succeed in a specific situation (Bandura, 2010). Nurses who have experience in patient care may have a higher level of confidence and use appropriate clinical judgment in their decision-making process. The purpose of this project was to determine if virtual simulation increases nursing students' ability to critically think and increase their level of self-efficacy.

BACKGROUND AND SIGNIFICANCE

As the field of healthcare is constantly evolving and patient care is becoming more complex, registered nurses need to know how to critically think and use sound clinical judgment to provide safe patient care. Encouraging the development of critical thinking skills is fundamental in developing clinical reasoning, judgment, decision-making, and problem-solving (Andreou, Papstavrou, & Merkouris, 2014). It has been found that many nurses have difficulty applying their knowledge into practice. In fact, it has been found that 65% - 76% of graduating nurses did not meet entry-level clinical judgment expectations (Del Bueno, 2005). Additionally, since the use of technology has become a standard of care in hospitals, the focus has moved from the bedside to completing tasks on

the computer. New nurses have been found to be concrete thinkers (Benner, 2004) and miss the subtle cues that illustrate a change in a patient's condition (Spector & Echternacht, 2010). One study found that 50% of novice nurses missed a life-threatening situation when given patient scenarios (Del Bueno, 2005).

The use of experiential learning is one potential method for nurses to improve their critical thinking and clinical judgment skills. Unfortunately, novice nurses often train novice nurses. Therefore, errors may occur that may not be corrected by experienced nurses (Orsolini-Hain & Malone, 2007). Simulation is a technique frequently used in medicine and nursing to replace real experiences with guided scenarios. Students have the ability to practice their clinical and decision-making skills in a controlled environment without causing patient harm. Real-world patient scenarios are developed based on clinical situations and students must use their critical thinking skills and clinical judgment to discover appropriate and safe interventions. Furthermore, simulation has been shown to increase self-efficacy and team efficacy (Kim et al., 2011) as teamwork and communication is needed to deal with complex patient cases (Bond et al., 2004; Norman, 2012).

METHODOLOGY

A free trial of virtual simulation was provided by Wolters Kluwer for students in their second medical-surgical nursing course. Participants had a minimum of a bachelor's degree and enrolled in an accelerated second-degree nursing program. This program is a 12-month program in which students who have a previous degree can take to become a nurse. Participants were placed in groups of four to work on three different virtual simulation scenarios throughout the seven-week course. They were given one hour to work through the simulation together and then the entire class reflected on the experience together for deeper learning. While the virtual simulation was work a percentage of their grade, students were able to choose to participate in a seven-question Perceptions of Virtual Simulation Scale survey and received one extra credit point towards their final grade.

The Perceptions of Virtual Simulation Scale is a seven-item tool using a 5 point Likert scale and was reviewed for face and content validity. This was developed as a pilot study to determine if the Likert scale worked. SPSS Base 26.0 was used for data analysis and the level of significance for each test was preset at 0.05. Institutional Review Board approval was obtained to conduct this research.

RESULTS

There were a total of 48 students enrolled in the course. 44 participants completed the survey and 1 had missing data for a completion rate of 89.6%. The majority (75%) of participants were female, 22.7% were male, and 3.3% preferred not to answer. 93.1% have a bachelor’s degree and 6.8% had a master’s degree. Most of the participants (63.6%) have previous degree in health sciences. The bulk of participants were 25 - 29 years of age (38.6%). There was no statistical significance in age (<30 years or equal to above 30 years) or gender. The Perceptions of Virtual Simulation Scale has a Chronbach’s alpha of 0.953 and was based on a 5-point Likert scale. The mean results can be found in Table 1.

TABLE 1. Overall Results of the Perceptions of Virtual Simulation Scale

| Item | Mean* | Standard Deviation | n |
|---|-------|--------------------|----|
| I found using virtual simulation added to my overall nursing knowledge. | 1.65 | .923 | 43 |
| Using virtual simulation in class improved my ability to think critically. | 1.60 | .821 | 43 |
| Using virtual simulation in class improved my self-confidence when caring for patients. | 1.98 | .963 | 43 |
| I learned from other members within my group during our discussions. | 1.58 | .852 | 43 |
| Using virtual simulation reinforced the topics I have learned in class. | 1.65 | .973 | 43 |
| Using virtual simulation reinforced topics I have learned throughout my clinical courses. | 1.74 | 1.071 | 43 |
| I would recommend adding virtual simulation to other undergraduate nursing courses. | 1.58 | .906 | 43 |

*1=strongly agree; 2=somewhat agree; 3=neither agree nor disagree; 4=somewhat disagree; 5=strongly disagree

Overall, participants found virtual simulation to be a beneficial tool to aid in the development of their critical

thinking skills and self-efficacy. 90.7% (n=39 with 1 missing) agreed their critical thinking skills improved, 77.2% (n=34) felt an increase in self-confidence, and 90.7% (n=40) agreed it added to their overall nursing knowledge. Additionally, participants were asked to rank how they would recommend implementing virtual simulation in the future. Students ranked implementation as follows: (1) in groups in class; (2) in pairs in class; (3) individually at home; (4) in pairs outside of class; (5) in groups outside of class.

DISCUSSION

The intent of this pilot study was to ascertain the value of virtual simulation to improve critical thinking and self-efficacy in second-degree nursing students. Overall, participants strongly agreed that virtual simulation was a beneficial tool in critical thinking development. The five steps of the nursing process (assessment, diagnosis, planning, implementation, and evaluation) that were used during the simulation are congruent with five of the six critical thinking skills (interpretation, analysis, evaluation, inference, and explanation) reinforce critical thinking. Participants also demonstrated clinical reasoning, judgment, decision-making, and problem-solving which is congruent with the literature found.

Results indicated participants prefer to work in class in either groups or pairs. These findings are consistent with the work previously published by Kim et al. (2011) correlating clinical self-efficacy, team-efficacy, and simulation. Of note, it was especially interesting there was no statistical significance in age as often the younger student is thought to be more adept at technology.

There were several limitations to this study. Convenience sampling was used and there was a small sample size. In addition, the Perceptions of Virtual Simulation Scale was not given as a pre-test. Therefore, statistical significance of each item was unable to be evaluated. Future work would include a pre-test to increase the power of the analysis.

IMPLICATIONS

Providing students with opportunities to enhance their critical thinking skills and self-efficacy is essential in any discipline. Critical thinking skills are critical in resolving conflicts, fostering interprofessional teams, and analyzing and interpreting data. Combined with self-efficacy, it can also be used to help solve ethical dilemmas. Simulation, either face-to-face or virtual, may be found to be beneficial in the disciplines of education, the sciences (i.e. chemistry and biology), human resources, engineering, and business among others. It may be beneficial to complete a systematic review of outcomes in virtual learning across disciplines. There is also a need to review the study design in the future to more robustly test this model statistically.

CONCLUSION

Educators have a responsibility to provide students with appropriate learning activities to successfully transition students to professional practice. Continuous knowledge development, working in teams, and having self-confidence is

vital to be successful across disciplines. Using simulation as a tool to teach critical thinking and improve self-efficacy is one teaching pedagogy that can help promote success.

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For Graduate Students By Graduate Students: The Leadership Institute As A Graduate Student-Led Community Of Practice

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Too often, graduate students are an under-visibility population in higher education, bridging both student and professional worlds. This is a brief review and discussion of a leadership-centered community of practice that was designed and facilitated for graduate students, by graduate students as a part of the graduate Leadership Institute at our institution. The goal of the Leadership Institute is to help Spartans feel empowered and equipped to take a proactive approach to their leadership development so they may make a difference in the classroom, community, university, and in the world.

THE LEADERSHIP INSTITUTE

The Leadership Institute currently uses the Social Change Model for Leadership, and its seven “C’s” from Komives and Wagner (2009) as a loose framework for all its programming. The core narratives that cut across all Leadership Institute programming in alignment with the main tenets of this framework are:

1. leadership is not something you can view from a single perspective,
2. leadership is a-positional — In that sense, it is not the position itself that makes a leader positions do not automatically equate to good/effective leaders,
3. graduate students are capable of incredible impact and can contribute to positive social change in a number of ways (regardless of roles on campus), and
4. graduate students play a vital role in student success and in the academy, and see themselves as capable leaders or even valuing themselves as leading already is important to their engagement in student success work.

This graduate leadership program takes a three-tiered approach to graduate leadership development, wherein tier one is a one-day leadership-focused professional development event called the Leadership Summit. Though not the focus of this paper, the Leadership Summit provides space for graduate students, post-docs, and professional students to gather around leadership topics, all framed using the four major tenets introduced above. The second tier is the 8-week long, cohort-based Leadership Academy, which brings graduate students, post-docs, and professional students from across the university into collaboration with one another for the purposes of forwarding change-oriented work, within our institution and broader communities. The Academy is an intensive, cohort-style, developmental experience that happens every spring semester. The vision of the Academy is to create a learning community of engaged scholars from diverse disciplinary backgrounds who will apply theories and principles of leadership to their current contexts and beyond through professional development and experiential projects as

recommended by Mitchell and Poutiatine (2001). During the 8-weeks, cohort members work together in groups to bring a change-oriented project from concept to implementation. Along the way, they grow in their leadership capacity by engaging in regular professional development and mentoring relationships with community resource people (i.e., others engaged in change-oriented work).

The third tier is a year-long college-specific leadership development fellowship. According to Brandes (2006), “building community and social integration should be an important part of the graduate educational experience” when thinking about student success (p.89). That said, the Leadership Development Fellowship aims to build a stronger and healthier graduate student community at Michigan State University, by preparing graduate student leaders to be change agents. Fellows take initiative on specific college-based projects that increase graduate student inclusion, interconnectedness, and ultimately student success by working together in cross-academic spaces and cohort-style format (Brandes, 2006). A set of competencies were selected (and defined) by fellows in the 2018-19 cohort and have been implemented into application and assessment protocols since. They include: communication, collaborative, commitment (presence & dedication), openness to growth, adaptability/resilience, self-starter/takes initiative. We find sharing specific examples of fellows’ work to be particularly enlightening. Here are four brief samples from the 2018-2019 Leadership Fellows cohort:

- The “Institution-wide” Project: As a returning fellow, Fellow A continued the work of their previous year’s project, a “peer mentoring toolkit”. In addition to consulting with groups on the implementation of the toolkit, Fellow A worked with one of the 2019 Leadership Academy participants to develop a reference tool for the Graduate School mentoring working group on methods and modes of evaluating mentoring relationships.
- The “Behind the Scenes” Project: Fellow B spent the majority of the semester building relationships in the college that

did not previously exist for the fellowship. After a fellows PD meeting, they identified that there was not much transparency around college-level committees, and came to find that graduate students had designated spaces on the curriculum committee as well as a student advisory committee, neither of which existed. They now lead the effort to have those opportunities reinstated for the 2019-20 academic year.

- The “in the Spotlight” Project: Recognizing the unrealistic expectations around failure was a challenge for graduate students in their college, Fellow C organized the first-ever College Rising event, where leaders in the institution and college vulnerably shared their lived experiences of overcoming failure. Fellow C planned and promoted the event and coached speakers 1-1.
- The “Knowing Where to Start” Project: Fellow D worked with key administrators in their college to design, distribute, and analyze a college-specific graduate student climate survey. The data and analysis from this survey will serve as a baseline for college initiatives and future fellows’ change-oriented initiatives.

FOR GRADUATE STUDENTS, BY GRADUATE STUDENTS

The unique nature of this leadership program (including the Leadership Fellowship and the Leadership Academy) is that it is completely designed, facilitated, and evaluated by two, co-coordinating graduate students. In an effort to create a structured, collaborative space for the Graduate Leadership Development Fellows to grow in their capacity and sense of agency to engage with action/change-oriented leadership, the co-coordinators initiated both a peer-to-peer mentorship and resource-exchange structure through monthly meetings and regular check-ins. This is congruent with the idea that “people in communities of practice share their experiences and knowledge in free-flowing, creative ways that foster new approaches to problems” (Wenger & Snyder, 2000, n.d.).

A similar model was taken up within the space of the Leadership Academy. However, due to its 8-week structure (a much shorter timeline than the Fellowship program), the experience looked slightly different. In addition to weekly project-focused working meetings, we also gathered together in regular (weekly) professional development around change-oriented work, where we invited leaders from across campus (and across levels/roles) to work and grow with us. At the end of the Spring semester, both the Fellows and the Leadership Academy participants come together to ‘showcase’ their work. In an event titled, Leadership Showcase, they invited friends, family, and stakeholders from within the institution and community to join us in celebrating the efforts of the two groups

and furthering their change-oriented initiatives. While spaces already existed to celebrate teaching/research, this particular event is an important way to publicly acknowledge labor that otherwise goes unnoticed or, minimally, under-recognized; change-oriented work of the sort that Fellows and Academy participants engage. Like Lave (1991) we regard the Leadership Institute as a site of learning where sustained interactions and relationship building results in both membership in a community and some skill development; a community of practice lead by graduate students for graduate students.

A MODEL OF A COMMUNITY OF PRACTICE

Over the course of our year together, we, the two co-coordinators, came to recognize these two groups and the Leadership Institute more broadly, as meaningful and impactful communities of practice within our institution. We believe that this for/by model has the potential to contribute to intentional, sustainable, and systematic change within higher education. It has the potential for building a space for graduate students to learn with and from one another, continuing to develop themselves as leaders and hopefully feel empowered to pursue change-oriented work. We fully believe that the strength of this program comes from its for/by nature — further living into the tenet that leadership is a-positional). We have witnessed firsthand the tremendous leadership that the Leadership Academy participants and the Leadership Development Fellows have and view the impact and outcomes of their project work as evidence of graduate student capacity to change problematic or oppressive institutional structures for the better. We can also attest to the power of support and belief, and encourage others to consider how they do, do not, and can begin to recognize and value graduate student knowledge, labor, and capacity.

We find the Leadership Institute particularly useful for the purposes of facilitating a discussion on the strengths and opportunities of for/by models. We hope this brief discussion helps you think critically about intended audiences of professional development programs and the existing community of practice/learning community initiatives in your own contexts. Additionally, this alternative to the more traditional top-down Community of Practice/Learning Community facilitation models can provide a starting point for the ways you think about professional development and lifelong learning, especially when the intended audience is (or includes) historically marginalized populations in the institutions’ context. We hope this case provides a foundation for how a for/by Community of Practice model could be implemented in your own institutional contexts.

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Reinvent the Textbook: a New OER Approach to Teaching

Caterina Pieri - Oakland University

The cost of traditional publishers textbooks has reached unreasonable levels, often forcing students not to purchase required materials, and consequently interfering with student success. This presentation will demonstrate how free materials can be used in any discipline, starting from the experience of the Italian program at OU, and providing examples from numerous other Departments. The focus will be on the process of selection, adaptation, and class implementation of OER materials. We will discuss the financial and pedagogical benefits for the students, and how instructors can renew their passion and creativity by setting themselves free from traditional textbooks.

The cost of traditional publishers textbooks has reached unreasonable levels, growing 1,041% since 19771, often forcing college students not to purchase required materials, and consequently interfering with student success.

Search #TextbookBroke to have a better sense of real students' experiences. To give you a sense of the numbers involved, College Board advises students to budget \$1,298 annually for books & materials. However, the National Association of College Stores (NACS) says the average college student spends around \$579 a year on textbooks. How to explain the difference?

- Students do not buy required textbooks (perhaps as many as $\frac{2}{3}$)
- Students do not buy the current edition
- Students take fewer courses (perhaps as many as $\frac{1}{2}$ of all students)²

In the past 15 years, the worldwide Open Educational Resources (OER) movement has been challenging the status quo by creating and sharing free educational resources, passing the one billion dollar mark in 2018 in savings to students in the USA and Canada.

My experience in this field originated at Oakland University from a conversation with a concerned colleague, Dikka Berven, who was going through the painful process of a book search for first-year courses of French. Once the textbook was selected, the publisher's representative offered a bundle of a loose-leaf text and an access code for the online platform for close to \$300. When Professor Berven asked how much it would cost to split the materials into smaller bundles to cover the topics of single semesters, the representative answered: "It will cost them more." That was the final drop that made her decide this was not the right path to course materials selection anymore.

I wholeheartedly shared the feeling that we were morally obliged to take action to free ourselves from the constrictions and absurd costs forced upon us by publishers. My textbook and online content (24 months access) bundle cost \$214 in 2017. Once the Department of Modern Languages and Literatures approved my request, I immediately started collecting the materials that would eventually shape up into my Italian Language and Culture OER.

OER is a often misinterpreted acronym. Its true definition is "Teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions."³

In the Open Education universe, OER are often defined also by their five permissions, better known as the 5R Open Course Design Framework: Retain, Reuse, Revise, Remix, and Redistribute⁴. These are regulated by a versatile set of licensing options, established by Creative Commons, a nonprofit organization dedicated to building a globally-accessible public commons of knowledge and culture.⁵

When using a Creative Commons (CC) license, creators choose a set of conditions they wish to apply to their work.

Attribution (by) All CC licenses require that others who use your work in any way must give you credit the way you request, but not in a way that suggests you endorse them or their use. If they want to use your work without giving you credit or for endorsement purposes, they must get your permission first.

ShareAlike (sa) You let others copy, distribute, display, perform, and modify your work, as long as they distribute any modified work on the same terms. If they want to distribute modified works under other terms, they must get your permission first.

NonCommercial (nc) You let others copy, distribute, display, perform, and (unless you have chosen NoDerivatives) modify and use your work for any purpose other than commercially unless they get your permission first.

NoDerivatives (nd) You let others copy, distribute, display and perform only original copies of your work. If they want to modify your work, they must get your permission first.

Professor Berven and I soon realized we could not solve the problem of textbook affordability alone. Our collaboration with OU Libraries and the College of Arts and Sciences gradually lead to the Oakland University Affordable Course Materials Initiative (ACMI), coordinated by the formidable Dr. Julia Rodriguez.

Even if your institution does not have OER specialists, book searches should always start at the library. Librarians are the book experts on campus, not publishers' representatives.

My search for existing resources for Italian was mostly unfruitful. I used various repositories, such as Merlot, Creative Commons, Mason OER Metafinder, OASIS, OpenStax, but I was able to find only outdated, unreliable, sparse materials. I also ran into fake OER, for example, links to websites offering some activities but liked to subscriptions to expensive online courses.

These searches lead me to an exciting and incredibly fulfilling process of revision and creation of OER materials for my introductory courses of Italian Language and Culture. I was finally free to rely on my teaching experience to serve my students for whom they really are and with the content I needed to deliver. One size does not fit all in education: Instructors should work on knowing themselves, then knowing their students population. Only once we know our personal strengths and weaknesses, we will be able to rethink our teaching strategies focusing on student success.

In my case, one word that recently became part of my professional vocabulary thanks to OER is gamification. My students and I enjoy using free applications like Quizlet, LyricsTraining, and Kahoot for individual and group activities. Another new feature of my materials is music, and I am grateful to finally have time in class to listen to Italian

music and work on vocabulary and grammar exercises based on lyrics. A final example of something I am can do now in class is to have my students work on dialogues, and then make a video recording of their skits. All of these little teaching innovations have contributed to a light, fun, and inclusive class atmosphere.

Let us not forget that OER allows all students to have access to all materials since day one, and any time for the rest of their lives. This aspect is important, especially in subjects like foreign languages, in which educators need to foster lifetime learning.

In conclusion, my experience taught me that OER are not only an invaluable source of savings, but can also renew the instructors passion and stimulate their creativity by setting them free from the constrictions of traditional publishers textbooks.

NOTES

¹ Popken, Ben, College Textbook Prices Have Risen 1,041 Percent Since 1977, 8/6/2015, NBC News article

² UW-Madison, Pressbooks Users Group

³ UNESCO, <https://en.unesco.org/themes/building-knowledge-societies/oer>

⁴ <https://www.ecampusnews.com/2014/11/19/oer-course-design-475/>

⁵ <https://creativecommons.org/>

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Assessing Students' Critical Thinking about Digital Information via Statistical Analysis

Kim L. Ranger - *Grand Valley State University*

Think of statistical analysis as a way to advance student learning and improve teaching activities. This may be done with a single course if the analysis is conducted over multiple sections and/or semesters, and is also achievable by librarians teaching single sessions. We will delve into informed learning design to achieve critical thinking, digital literacy, and information literacy through the process of fact checking a website by searching (lateral reading), skimming (click restraint), and double-checking (verification). Do scaffolded activities really build on each other, i.e., are they statistically dependent or independent? Consult statisticians or statistics students to find out.

INTRODUCTION

In 2002, I reviewed a course proposal for the creation of "Research Basics" for Advertising and Public Relations (APR), a course at Grand Valley State University. It presents the basic techniques for finding, collecting, evaluating, and using primary data and secondary information relevant to solving communication problems. Students explore library resources, government, and commercial websites, cite sources, and present findings. APR instructors teach multiple sections with sessions facilitated by librarians on searching and evaluating. APR values integrating theory with practice: critical thinking is an essential skill. I found that students needed guided activities and discussions to evaluate the information they find.

Farrell and Badke (2015) describe designing scaffolded modules to place information literacy into the curriculum. I planned activities to become "part and parcel of embodied ... disciplinarity" (p. 333) by creating an APR situation and an exercise that has students employing critical thinking more effectively as they progress through the questions.

The first activity I ask students to do is to evaluate information. Johannessen (2017) puts it elegantly: "Source criticism is connected to knowledge and practice in a field, which can only truly be achieved through experience. However, students need to start somewhere to gain this experience" (p. 92), and "source criticism is also important even before one starts the actual searching process. Choice of search terms affects the search result and consequently, what sources one is left with to evaluate" (p. 94). I used Maybee's "informed learning design" (2018) to create learning outcomes and redesign the activities. Informed learning design is derived from informed learning (Bruce, 2008), similar to "meta-awareness" (Marton, 2014; Marton & Tsui, 2004), and backward design (Wiggins & McTighe, 2005). The three tenets of are to: 1) describe learning objectives which incorporate both subject matter and using that information to learn, 2) outline the assessment, and 3) create the exercises/tasks/activities that help student achieve the objectives (learn the material by applying it). My outcomes:

1. Students will list criteria for a "good" website (what draws people in and keeps them there); entered in the library subject guide at <https://libguides.gvsu.edu/cap115/eval>.
2. Students will evaluate a specific website without a real product, also known as fake information (e.g., SolarBotanic.com), according to the criteria they chose.

Over two and a half years, about 450 students worked on this activity. A majority of students (61%) mistakenly valued good design over the integrity of information provided on a website by failing to note that there was no real product on the website. Even when students valued credibility or facts, they were not likely to look outside the website to verify the information. Students were successful at evaluating the website according to the criteria they chose when that criteria focused on design. However, it was clear that listing the criteria of "reliable, credible, factual," examining a website's content for these characteristics, and discussing in pairs or small groups was not enough to help students realize that a website did not contain any of those attributes. Most were misled by elegant design, and during the plenary discussion were astounded to learn that the product was not genuine.

I took student responses to the Grand Valley State University Statistical Consulting Center (2018). Director Sango Otieno and collaborators used SAS to analyze the data in several ways. They were 95% confident that students were more likely to respond incorrectly in subsequent questions if they started by accepting the website's information at face value.

Next, I collaborated with Statistics Project senior students Kourtney Dobbin and Mitchell Hoezee (2019). As they analyzed the data, we discussed changes to improve the activities. Students answer the questions individually now as a "pre-test," and I added a "post-test" to be taken later in the semester. We edited the questions to eliminate students' confusion and so that I would have credible results. I modified the second learning objective to, "Students will find outside evidence that a website and its product or service is or is not reputable or authoritative."

I added objectives:

3. Students will find additional information about the company and product, and use that information to judge the reliability of the company and product.
4. Students will find evidence that a specific journal article about the company's product is or is not reputable (citation supplied).

Dobbin and Hoezee found that what I had designed to be “scaffolded” activities did not actually build on each other, i.e., they were statistically independent rather than dependent. I was able to redesign the questions with their help, but I found that the students were still answering as if they were independent questions unrelated to each other.

Breakstone, McGrew, Smith, Ortega, and Wineburg (2017) reiterated that checklists do not help students evaluate resources, as they keep the students focused on the material itself, and I have found that even student-created or student-chosen criteria do not serve critical thinking. According to Wineburg and McGrew (2017), professional fact-checkers spend about “half a minute” (p. 15) on a website before they open new tabs with a right click to investigate assertions, authors, and other information. Before plunging into a close reading within a site in a discipline with which the students are inexperienced, they should “make a plan for moving forward” (p. 37), such as looking for independent information about the creator/s, funding, opinions, and statements. The key is to spend more time double-checking the external facts. With this information, I revised the activity and tested it during Spring and Fall 2019. The verification process:

- Prior to lateral reading, plan types of information to research, fact-check, or evaluate
- Use “lateral reading” – right-click to open new tabs for fact checking
- Practice “click restraint” by spending time to skim the results before choosing to click any link.

Solar Botanic's website emphasizes a sustainable, green energy technology. It is ideal for my purposes of disrupting APR students' acceptance of good design as an indicator of trustworthy information. Advertising professionals often have to promote items that they're not familiar with, and I explain the process of verifying outside of the information resource itself, as if the students were professionals working for an organization like Snopes, Politifact, or FactCheck. Students look through the SolarBotanic website for sixty seconds, then I ask them to fact-check and answer the questions posted online:

1. Based on your findings, do you think the company is trustworthy? [Yes (or) No]
2. Justify your choice: describe how the company is or is not trustworthy [paragraph box]
3. Based on your findings, do you think the product is reliable?

4. Justify your choice
5. Do more research to find external, independent evidence that the [provided] journal article is reputable or not
6. Justify your choice.

Later in the semester, students evaluate a new example, an April Fool's press release from Toyota. I hope this serves to assess deep thinking: long-term understanding and extrapolation skills, and as a post-test, giving us quantitative comparison data. The exercise is at <https://libguides.gvsu.edu/cap115/post-activity>. The questions direct students to:

1. Spend 60 seconds looking at the Toyota Yaris Adventure press release, then describe the purpose: what is it trying to do for the audience?
2. Do research about the new vehicle. Skim the results and read bits and pieces before clicking links. Make notes if you'd like to.
3. Based on your findings, do you think the Toyota company is trustworthy?
4. Based on your findings, do you think the Yaris Adventure is reliable?
5. Is the press release reputable or not?

CONCLUSION

My intention was to use scaffolding to build students' skills of evaluating information by having dependent (related) questions. However, the students treated the original questions as independent and did not extrapolate from the first to later questions. By revising the activity and collecting more data, the third analysis indicates that students are able to apply critical thinking more readily as they progress through the exercise, and extrapolate by applying that judgment to a new example on the post-test, as evidenced by 62% answering the last question of the post-test correctly, with the p-value of .0018 (Grand Valley State University Statistical Consulting Center, 2019). Also, the p-value of .0034 indicates a dependent relationship between the second and third questions – perhaps the scaffolding is better designed, but this is based on a small sample size.

Critical thinking about digital information is an essential skill. Using informed learning design makes the process of creating objectives, assessments, and activities clear and logical. Measuring student learning and teaching advances is easier when statistical consultants analyze the datasets, and instructors complete the cycle by using the results to inform the next design to improve teaching and learning. This may be done with a single course if the analysis is conducted over multiple sections and/or semesters. This activity may be adapted for various disciplines and types of resources. No matter what technology or formats we use, it is vital to question the information we see every day.

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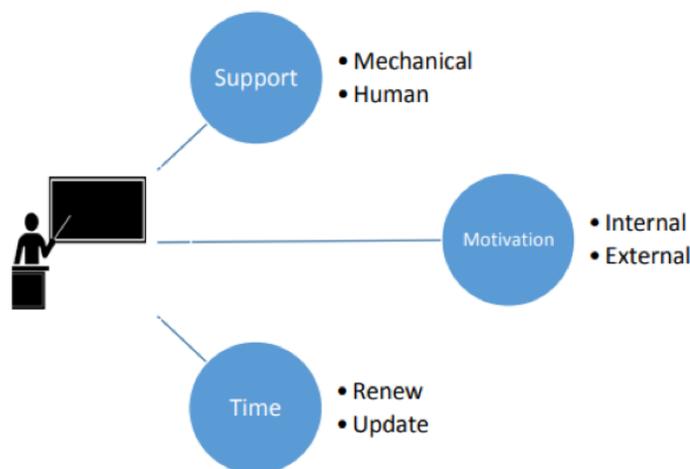
Sustaining Teaching and Learning

Julie Saam and Marcia Dixson - *Indiana University, Kokomo and Purdue University, Fort Wayne*

Today we expect everything to occur at the pace of the Internet – instantaneously. But, we cannot actually think, be creative, or learn that way. In fact, to sustain effective teaching and learning, we need time, community and motivation. Results from last year’s Lilly conference presentations gave us information about parameters for that sustainability. We will share our results on creating the conditions students need to experience sustained learning and, simultaneously, creating an environment to sustain our own teaching excellence.

Sustainability is most often reserved to describe the balance between nature and humans in the environment. The United States Environmental Protection Agency (EPA; n.d.) describes sustainability as a way to “create and maintain the conditions under which humans and nature can exist in productive harmony...” (p.1). The conditions under which this synergy happens is described by Bell and Morse (2000) in three categories: Social, Economic, and Ecological.

The sustainability premise is now used outside of the environmental context to discuss the interconnectivity for constructs such as leadership, business, health care, etc. What are the conditions necessary to achieve sustainable leadership, sustainable business, and/or sustainable health care models? To this end, Saam (2015) researched the conditions necessary to sustain excellence in teaching. Using conditions such as recognition, reflection, training, mentorship, innovation, etc., and information from the faculty vitality literature of Bland and Bergquist (1997) including growth, autonomy, and networking, Saam (2015) was able to use the Bell and Morse (2000) model to construct a model for sustaining excellence in teaching.



Saam (2015) explains that the categories of support, motivation, and time are essential in sustaining excellence in teaching. Support can come in two forms: human and mechanical, where human describes support from “mentor,

peer group, family and/or administration” (p.6). Mechanical support includes “resources such as technology, finances, awards, recognition” (p. 6). Motivation can take on two forms: internal and external, where internal motivations can be “intentional such as goal-setting, focus-driven, and decisive-planning, and unintentional such as being fearless, open-minded, creative, and innovative” (p.7). External motivation includes constructive feedback, accountability, and maybe obvious to most, student learning. The final category, time, is of utmost importance in sustaining excellence in teaching and can be split into two forms: renew and update. Faculty choose to update by attending conferences, professional development, technology trainings, etc. and to renew by attending retreats, vacationing, and socializing.

The Saam model provides a strong and useful framework for sustaining our own and other’s teaching. Given that, could it also be applied to learning? If so, would the three areas be seen as contributing equally to learning and to teaching, or would the relative importance of an area change?

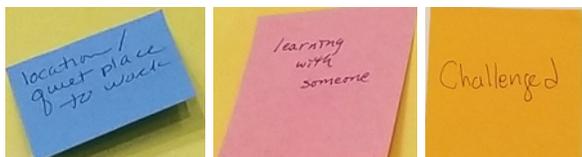
METHODS

Participants

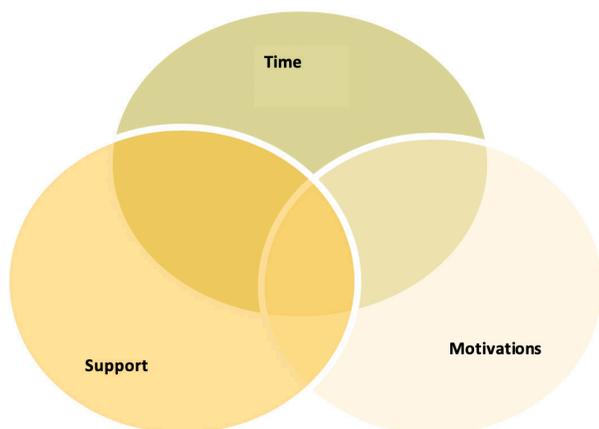
Participants were teachers attending the October 2018 Lilly Conference. The researchers facilitated two sessions. In one session, we asked participants to consider the following questions and put brief answers on sticky notes:

Think of a time in your life when you really “got into” and enjoyed a learning process. It can be formal learning within your discipline (maybe as part of a research project) or learning outside your professional life (home repair, hobby, new sport). Describe the aspects of that experience (answer questions on sticky notes): What was your support for this learning (technology, mechanical, people, financial)? What was your motivation? How much time did you spend in one session? How fast did that time go? How satisfied were you with the way you spent your time?

After briefly explaining the three factors of sustainability: motivation, time, and support, we asked the participants to put their sticky notes in the appropriate circle on a poster (see below).



This process yielded 43 separate words and phrases related to what it takes to sustain learning.



Participants in the second session were asked to create an image (could use words as well if they liked) on a “quilt piece” in response to the following scenario:

Margo has a successful career at Everafter University. She earned promotion and tenure in 2012. She has earned several teaching awards on her campus. She is sought out to mentor new faculty and to conduct classroom observations and course reviews for her peers. She is, however, feeling stagnant. She seems to be using the same strategies in her courses semester after semester. She has graded the same assignments for years. Now in 2018, as an associate professor, how can Margo sustain her excellence in teaching?

This process yielded 36 separate quilt images about teaching and learning like the ones below:



Coding and Analysis

Both sets of data were then coded by the researchers into Time, meaning to update, rest or renew; Support, both instrumental/mechanical and social support; or Motivation, internal and external. For instance, Time would include the quilt image of the woman under the stars and the sticky note about location/quiet place to work. (There were several examples of having time and space combined.) Support would include learning

from others and learning with someone. Motivation would include the passion and love of teaching and being challenged.

If the researchers disagreed on the codes for the sticky notes (indicators of what is needed for sustaining learning), the original location by the participant was used as a tie-breaker. Any disagreements on the quilt images (indicators of what is needed for sustaining teaching) were decided via in-depth discussion.

RESULTS

Could the Saam model of sustainable teaching also be applied to learning? Absolutely. Neither participants nor researchers had any difficulty classifying the “needs” generated for sustained learning into the model.

If so, would the three areas be seen as contributing equally to learning and to teaching, or would the relative importance of an area change? The relative importance of an area changed. A Pearson Chi-Square test indicated that, for this sample of teachers, different things are needed to sustain learning than are needed to sustain excellence in teaching over time: $X^2(2) = 7.35; p = .025$. As the table below shows, the differences were primarily in two areas: Time (which teachers reported needing most often for their teaching) versus Motivation (which they reported needing most often for sustained learning).

| | Motivation | Support | Time | Totals |
|---------------------|------------|---------|------|--------|
| To Sustain Learning | 20 | 13 | 9 | 42 |
| To Sustain Teaching | 8 | 11 | 17 | 36 |
| Totals | 28 | 24 | 26 | 78 |

DISCUSSION

All three factors, time, motivation and support, are needed for both sustained learning and sustained teaching. However, for teaching we saw more emphasis on time. This may be because, at this moment, many teachers are feeling overwhelmed. So, time is the most salient need to them. As stated earlier, by time, teachers indicated they needed time to think, reflect, renew and the physical space within which to do this.

For sustained learning, the emphasis was on motivation. The participants more often reported internal motivators, such as being challenged, having clear goals (e.g., a desire to master new content or skills) and external motivators like a desired outcome of publication or a product, than time or support. While we asked teachers to think about their own learning it is likely that they cannot divorce this from what they believe their students need for sustained learning. It is,

then, possible that these teachers would spend more time and effort considering how to motivate their students than in considering how to provide them the necessary instrumental (textbooks, handouts, etc.) and social support (feedback, praise) or the necessary time for sustained learning. Seeing if students report the same priorities of sustained learning is a necessary next step in the exploration of this model.

A “sustainable system is in balance with its resources” (Saam, 2015, p. 8). The three categories do not need to be in balance with each other but all three need to be met to some minimal degree. Faculty are not, in and of themselves, a renewable resource such as solar or wind energy. Neither are learners, in and of themselves, endlessly renewing their ability to learn. Both take very specific and very conscientious resources in terms of time, support, and motivation.

Limitations

Clearly, the biggest limitation is our small and homogeneous sample. Faculty who attend the Lilly Conferences tend to be passionate about and committed to their teaching. Doing this with a larger, more diverse sample might yield different

results. However, the interactive nature of these sessions allowed participants to reflect on their teaching and learning and gave us a rich database from which to work.

Implications

Implications for future research are rich and diverse – larger sample, more diverse sample, creating a more rigorous data-gathering format, etc. However, we believe the place to begin is to gather data from students. If teachers assume their learning needs are the same as their students, and that is not the case, this is something that needs to be pursued to see what it actually takes for students to maintain sustained, engaged learning over time.

In conclusion, this sustainability model provides a rich lens from which to consider both our ability to sustain learning (and that of our students) but also our ability to sustain excellence in teaching over years of service. The more faculty report feeling exhausted, stressed and overwhelmed, the more important it is to consider what factors might need to be adjusted: support, motivation, and/or time, to allow them to continue to educate our next generations.

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Rally Your Connections: Community Collaborations for Student Opportunity

Robin Spring - *Grand Valley State University*

Research confirms professionals value internships and workplace simulated experiential learning (West & Simmons, 2011; Yoo & Morris, 2015). This session outlined a variety of ideas for collaborating with campus and community professionals and organizations to provide experiential learning; enhance portfolios, and leverage professional opportunities applicable to various disciplines. The national narrative questioning the cost/value of higher education, particularly liberal arts education, and the issue of college debt, have implications for this discussion (Hefling, 2015; Krantowitz, 2016; Lederman, 2014; Lee, 2013). Preparing students for the real world workplace through proactive methods is topical, worthwhile, and more relevant than ever in 2019.

The national narrative scrutinizing higher education is in the news with a variety of studies indicating that many Americans feel it is “going in the wrong direction” (Hefling, 2015; Jaschik, 2018; Pew Research Center, 2017). Some of the concerns listed in the Pew Research Center report are: a) tuition costs too high; b) students not getting what they need to succeed in the workplace; c) too much concern about protecting student views they might find offensive; d) professors bringing their political and social views into the classroom.

Most reasonable people would agree that student debt has reached epic proportions and is viewed as a crisis (Krantowitz, 2016; Lee, 2013). State funding continues to drop driving up tuition, leaving students with debilitating debt that can last years and affect their ability to buy a home, a car or material goods associated with the “American dream” (Mitchell & Masterson, 2017). Rising costs may be keeping some students from enrolling in college (Marcus, 2019) and have many questioning the cost/return ratio of a four year, liberal arts education (The Andrew W. Mellon Foundation, 2019).

There is ample evidence of the social and economic benefits of a college education (Hout, 2012), and studies confirm that many employers prefer a liberally educated workforce (Spring & Nesterenko, 2018). Still, there is a political divide regarding the perception of higher education with a distaste more prominent in the conservative camp (Daley, 2019; Lederman, 2014, Pew Research Center, 2017).

Though educators can’t single-handedly fix all of these woes, there are actions we can take. It is pragmatic to look at how we are helping our students connect with professional communities as potential providers for internship and employment opportunities upon graduation. Facilitating contact between students and professionals provides opportunities for both while enhancing an educational program’s employment rates, ultimately tamping down the “students aren’t getting the skills they need to succeed in the workplace” narrative.

Ruminating about these issues motivates me to create opportunities for my students by connecting them to

professionals in their field while still in school. To illustrate, I’ll share what I’ve been doing. I advise our university’s student Advertising Club and sit on the board of the local professional Ad Club. This helps me stay connected to professionals and provides opportunities for collaboration between the student and professional clubs. We create opportunities that benefit both and involve some campus resources from time to time, such as The Writing Center, the Career Center, The Speech Lab, and other student groups.

Examples of collaborative efforts, including the following experiential activities:

- Career Compass - professional panel with representatives from various aspects of the industry
- Speed Mentoring – think speed dating-except mentoring-with students and professionals
- Creative Crawl – touring several advertising agencies in one afternoon with a shotgun start
- Career Connections-pros and students meet for mock interviews, a resume workshop, and advice
- Clients in the Classroom-real businesses clients for students to problem solve and present ideas
- Speakers/Workshops-community professionals invited to host a talk/workshop for students.

I was heartened by the diverse group that took part in this roundtable discussion at the Lilly Conference on Evidence-Based Teaching and Learning in Traverse City this fall. Economics, Nursing, Social Work, Studio Art, and Cyber Security professors all shared what they are doing to prepare students for their professions. Some emphasized cross-discipline work to expand skillsets. Others noted the importance of internships, and a couple spoke about bringing professionals in to view student work and provide advice. A few mentioned they will be trying some new tactics to connect students to their industry that came out of our conversation.

Though it is difficult to solve for this confluence of issues, assisting our students in developing connections in the

professional community while still attending college is something we can do. Collaborations with professionals in the community equip students with a better sense of what their future employment entails, motivates them to take their education seriously, and provides them with contacts or mentors to call on. In many cases, these experiential learning opportunities add depth to their portfolio.

Strengthening the connections between students and professionals procures opportunities all around while potentially strengthening an educational program's employment rates. Educators should double down on doing all they can to provide students with the best possible opportunities by rallying their connections.

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I Have a Graduate Assistant! Now What?

Kris Thompson and Chris Stiller - *Oakland University*

This article discusses factors and a process that contribute to a productive relationship between graduate assistants and their faculty supervisors. Based on research by the authors and current literature, this article will describe strategies for successful mentoring of graduate assistants that can lead to professional growth and development for both graduate assistants and their faculty supervisors. Effective mentoring of graduate assistants may contribute to the preparation of future faculty.

INTRODUCTION

A graduate assistantship can be defined as "An opportunity to gain professional experiences, which enhance graduate instruction and research while contributing financial assistance to the successful completion of a graduate degree." (Oakland University Graduate Catalog, 2019). Graduate assistant (GA) teaching responsibilities may include: teaching or teaching-related duties, such as teaching lower-level courses, developing teaching materials, preparing and giving examinations, grading examinations or papers, leading seminars, and providing laboratory, practical or field experiences (US Department of Education, 2018-2019). GA research responsibilities may include: research or research-related duties, such as literature searches, research preparation, data collection, data entry, data transcription, platform and poster preparation, and writing for publication. Examples of GA administrative responsibilities include advising, coordination, and clerical support. GA responsibilities are variable and are dependent on a number of factors such as the type of institution and degree program, discipline, abilities, and experience of the GA. GA responsibilities are also dependent on the needs, roles, and responsibilities of the faculty supervisor.

Benefits noted in the literature for GAs include mentoring, professional development, work experience, and skill acquisition related to GA responsibilities (Park, 2004; Thompson & Stiller, 2018). Conversely, GAs also face challenges, such as unclear expectations, inadequate preparation, stress, difficulty with time management, burnout, and role ambiguity related to being a teacher, student and employee all at the same time (Brown-Wright, Dubick, & Newman, 1997; Gimbel & Cole, 2009; Park, 2004; Thompson & Stiller, 2018). Faculty who work with GAs benefit by having assistance with teaching, research, and administrative responsibilities and may enjoy the role of a mentor who contributes to the GA's professional development. However, faculty also face challenges in working with GAs, such as a lack of training, unclear expectations regarding GA supervision, and issues with GAs who may lack initiative, motivation, or

a skill set required to fulfill their responsibilities (Narendorf, Small, Cardoso, Wagner, & Jennings, 2015; Park, 2004; Thompson & Stiller, 2018). Understanding the perceptions of GAs and faculty supervisors about the graduate assistantship experience can lead to designing strategies that can meet the challenges faced by GAs and their faculty supervisors, while also facilitating the best methods to realize the benefits of successful GA-faculty experience.

METHODS

The authors designed a qualitative study to examine the perceptions of GAs and their faculty supervisors about the GA experience. Multiple focus group interviews with 24 graduate assistants in a doctor of the physical therapy program and nine physical therapy faculty who served as their GA supervisors were conducted. Guiding questions focused on several areas: reasons for becoming a GA/faculty supervisor, description of assigned roles and responsibilities involved with graduate assistantships, the benefits, and challenges of being a GA/faculty supervisor, and future recommendations. Descriptive statistics and the constant comparative method were used for data analysis. Roles, responsibilities, benefits, and challenges were identified. Themes and concepts were generated, and a conceptual framework to reflect strategies for a supportive structure that could lead to the possible growth and relationship of the GA and the faculty supervisor was developed.

RESULTS

For the purposes of this paper, the results and discussion will focus on the factors that facilitate a successful experience and relationship between the GA and the faculty supervisor. GAs and faculty in our study (Thompson & Stiller, 2018) described the basis for an effective graduate assistantship experience as having two components, 1) a supportive structure and 2) relationship building. The factors that contribute to a supportive structure and relationship building are found in Table 1.

TABLE 1. Overall Results of the Perceptions of Virtual Simulation Scale

| Supportive Structure | Relationship Building |
|--|---|
| <ul style="list-style-type: none"> • Clear expectations • Explicit goals • Prepared students/faculty • Good organization • Effective time management • Relevant knowledge/skills | <ul style="list-style-type: none"> • Effective communication • Flexibility • Shared area(s) of interest • Longevity of relationship • Strong work ethic • Mentor/mentee |

DISCUSSION

Successful graduate assistantship experiences include structured support and relationship building as roles and relationships develop throughout the graduate assistantship experience. GAs and faculty supervisors both discussed the importance of a supportive structure that includes appropriate training and the establishment of clear goals and expectations. Similarly, setting clear goals and expectations has been shown by other authors to be the basis of a successful graduate assistantship experience for both the faculty and the student (Kranzow & Jacob, 2018; Park, 2004). Faculty and GAs who understand each other are organized and prepared, have an understanding of each other's expectations, knowledge, and skillset, and tend to have a more successful graduate experience. Strategies for communicating goals and expectations, as well as specific tools, guided reflections, and rubrics, have been suggested in the literature as a means to improve the graduate assistant experience (Kranzow, & Jacob, 2018; Rackham Graduate School, 2019). Effective time management on the part of both the GA and the faculty supervisor also contributes to a supportive structure for everyone involved in the assistantship experience (Thompson & Stiller, 2018).

A successful graduate assistantship experience also includes relationship building on the part of the GA and the faculty supervisor. Faculty supervisors in this study, similar to those in other studies, expect relationship-building behaviors such as GA initiative, a good work ethic, and effective communication skills (Muzaka, 2009; Narendorf, Small, Cardoso, Wagner, & Jennings, 2015; Thompson & Stiller, 2018). Faculty supervisors, on the other hand, should set expectations for and recognize when students engage in appropriate relationship building skills. Similar to other studies, a prospective GA's knowledge, skills, and attributes, as well as an appropriate selection process, were important to faculty supervisors (Muzaka, 2009; Narendorf, Small, Cardoso, Wagner, & Jennings, 2015; Thompson & Stiller, 2018). Having students identify their areas of strength and involving faculty supervisors in the GA selection process can help identify specific knowledge, skills, and attributes of the GA in order to help align the needs and skills of the GAs with those of faculty supervisors. GAs and

faculty supervisors who are able to work together over time may develop a professional mentor/mentee relationship (Thompson & Stiller, 2018).

A mentor/mentee relationship can assist GAs who are seeking to become faculty with opportunities for career guidance, professional development, and networking as a deeper, and in some cases a more collegial relationship develops as GAs and faculty spend more time together working in areas of similar interest. Programs such as Preparing Future Faculty emphasize preparing doctoral students for all of the roles of faculty, use of multiple mentors, and reflective feedback for all activities in research, teaching, and service (Council of Graduate Schools, 2019). Strategies for a successful graduate assistantship experience are listed in Table 2.

TABLE 2. Strategies for a Successful Graduate Assistantship Experience

| |
|---|
| <p>Orientation Topics</p> <ul style="list-style-type: none"> • University and department expectations, roles, and responsibilities • GA policies and procedures • Campus resources (e.g. Library, Teaching/Learning, Research Office, Grad Student Org) • Teaching, research and administrative policies and procedures |
| <p>Training</p> <ul style="list-style-type: none"> • Faculty –supervision, mentoring, realistic goals, responsibilities, determining GA skill set • Student – specific tasks and responsibilities, develop skill set to match responsibilities |
| <p>Communication</p> <ul style="list-style-type: none"> • Set and clarify expectations • Regularly schedule meetings/provide on-going feedback and goal setting • Align GA responsibilities with interests and skill set • Assist student to negotiate GA and student roles |
| <p>Facilitation of Professional Behaviors</p> <ul style="list-style-type: none"> • Reinforce strong work ethic • Promote initiative, flexibility, organization and time management • Share excitement/interest in assigned tasks • Develop collegial relationship between faculty supervisor and GA • Support teamwork and networking |

CONCLUSION

Effective strategies for GAs who have teaching, research, and/or administrative responsibilities are an important consideration when faculty are supervising GAs. Training for both faculty and GAs can help all involved approach the assistantship experience in a similar manner and start them on the. Providing GAs with an orientation, establishing regular communication, and facilitating professional behaviors will benefit both the faculty supervisor and the GA. Training should begin prior to or at the

beginning of the academic year, while regular communication and feedback should be on-going. Establishing expectations for professional behaviors and responsibilities can serve as the basis for developing a professional and mentoring relationship. A successful graduate assistantship experience, particularly one in which the GA-faculty relationship develops into a mentor-mentee relationship, can put students on a path to success as a future faculty member.

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We would like to thank Baker College; Ferris State University; Kettering University; and Michigan State University for bringing institutional teams of 5-12 participants and Cornerstone University; Grand Valley State University; Mott Community College; Oakland University; and University of Michigan-Flint for bringing institutional teams of 15-25. Thank you all for your continued commitment to improving teaching and learning.



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