

Lilly Conference

COLLEGE AND UNIVERSITY
TEACHING AND LEARNING



CONFERENCE PROGRAM

ADVANCING TEACHING AND LEARNING

Traverse City, MI | October 18-20, 2018

Welcome to Lilly-Traverse City!

Welcome to the Lilly Conference; we are pleased to be in Traverse City again this year and in the newly renovated conference space at the Park Place! The potential to improve student-learning outcomes on your campus by attending this interdisciplinary teaching conference is staggering. Presentations at this conference are facilitated by experienced faculty members from a variety of institutional types and from throughout the United States. This conference consistently receives rave reviews and has influenced many positive outcomes: student learning outcomes, grant ideas and collaborations, satisfaction with teaching, new collegial friendships, and promotion and tenure preparation.

We continue our commitment to improving student learning and promoting faculty connections and collaborations. At Lilly Conferences, we value community. We purposefully create a conference experience aimed to build a “community of learners,” coming together to learn from one another. We hope you notice over the next few days the small touches provided to help that feeling of community develop and grow. As a Lilly participant, you are part of a truly remarkable gathering of individuals. Those around you have a deep commitment to student learning and we trust the conversations over the next few days, and the new friendships formed, will influence you for years to come. Casual conversations in the lobby, during the reception, or during a walk to restaurants, parks, or the boardwalk can be as informative and uplifting as scheduled sessions. It is our hope that as the conference unfolds, participants will develop a sense of community that will enable future friendships and collaborations. Many years ago, this sense of connection and community came to be called - Lilly Conference Spirit! We will strive to continue that tradition at this conference. Please note the conference pace is brisk, there are many choices among concurrent sessions, and the risk of information overload is always present. If you need a break, Traverse City is a wonderful place to wander around, offering quaint shopping, variety of dining opportunities, and views of Grand Traverse Bay. Spend an evening out with a few of your new colleagues to check out what this great city has to offer.

Thank you very much for attending this conference. It is because of you that the community spirit of this event is possible. I point all of this out as I truly believe that this conference is a special event and I am so glad you joined us. I do hope you have a rewarding experience that both recharges you as a faculty member and leads to new teaching strategies that result in even better outcomes for your students!

Best,



Todd Zakrajsek, Ph.D.
Conference Director

Conference Information

Name Badges

Please wear your name badge at all times during the conference, as it will help others to learn your name and facilitate a feeling of community. Please note that it is the tradition of Lilly Conferences to *not* include titles or contributions on name badges, such as “Dr.” or “Presenter.” We certainly understand you have all worked very hard to achieve your titles and also worked diligently to prepare the materials for your presentation. That said, it is our belief that the absence of such titles for this conference helps to facilitate building community.

Evaluation of Sessions and Conference

Assessment is important. We encourage you to complete the paper/pencil session evaluations following each concurrent session. Place your completed evaluation in the envelope provided at the front of the room. Conference staff will collect the completed session evaluations. Session evals will be scanned and emailed to presenters. We do care about your conference experience; if you have any concerns during the conference, please come to the conference registration desk and speak to an ITLC staff member.

Meals/Guest Meals

Your conference registration includes: an afternoon snack on Thursday; breakfast, lunch, afternoon refreshments, and a reception on Friday; and breakfast and lunch on Saturday. Name badges are required for entrance to meals. Unfortunately, due to space limitations, it is not possible to have individuals pay for meals as a guest and dine with you or to join us for the reception. However, Traverse City was named one of the country’s Top Five Foodie Towns by Bon Appetit. There are nearly 300 restaurants in Traverse City, many within walking distance of the hotel.

Book Raffle

Through kind donations from Stylus Publishing, we have approximately \$500 in value of books to give away to conference participants this year. You will receive book raffle tickets with your conference registration materials. The drawing will be held during lunch on Saturday. Although you do not need to be present to win, you must pick up the book by Saturday at 2:45 pm at the registration desk.

Social Media

Stay connected with us all year long through social media. Make sure to like us on Facebook, find us on LinkedIn as Lilly Conference Group, and tweet about your experience with #lillycon. Within the Guidebook App, you can message participants, make a personalized schedule, and share photos of the conference.

Networking

Networking is one of the most valued aspects of the conference. Opportunities to network can be arranged through emails or messaging within the Guidebook app. You may connect with colleagues during table topic discussions at lunch, round-table discussions after breakfast, the poster reception, or during breaks between sessions.

Acknowledgments

Thank you to our presenters and participants who have made the commitment to come to Traverse City for this conference. We appreciate that you have many obligations, both professional and personal, and your presence demonstrates your commitment to your work and to your commitment to the outcome of student learning. By attending this conference you also show that you value the opportunity to come together to think about, talk about, and apply new ways of approaching teaching and learning. We trust you will leave this gathering with an understanding of how many faculty like yourself, are committed to teaching and learning.

We also appreciate our Cosponsoring Institutions. Early in the planning stages, cosponsors pledge to bring a minimum of ten participants to the conference. This year's cosponsors include: Baker College, Cornerstone University, Grand Valley State University, Lansing Community College, Mott Community College, Northwestern Michigan College, Oakland University, University of Michigan-Flint, and Western Michigan University, as well as ACE, Educational Blueprints, the Idea Center, Nisod, and Stylus Publishing

Reviewers

We wish to take this opportunity to recognize our proposal reviewers. The following individuals took time out of their very busy schedules to help us make programming decisions. Thank you for your contribution!

2018 Lilly-Traverse City Reviewers:

Gabriele Bauer, *Villanova University*

Michelle Davis, *Lamar State College-Port Arthur*

Peter Eberle, *Penn State*

Cub Kahn, *Oregon State University*

Elene Kent, *Capital University*

Karobi Moitra, *Trinity Washington University*

Chris Penna, *University of Delaware*

Mike Pinter, *Belmont University*

Aricka Schweitzer, *Saginaw Valley State University*

Marla J. Thompson, *Life University*

Kimberly Van Orman, *University at Albany*

Linda White, *LeMoyne-Owen College*

Special Thanks

Our gratitude goes out to Milt Cox and Laurie Richlin. Laurie founded the regional Lilly Conferences on College and University Teaching, which have each grown into national conferences, and we thank her for planting those seeds from which so many have benefited. Milt Cox founded the original Lilly Conference on College Teaching nearly 40 years ago. He recognized the importance of bringing together individuals from a variety of disciplines to discuss issues that face us all, and did this before the concept of a conference centered on teaching and learning was common. He has done so much for so many, and been an exceptional friend to all who care about student learning and faculty development. Thank you.

Plenary Presenters



Kathleen Gabriel

Dr. Kathleen F. Gabriel is currently an associate professor at California State University (CSU), Chico, and an educational consultant. She began her extensive teaching career as a high school social science teacher before she became a resource specialist teacher for students with learning disabilities. When moving to the university setting, she first developed an academic support program for at-risk and unprepared college students. She also became a faculty development specialist at the University of Arizona. She then served as the director of disabled student services at a community college in Northern California before joining the School of Education at CSU, Chico, where she has received two teaching awards.

Presentation: Creating the Path to Success in the Classroom



Lynn Gillette

Dr. Lynn Gillette joined Lake Superior State University in July 2018 as the Provost and Vice President for Academic Affairs. Prior to that, he served as Provost and Vice President for Academic Affairs at Nicholls State University. He worked with faculty and staff to create and implement multiple new initiatives to increase student success and retention. In three years, freshmen retention increased by 10 percentage points. Prior to joining Nicholls, he was President of Sierra Nevada College (SNC). Working with everyone on campus, large historic operating deficits were eliminated and the College achieved unprecedented financial stability.

He worked with the faculty to transform SNC from a culture of disengaged students to active learning in every class, undergraduate research in every major, service learning required for all interdisciplinary majors, and student academic competitions and symposiums. Dr. Gillette is a recognized expert in innovative teaching techniques that engage students in their learning, and he has received 13 outstanding teaching awards.

Presentation: Preparedness Incorporated into the Course Design



Todd Zakrajsek

Todd Zakrajsek is an Associate Professor and Associate Director of the Faculty Development Fellowship in the UNC School of Medicine. Todd served as a tenured associate professor of psychology at Southern Oregon University before directing three teaching centers (Southern Oregon University, Central Michigan University, and University of North Carolina) over the past 15 years. Todd currently serves in leadership roles for several educational efforts, and sits on editorial boards for journals in the area of teaching and learning. Todd is an international speaker who is requested regularly for keynotes and campus workshops, having published and presented widely on the topic of effective teaching and student learning. Todd's most recent co-authored books include *Teaching for Learning* (2015) and *Dynamic Lecturing* (2017).

Presentation: Investigating Natural Learning Without Teachers: Fundamentals of Everyday Learning Applied to Any Classroom

Session Abstracts and Outcomes

In alphabetical order by the lead presenter's last name

Faculty Developers Unite: How Do We Promote Student Success?

Judy Ableser - *Oakland University*

This annual discussion for Faculty/Educational Developers focuses on the opportunities and challenges of Teaching and Learning Centers (TLCs) and our role to promote student success.

Abstract: This open discussion for Faculty Developers in Teaching and Learning Centers (TLCs) focuses on our opportunities and challenges to promote student success. What is our role as change agents? How do we balance distributed leadership and collaborate with other centers (Office of Student Success) on campus that promote student success? The goal of this presentation is to continue a conversation among faculty developers that encourages us to network, share stories from the field, learn from, and support each other.

Session Outcomes: At the end of this session, participants will be able to: (1) Identify the opportunity and challenges for TLCs/Faculty Developers in promoting student success. (2) Describe the role of the TLC through distributed leadership and collaboration with other campus initiatives to promote student success. (3) Create a network of faculty developer colleagues.

Tracks: *Academic Success, Faculty/Educational Developers*

Session Type: 50-Minute Concurrent Session

Students as Consultants: Experiential Learning in Two Countries

Peter Abramo and Peter Eberle - *College of Wooster and Pennsylvania State University*

This session will focus on creating experiential learning for students to act as consultants to area businesses in both the United States and in a former communist country.

Abstract: This session will review the experience of creating experiential learning for students by setting up opportunities for them to act as consultants to area businesses. Attention will be given to how these relationships are created and the learning outcomes for students. The students involved are both business and non-business majors. Examples will be given from consulting engagements in the United States and then compared to engagements in a former communist country.

Session Outcomes: At the end of this session, participants will be able to: (1) Create a student-consultant experiential learning opportunity. (2) Assess a student-consultant experiential learning opportunity. (3) Consider how to apply this type of experiential learning in different international or cultural settings.

Tracks: *Service/Experiential Learning*

Session Type: 20-Minute Concurrent Session

Rethinking the Purpose of Research in Teacher Education

Abalo Adewui - *Central Michigan University*

There is a growing trend in teacher education programs for doctoral students to choose phenomenological method(s) within qualitative research paradigm for their dissertation research.

Abstract: There is a growing trend in qualitative research papers and presentations whereby the author(s) introduce their study as rooted in phenomenology; at the same time the author(s) may use data collection method that is imbedded in quantitative research methodology that is characterized by detached observation, controlled experiment and statistical analysis of predetermined variables to determine relationships and generalize findings to different contexts (van Manen, 1990). Phenomenology is about human lived experiences of phenomena. The purpose of research within phenomenological methodological framework is to understand the phenomenon under study. According to Dilthey (1976): “We explain nature, but human life we must understand” (van Manen, 1990, p.4). It is critical for graduate and doctoral candidates who undertake research projects in phenomenology, to clearly articulate their philosophical, epistemological, psychological and metaphysical orientations that inform their study. For the purpose of helping graduate students with future doctoral research projects in phenomenology, this paper provides compelling insights that are readily applicable within a phenomenological research framework.

Session Outcomes: At the end of this session, participants will be able to: (1) Describe the difference between method and methodology in a phenomenological research. (2) Explain the purpose of a phenomenological research in Education. (3) Choose and articulate the rationale that will inform their own research orientation.

Tracks: *Course/Curriculum Design/Redesign, Preparing Future Faculty*

Session Type: 50-Minute Concurrent Session

Reacting to the Past: Playing for Deep Learning

James Al-Shamma, Mitchell McCoy, and Andrew Miller - *Belmont University*

An introduction to the rewards and challenges of Reacting to the Past, including how to incorporate it into new or existing courses.

Abstract: Reacting to the Past is an innovative pedagogy that consists of elaborate games centered around historical events. Students read classical texts, role-play historical personages, and debate big ideas. We have successfully deployed the pedagogy in a number of settings, including First-Year Seminar, Mathematics, Honors, Theatre History, and Foreign Language classes. In this session, we will describe the practice in detail, discuss its rewards and challenges, share the results of a survey that we administered to our students, and give participants the opportunity to consider how they might incorporate Reacting into their own teaching.

Session Outcomes: At the end of this session, participants will be able to: (1) Understand the defining principles of Reacting to the Past. (2) Discuss the teaching and learning benefits of Reacting. (3) Evaluate how best to incorporate Reacting into new or existing courses.

Tracks: *Creating Communities of Learners, Engaging and Motivating Students, Innovative Pedagogical Approaches*

Session Type: 50-Minute Concurrent Session

Using Video for Teaching and Learning

Salvatore Alaimo - *Grand Valley State University*

This session will draw from literature, incorporate research on 327 instructors, and include some demonstration components to address the concern of visual literacy.

Abstract: The effectiveness of using video content for teaching and learning has mixed reviews, but some potential positive outcomes include students improving their creativity, experiencing higher levels of interaction, increasing self-efficacy, and engaging in meaningful reflection. This session will draw from existing literature on the use of video, research on 327 higher education instructors, and incorporate demonstration to illustrate some important issues and techniques for using video content. While many instructors are increasingly using video in their classes, visual literacy remains a curricular and pedagogical concern regarding students' learning outcomes.

Session Outcomes: At the end of this session, participants will be able to: (1) Understand and incorporate the concept of visual literacy into their use of video in their classes. (2) Utilize some techniques for maximizing the effectiveness of video content's contributions to students' learning outcomes. (3) Explore and utilize video content from various resources.

Tracks: *Teaching Well with Classroom Technologies*

Session Type: 50-Minute Concurrent Session

Creating the Environment for Deep Active Learning

Gregory Allar - *Oakland University*

Using a structured approach, facilitated by an eBook, to present course content provides the “set-up” for deep active learning activities in the classroom.

Abstract: To demonstrate both the capabilities of a publisher's eBook [Pearson REVEL] and the possibilities for instructors to create an eBook in Moodle. In short, an eBook is an electronic version of a textbook, which can be read on a variety of mobile devices, for example, on smart phones, tablets, iPads, and eReaders, like a Kindle or Nook. It is also a tool instructors can build in Moodle. Using an eBook offers the instructor with multiple different options to encourage and enhance student learning.

Session Outcomes: At the end of this session, participants will be able to: (1) Identify teaching and learning strategies to develop deep active learning. (2) Design active learning activities that engage and motivate students learning. (3) Learn how to focus time and resources on student learning.

Tracks: *Academic Success, Engaging and Motivating Students*

Session Type: 50-Minute Concurrent Session

Preparing High School Students for a Career in Healthcare

Julie Alles and Chad Sutcliffe - *Grand Valley State University*

This presentation provides information about high school seniors taking college courses relating to healthcare and preparing them for their future within the healthcare industry.

Abstract: This presentation will focus on high school seniors taking college level introductory healthcare course. These high school students have an interest in the healthcare field and the two courses they take can help with their career choices. For example, if the student is undecided in what they would like to do within healthcare they will be able to explore the variety of career opportunities that are clinical and nonclinical. Students will learn in two semesters about healthcare delivery, the variety of healthcare careers and medical terminology.

Session Outcomes: At the end of this session, participants will: (1) Learn the importance of teaching college level healthcare courses to high school students. (2) Gain knowledge on the benefits of providing high school students different instructional design in each healthcare course. (3) Learn the importance of having an experienced subject matter expert provide instruction within the classroom.

Tracks: *Academic Success, Course/Curriculum Design/Redesign, Engaging and Motivating Students*

Session Type: 20-Minute Concurrent Session

Achieving a Win-Win in an Experiential STEM Course Learning Assignment!

Marie Allsopp - *Mississippi State University*

If you would like to see what it takes to successfully incorporate experiential learning activities into a STEM course this poster is for you!

Abstract: Literature has cited the importance of incorporating experiential learning into STEM curricula. A description of how a collaborative partnership with a licensed practitioner resulted in the integration of an innovative hands-on pedagogy in a nutrition course will be discussed. This poster will highlight ways to improve student understanding of and performance on a simulation assignment in a STEM course. Lessons learned after the assignment was given the next time the course ran will be shared with participants. Attendees will come away from this poster session with three practical keys to implementing and improving a similar assignment in their own courses.

Session Outcomes: At the end of this session, participants will be able to: (1) List three keys to successfully implementing and improving student performance on an experiential learning experience. (2) State two ways students and the stakeholder benefited from the collaboration. (3) Describe two ways students' attitudes toward the experiential evolved over the course of the semester.

Tracks: *Innovative Pedagogical Approaches, Service/Experiential Learning, STEM*

Session Type: Poster Presentation

Creating Impact with Faculty Learning Communities: A Case Study

Kevin Barrons - *Grand Valley State University*

This session offers an inside view of FLC's as a way to foster collegiality and encourage engagement while developing important capacities within a college.

Abstract: The 2017 Lilly Conference included a round table discussion about faculty learning communities (FLC). This concurrent session offers a follow-up to that session by providing a case study of how learning communities have been implemented at a Michigan university over the past 18 months. The session will be co-presented by an FLC facilitator and the administrator responsible for implementation of learning communities within the business college. We will share how we initiated six learning communities which have come to engage over 50 faculty. These FLC's have contributed to content knowledge and skills while changing our culture to encourage cross-discipline engagement.

Session Outcomes: At the end of this session, participants will be able to: (1) Examine important considerations in selecting topics for effective LC's. (2) Compile experiences and walk away with some tips and tricks for facilitators of LC's. (3) Review examples of how to assess the impact of LC's.

Tracks: *Creating Communities of Learners*

Session Type: 20-Minute Concurrent Session

How to Successfully Teach Technical Writing in STEM Courses

Jennifer Bastiaan and Jackie Knoll - *Kettering University and Mott Community College*

Teaching writing in the sciences can be daunting. We will share how we improved student writing in our STEM courses with a few simple techniques.

Abstract: The need for STEM professionals with strong technical writing skills is significant. However, many higher education STEM programs de-emphasize the teaching of technical writing. Usually the few courses offered do not address technical writing in STEM disciplines, leaving students inadequately prepared to write well, and non-English faculty at a loss. To address this inadequacy, we implemented technical writing assignments in two courses: a biology course and a vehicle dynamics course, with guidance from a long-time writing instructor. In both cases, we created and implemented an assignment prompt, grading rubric, and peer review process, resulting in greatly improved student writing.

Session Outcomes: At the end of this session, participants will be able to: (1) Create a technical writing assignment prompt, based on the examples provided. (2) Improve their grading rubrics for technical writing assignments. (3) Design a peer review process for technical writing assignments.

Tracks: *Assessment*

Session Type: 20-Minute Concurrent Session

Is Inclusivity Leaving Some Behind? A Case for LGBTQ Curriculum

Monideepa Becerra - *California State University, San Bernardino*

Public health curriculum trains professionals for practice. Despite emphasis on inclusivity of marginalized population health, integration of LGBTQ remains limited, despite being a national priority.

Abstract: Public health is a dynamic field and requires students to be well-rounded and diverse in their knowledge base. As a result, system and curriculum wide efforts have been placed on inclusivity. Yet, the definition itself remains inconsistent, leading to prioritizing of some marginalized populations over others. This project analyzed public health curriculum to assess how well students are being readied to address the growing need of minority populations. Results demonstrate that while inclusivity is promoted, it often is limited to racial/ethnic minorities, with little curriculum content focused on LGBTQ, despite the population being a public health priority in the nation.

Session Outcomes: At the end of this session, participants will be able to: (1) Define inclusivity in the context of their student population. (2) Identify means to incorporate LGBTQ-specific needs in existing course curriculum. (3) Discuss current LGBTQ content in health/public health related- curriculum.

Tracks: *Course/Curriculum Design/Redesign, Multiculturalism/Diversity/Inclusion*

Session Type: Poster Presentation

Cooperative Learning in Introductory Psychology

Karen Bedell - *University of Michigan, Flint*

Cooperative learning (CL) is associated with engagement, learning, and satisfaction. This session demonstrates five elements of CL and describes their application in PSY 100.

Abstract: Cooperative learning is widely recommended as an alternative to lectures for engaging students in active knowledge construction. Grounded in social interdependence theory, cooperation is associated with greater task persistence, higher-level cognitive strategies, increased retention of material, and greater transfer of learning (Johnson & Johnson, 2009; Johnson, Johnson & Smith, 2007). This session describes how I applied five elements of cooperative learning in my two on-campus PSY 100 courses (n= 70, n= 46) and reduced lecture time. Students reported high satisfaction with the course, increased preparation, and reported a sense of community and acceptance. Applicable to all disciplines, levels, and online courses too.

Session Outcomes: At the end of this session, participants will be able to: (1) Apply five essential elements to cooperative learning in the FTF or online classroom. (2) Increase student preparedness and engagement. (3) Reduce lecture time without sacrificing student learning.

Tracks: *Creating Communities of Learners, Engaging and Motivating Students*

Session Type: 50-Minute Concurrent Session

You Just Teach: Assessing Effective Lecturing Through Student Focus Groups

Erik Benson and Laurie Burgess - *Cornerstone University*

This session will address the effective use of lecturing as a teaching method, presenting insights derived from student focus groups.

Abstract: “Lecturing” is akin to a four-letter word in pedagogical circles. It long has been viewed as antithetical to student learning. Yet recent studies have challenged this assumption. Put simply, lecturing can be pedagogically effective if done properly. Unfortunately, research on how to lecture effectively is limited. This session will address this need, drawing on insights derived from a research study that used student focus groups to evaluate the use of lecturing in an American history course. Ultimately, the aim is to present specific principles and techniques for effective lecturing, and thus help bring it “out of the land of ill-repute.”

Session Outcomes: At the end of this session, participants will be able to: (1) Describe how lecturing can contribute to student learning. (2) Reflect upon key principles and techniques for the effective use of lecturing in the classroom. (3) Identify potential applications for their own pedagogical endeavors.

Tracks: *Engaging and Motivating Students*

Session Type: 50-Minute Concurrent Session

60 Second Story and Reflection

Allison Bohn and Melissa St. Pierre - *Oakland University*

In this multi-part assignment, students will create a “60 Second Story” that will inspire self-reflection on their major, career ambitions, and personal values.

Abstract: Students watch a video entitled “60-second Story” in class, then they write their own 60-second story; they can share their story with the class. For homework, students take a Myers-Briggs test and compare their answers with what they wrote in their story and their intended career. This helps students think about whether their goals align with their values. They write a reflection on the overall experience comparing their findings. Lastly, they interview a close friend or family member on how they see the student and the line of work they wish to pursue, and how those values from Part 1 and 2 and seen by others. This activity is a great way for students to get to know each other and have meaningful conversations while thinking about their future; furthermore, these “mini-assignments” can be used as scaffolding and easily be adapted to larger, more complex assignments.

Session Outcomes: At the end of this session, participants will be able to: (1) Do the classroom part of the assignment in order to get a hands on feel of how it will work in a real classroom. (2) Identify a low-stakes way to introduce primary research and interview skills.

Tracks: *Academic Success*

Session Type: Round Table Discussion

It’s Not About Making Coffee: How to Facilitate an Effective Internship Program

Molly Brennan - *University of Michigan, Flint*

This session will explore how to create, implement and evaluate an effective internship program. Toolkit with resources will be provided.

Abstract: It’s wonderful if your students can make a great cup of coffee, but that’s not what internships are about. This session will focus on best practices to create and maintain an effective internship program that will offer your students hands on, real life experience that will help prepare them for their career. We will discuss site recruitment and maintenance, student preparation, common challenges, motivating both students and preceptors, etc. The session will also provide an internship toolkit with ready to use resources and rubrics so that you don’t have to reinvent the wheel.

Session Outcomes: At the end of this session, participants will be able to: (1) Understand best practices for an effective internship program. (2) Utilize the internship toolkit in order to develop a fledgling internship program or to strengthen their current internship program. (3) Describe solutions to common challenges and barriers associated with internship programs.

Tracks: *Academic Success, Engaging and Motivating Students, Service/Experiential Learning*

Session Type: 20-Minute Concurrent Session

Critical Literacy: Providing a Bridge for First Generation College Students

Melanie Burdick - *Washburn University*

This shares the theory and research from an academic reading and research course within a summer bridge program for first-generation college students.

Abstract: This poster presentation shares the theory and results of data collected from two years of an academic reading and research course within a summer bridge program for first-generation college students. The course curriculum was based upon a critical literacy approach, intended to provide students with not only literacy skills, but necessary habits of mind such as curiosity, perseverance, openness, flexibility, and responsibility. The students within the course showed an increase in their content knowledge as well as higher levels of confidence in college-level literacy skills.

Session Outcomes: At the end of this session, participants will be able to: (1) Identify how critical literacy encourages students to become not only more literate, but also more confident. (2) Connect the pedagogical stance of critical literacy with particular habits of mind necessary for college success. (3) Compare this particular course for first-generation students with such initiatives at their own institutions.

Tracks: *Academic Success*

Session Type: Poster Presentation

Place: A Constructivist's Tool for Teaching and Learning

Julie Burns-Ross - *Oakland University*

After reviewing university student reflections, photographs and video of a placed-based experience, participants will be challenged to look at the hotel environment for educational possibilities.

Abstract: The places we teach offer us educational opportunities. This session will discuss a preservice teacher example that used the university setting as a resource tool to teach and learn beyond the classroom. It will discuss place-based, constructivist teaching and learning in an outdoor environment. It will review undergraduate written reflections, photographs, and a student-made video highlighting the student learning experience. At the end, participants will be challenged to consider the hotel as an educational setting for teaching and learning. Participants will share what the Park Place hotel offers as a resource tool.

Session Outcomes: At the end of this session, participants will be able to: (1) Consider community places as teaching and learning resource tools. (2) Reflect on and discuss their own teaching practices and ask themselves how they can use community places in their own teaching and student learning. (3) Meet and expand their professional network of people and community places for future educational experiences.

Tracks: *Course/Curriculum Design/Redesign, Engaging and Motivating Students, Preparing Future Faculty*

Session Type: 20-Minute Concurrent Session

Exploring the Expert-Novice Distinction in Pre-Service Co-Teaching

Douglas Busman - *Grand Valley State University*

This presentation will share observations of this expert-novice distinction as well as qualitative and quantitative results based on the third year of a longitudinal study of the co-teaching experience conducted at the same elementary school.

Abstract: This session is an exploration of the expert-novice distinction based on a series of shared professional development experiences attended by pre-service and in-service teachers involved in co-teaching research. As such this session is applicable to any discipline in which experts are paired with novices as part of the training experience. Attendees will take away skills in training design that effectively utilizes the unique skill sets and abilities of both the novice and expert practitioner.

Session Outcomes: At the end of this session, participants will be able to: (1) Describe characteristics of novice and expert practitioners involved in shared professional development. (2) Compare and contrast the strengths of novice and expert practitioners. (3) Draw conclusions on the effectiveness of the elementary pre-service co-teaching model.

Tracks: *Innovative Pedagogical Approaches*

Session Type: Poster Presentation

Chancing a New Simulation Experience: Enticing Nurse Practitioner Students

Roxanne Buterakos - *University of Michigan, Flint*

Student feedback brought about a new type of simulation and interprofessional leaning experience. Opportunity to learn hands-on skills entice Nurse Practitioner students to campus.

Abstract: Online teaching is here to stay and many programs, like those for nurse practitioners, are having difficulties discerning what the students want compared to what the program perceives as what the students need. This is a case scenario of just that. Nurse Practitioner students are learning 100% of their didactic lessons on line and learn practice from clinical practicum courses. To ensure their critical thinking skills, simulations are scheduled each semester. Simulation evaluations by the students sparked a conversation to take a chance and change things to reflect what the students were asking for and incorporating skills they need.

Session Outcomes: At the end of this session, participants will be able to: (1) Evaluate this discussion and compare it to the educational opportunities in their future and determine if there were any chances to be taken to entice their students into a new educational endeavor. (2) Seek avenues to determine what their students need/want to make their programs even more positive experiences in the future. (3) Consider information shared and determine new ways to spark interest and engage students with active involvement in a contiguous manner.

Tracks: *Engaging and Motivating Students*

Session Type: Poster Presentation

Characteristics of Faculty Teaching Both Face-to-Face and Online Non-Traditional Students

Susan Cathcart - *Baker College*

In an interactive panel discussion, researchers will share the qualities of full-time and part-time instructors teaching non-traditional learners in a face-to-face and an online experience.

Abstract: In a study at two institutions, pre-licensure nursing students identified the qualities of both full-time and part-time instructors teaching non-traditional learners in a face-to face experience and an online experience. Faculty have a significant impact on the student's learning experiences and these experiences may have an impact on persistence and engagement. The study answered the research questions: (1) Through learners' voices, what are the characteristics of effective college faculty teaching non-traditional students in online and on-ground nursing programs? (2) How do the characteristics of effective faculty differ for online and on-ground nursing programs?

Session Outcomes: At the end of this session, participants will be able to: (1) Identify qualities of the qualities of both full-time and part-time instructors teaching non-traditional learners in a face-to face experience and an online experience. (2) Compare and contrast session participants of top five characteristics (they will take the survey) with the on-ground and on-line nursing students. (3) Evaluate the implications for learner persistence.

Tracks: *Academic Success*

Session Type: 50-Minute Concurrent Session

Dear Grandma: A Unique Path to Rich Assessment Data

Susan Caulfield - *Western Michigan University*

An interactive session on creative ways to gather information from students that informs us of what they learned over the course of the semester.

Abstract: Unfortunately, faculty often view assessment as either unnecessary or undo-able. In the latter case, assessment is viewed as an overwhelming undertaking. As a long-time member, and at times chair, of our university assessment steering committee, I have witnessed a lot of resistance to assessment of student learning outcomes. The focus of this session is to break assessment down into some simple practices and share an innovative way to collect assessment data. Participants will be asked to share their own creative practices, and will leave with tools, methodology, and strategies for addressing assessment of student learning outcomes.

Session Outcomes: At the end of this session, participants will be able to: (1) Differentiate simple versus complex assessment techniques. (2) Reframe assessment as a feedback loop for continuous improvement. (3) Outline an innovative practice for gathering assessment data of student learning outcomes.

Tracks: *Academic Success, Assessment,, Engaging and Motivating Students*

Session Type: 50-Minute Concurrent Session

From the Ground Up: Reflections on Designing a Service-Learning Course

Roger Chao - *Oakland University*

This presentation will cover strategies on how to begin the process of creating a service-learning course for instructors with little to no community engagement experience.

Abstract: Service-learning, while an impactful pedagogical approach, requires careful planning and facilitation. The idea of creating and running a course with a service-learning component can seem daunting, especially for instructors who are inexperienced with community engagement work. This presentation will detail one instructor's experiences in jump-starting a defunct service-learning course and will cover important details that new service-learning instructors and administrators need to be aware of during the initial building process.

Session Outcomes: At the end of this session, participants will be able to: (1) Identify the most important first steps to take when creating a service-learning course. (2) Reach out to community organizations in an effective manner and establish partnerships. (3) Design assignments that satisfy both academic expectations and the needs of the community organization.

Tracks: *Creating Communities of Learners, Preparing Future Faculty, Service/Experiential Learning*

Session Type: 50-Minute Concurrent Session

Effects of Simulations on Students Learning in the Science Classroom

Juan A. Colón Santana - *Aurora University*

This presentation will discuss the use of simulations on students' learning in the science classroom.

Abstract: Literature shows positive effects of visuals on students learning in the classroom. Simulations represent one type of visuals that allow learners to visualize complex scientific concepts which in turn help them to understand learning material. This project focused on creating visual simulations to help students understand different concepts in the general physics classroom and to help translate the meaning of mathematical formulas into a visual language. Simulations were developed using Newton 4.0 software and were later implemented in the classroom. Students participated in a survey to explore the impact of simulations on students' comprehension and learning outcomes.

Session Outcomes: At the end of this session, participants will be able to: (1) Understand the effect of simulations on students learning. (2) Discuss strategies of how to select and design simulations. (3) Describe why and how simulations help students to learn scientific content.

Tracks: *Engaging and Motivating Students, Innovative Pedagogical Approaches, STEM*

Session Type: 20-Minute Concurrent Session

Putting the E in Experiential

Elizabeth Connor - *The Citadel, the Military College of South Carolina*

Session participants will test and rank order experiential activities useful with undergraduates regardless of academic major, and adapt similar approaches for course development and revision.

Abstract: This session will cover the design, adaptation, and classroom management of experiential activities used in a required leadership studies course taught at a military college. This course's content was adapted from various sources to engage highly motivated but regimented students who have a variety of academic majors and career plans. By learning by doing, students put into practice the theories and methods covered in the junior- and senior-level leadership course. This highly interactive session will help conference participants generate ideas and approaches for incorporating experiential learning methods and assignments into their own teaching and learning activities.

Session Outcomes: At the end of this session, participants will be able to: (1) Identify the benefits of classroom-based experiential learning. (2) Reframe perceptions of experiential learning, both inside and outside the classroom. (3) Plan ways to incorporate experiential learning activities into existing or future courses.

Tracks: *Course/Curriculum Design/Redesign, Engaging and Motivating Students, Service/Experiential Learning*

Session Type: 50-Minute Concurrent Session

Using Google Sites for Student Collaboration in Any Course

Kristen Conte - *Baker College*

Feel like a website would be a great addition to your classroom, but technology isn't your jam? Join me to learn a simple and user-friendly way to make information accessible to your students!

Abstract: Google Sites is a simple and user-friendly way to make information accessible to students. Users have the opportunity to collaborate on a Site to add attachments, media files, links to content and info from other Google applications. Creating a Site is as easy as editing a Microsoft Word document, and users can control who has access, whether it's just yourself, your students or an entire organization. Introducing students to the content, hardware, software and learning support platforms available to them is a great way to provide them with greater agency in their learning.

Session Outcomes: At the end of this session, participants will be able to: (1) Identify the uses for Google Sites- both for instructors and students. (2) Consider assignments resources, concepts, and assignments that could include a website component for efficiency. (3) Brainstorm ways to present the tool to their students.

Tracks: *Teaching well with Technologies*

Session Type: 50-Minute Concurrent Session

Equitable ROI for Students, Community, and Higher Ed Institutions: An Experiential Pedagogical Approach to Increasing Professional Socialization Skills Through Authentic Practice

Kristen Conte and Annette Ternullo - *Baker College*

Experiential learning approaches will be discussed in relationship to the increasing global feedback from employers that new college grads lack workplace-readiness skills.

Abstract: It has been well-documented that today's employers are less than impressed with new graduates' communication techniques and soft skills. An equilibrium must be reached between teaching students core competencies for their field of study and professional socialization skills. In this session, we will discuss how general education instructors can implement purposefully designed, non-program specific curriculum, as well as experiential learning and authentic practice opportunities involving key players of the community.

Session Outcomes: At the end of this session, participants will be able to: (1) Identify the need for experiential learning opportunities at their own institutions. (2) Consider different models for creating mentorship experiences that strengthen partnerships, increase student employability skills and promote faculty development. (3) Share best practices related to strengthening soft skills and leadership techniques through curriculum.

Tracks: *Creating Communities of Learners, Engaging and Motivating Students, Service/Experiential Learning*

Session Type: 50-Minute Concurrent Session

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

Milt Cox - *Miami University*

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

Abstract: 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.

Session Outcomes: At the end of this session, participants will be able to: (1) Describe the ongoing cycle of scholarly teaching and the scholarship of teaching and learning. (2) Describe 7 steps that can help find and design a teaching and learning project that may lead to a SoTL presentation and publication. (3) Describe examples of SoTL projects and presentations.

Tracks: *Creating Communities of Learners, Faculty Development*

Session Type: 50-Minute Concurrent Session

Sustaining or Initiating Your Faculty Learning Community Program

Milt Cox - *Miami University*

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

Abstract: Many colleges and universities have faculty learning communities (FLCs) as part of their faculty/educational development programs. Research results about the effectiveness of FLC impact on faculty and staff participants, student learning, and implementation strategies are helpful in designing, implementing, and sustaining FLCs. At our table we will discuss 16 recommendations for building and sustaining FLCs and FLC

programs. We will provide opportunities for participants to ask questions about FLCs and meet others who are working with initiating or facilitating FLC Programs on their campuses.

Session Outcomes: At the end of this session, participants will be able to: (1) Describe 16 recommendations for building and sustaining FLC programs. (2) Provide some solutions for questions you have about FLCs. (3) Take home some resources about working with FLCs.

Tracks: *Creating Communities of Learners, Faculty Development*

Session Type: Round Table Discussion

Metacognition: Introduction and Application, a New Pedagogical Approach

Shane Cox - *Simpson College*

Participants will hear experiences of implementing metacognition study strategies, learn principles that can be applied across disciplines, and design their own metacognition techniques to employ.

Abstract: Metacognition instruction can be a powerful tool within the classroom. Combining Metacognition Study Strategies with academic provides students with additional tools for success. Results of introducing Metacognition Study Strategies in two different courses will be shared. Best practices will be covered relating to both the introduction as well as implementation throughout the semester. The presenter will discuss the key aspect of gaining student buy-in, which is the proper selection of reflection techniques by the student given the academic discipline. Subsequent to working through a scenario and hearing first-hand results of implementation, participants will develop a personal approach for implementation.

Session Outcomes: At the end of this session, participants will be able to: (1) Utilize metacognition study strategies in various scenarios. (2) Explain basic principles behind Metacognition study strategies instructors and students can employ in their disciplines. (3) Employ the teaching of effective self-study analysis by students in various academic disciplines, and formulate a strategy of implementation the strategies based upon the content of the course.

Tracks: *Academic Success, Engaging and Motivating Students*

Session Type: 50-Minute Concurrent Session

In Their Own Words: Student Narratives and Understanding Stereotype Threat

Sydney Curtis - *University of Chicago*

This workshop will engage participants using student narratives, case studies, and critical dialogue to develop effective practices for mitigating stereotype threat in the classroom.

Abstract: Stereotype threat, or the fear of inadvertently confirming a negative stereotype about one's identity group, is a familiar phenomenon in education. Using a constructivist approach, this workshop will expand participants' understanding of stereotype threat from students' perspectives. Narratives from students in a developmental course who experienced stereotype threat, as well as from fictional case studies, will be used to help participants name its effect on students' motivation, engagement, and academic performance. Participants will develop 2-3 strategies to actively mitigate stereotype threat in the classroom, and engage in critical dialogue about the relationship between stereotype threat and inclusive pedagogy.

Session Outcomes: At the end of this session, participants will be able to: (1) Recognize when students' academic performance may be hindered by stereotype threat. (2) Mitigate instances of stereotype threat in the classroom, using 2-3 active and affirmative strategies. (3) Articulate the importance of preventing stereotype threat for developing an inclusive pedagogical practice.

Tracks: *Engaging and Motivating Students, Innovative Pedagogical Approaches, Multiculturalism/Diversity/Inclusion*

Session Type: 50-Minute Concurrent Session

Validity and Reliability of a Procedure for Collecting Heart Rate in the Classroom

Sergio da Silva and Emilee Ertle - *Cornerstone University*

Validation of a simple method to collect heart rate in the classroom, useful for conducting research and teaching research methods.

Abstract: The present study compared the method of non-consecutive heart rate collection (da Silva 2012) with the collection of consecutive self-measures of heart rate. With a sample of 351 college students (72% women) the two methods correlated at $r(263) = .70, p < .001$. Retest reliability showed $r(187) = .65, p < .001$ after one month, and Guttman Split-Half Coefficient = .89. A sub-sample of students used the consecutive self-measure method before classroom presentations, showing increased mean heart rate of all students, but especially of those who were scheduled to present that day (all $ps < .02$).

Session Outcomes: At the end of this session, participants will be able to: (1) Discuss possible ways to conduct actual research in the classroom using the self-measure method to collect heart rate. (2) Articulate at least one class activity that could use the self-measure method to teach methodology. (3) Discuss the benefits of the self-measure of heart rate as a device to teach research methods.

Tracks: *Pedagogical and Research Methods*

Session Type: Poster Presentation

Delivering a Successful Alternative Study Abroad Opportunity Using Global Classrooms

Dana D'Angelo - *Drexel University*

Drexel Leeds Global Classroom (DLGC), a collaborative online international learning (COIL) exchange, allows integrated student team work on innovative projects, enhancing knowledge, skills, and attitudes.

Abstract: This session will highlight and discuss the creation, development, implementation, and research of the Drexel Leeds Global Classroom (DLGC) Program. The DLGC is a collaborative online international learning (COIL) exchange (also known as a Global Classroom), allowing integrated student teams to work on innovative projects that enhance knowledge, skills, and attitudes. The DLGC has had a 5-year strategic plan for expansion, including new partners and faculty-led programs abroad. Now in its fifth year, the DLGC can provide a model, with key performance indicators and best practices, so participants in the session can begin to plan their own program.

Session Outcomes: At the end of this session, participants will be able to: (1) Understand what a global classroom is and in particular how to use the DLGC as a case study example. (2) Consider the opportunities and possibilities of creating a global classroom. (3) Refer to the DLGC best practices, research, and evidence of its benefits and impacts.

Tracks: *Course/Curriculum Design/Redesign, Innovative Pedagogical Approaches, Teaching Online*

Session Type: 20-Minute Concurrent Session

Development and Impact of Intensive Courses Abroad for First-Year Students

Dana D'Angelo - *Drexel University*

Faculty-led Intensive Courses Abroad can include incoming first-year students. At Drexel University, ICAs support enrollment, retention, career services and advising for overall success of freshmen.

Abstract: This session will review the general development and facilitation of how faculty-led intensive course programs abroad can include first-year students, including those that are incoming. The benefits to participating students, faculty and the institution will be presented, as well as best practices, key performance indicators and specific examples. There will also be discussion of how enrollment management, recruitment and retention, career and academic advising are integrated and supported for overall success. Lastly, the session will provide ideas on how these "freshmen friendly" courses abroad also connect with COIL (collaborative online international learning) programs too.

Session Outcomes: At the end of this session, participants will be able to: (1) Understand what a faculty-led Intensive Course Abroad (ICA) is, and the options for and best practices of developing one. (2) Articulate the benefits of including first year students in an ICA, and the considerations needed to facilitate one successfully. (3) Gain information from personal experiences and examples of ICAs that are “freshmen friendly”.

Tracks: *Creating Communities of Learners, Course/Curriculum Design/Redesign, Service/Experiential Learning*

Session Type: Poster Presentation

Mindfulness Contemplative Pedagogy to Mitigate Stress for Students and Faculty

Dori DiPietro - *Mesa Community College*

College (and life!) is stressful, for students and faculty. Mindfulness and contemplative pedagogy eases the impact of past and current stressors while increasing academic outcomes.

Abstract: Research clearly demonstrates the practice of mindfulness is beneficial to cognitive and academic performance. The presenter will experientially share the use and advantages of mindfulness and integrative contemplative pedagogy techniques in the college classroom as well as her recent research fellowship results on the prevalence of students’ past adverse childhood experiences (ACE), current stress and the impact this has on their academic performance and the faculty who teach and care for them. Resources will be provided toward implementation with students and faculty to create a college culture that fosters the whole person: head and heart, mind and body.

Session Outcomes: At the end of this session, participants will be able to: (1) Understand the implications of stress on college students and faculty. (2) Experience various mindfulness and integrative contemplative pedagogy techniques to enhance wellness, concentration and insight in higher education. (3) Implement mindfulness practices for yourself, in your classroom and on your campus, and have the resources to do so.

Tracks: *Innovative Pedagogical Approaches*

Session Type: 50-Minute Concurrent Session

Creating a Sustainable Learning Environment Within and Beyond the Classroom

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

How do we help create sustainable learning environments? We apply ideas from sustainability, Slow Professor, integrated education, and contemplative practices.

Abstract: This round table expects to explore the question: How do we create sustainable learning for our students within and beyond our classrooms? Our working definition of sustainable learning is: create and maintain the conditions under which students have the resources necessary to continue to learn across their life cycle, even when extrinsic, formal, short-term rewards (i.e., grades, money) are no longer a meaningful part of their environment. We believe contemplative practices and integrated offer insights into creating this environment. But, what can we do in the classroom to influence our students’ ability to maintain learning outside of it?

Session Outcomes: At the end of this session, participants will be able to: (1) Define, for themselves and their classrooms, what sustainable learning is. (2) Understand how concepts from sustainability, the Slow Professor, integrative education and contemplative practices inform our thinking about sustainable learning. (3) Choose/create at least two pedagogical methods that would help create a sustainable learning environment.

Tracks: *Innovative Pedagogical Approaches*

Session Type: Round Table Discussion

How Sleep Effects Health, Learning, and Memory: What You and Your Students Need to Know

Terry Doyle - *Ferris State University*

Abstract: The western world is in the midst of a sleep epidemic. 80 million American are regularly sleep deprived. Research on college students estimates 70 % are sleep deprived. What this means is students can't pay attention, stay on task, access memory efficiently, make new memories, maintain a healthy immune system, manage their moods and emotion effectively and make good decisions. This session will provide information about how to talk with students about the importance of sleep on their health, memory and learning practices. It is likely that sleep loss is the number one reasons students struggle in college and why faculty are tired a lot of the time.

Session Outcomes: At the end of this session, participants will be able to: (1) Describe the health impacts of poor sleep habits. (2) Explain three ways that sleep impacts learning. (3) Adapt material from this presentation to frame conversations with current students about the impact of sleep on learning.

Tracks: *Academic Success*

Session Type: 50-Minute Concurrent Session

Integrate Computational Skills in Upper-Level Physics Courses

Xin Du - *Aquinas College*

We develop computational packages and activities for upper-level physics courses to integrate computational skills in upper-level physics courses.

Abstract: Computing tools are playing a vital role in various industries. Thus, computational skills are essential for STEM students. To integrate computation in college education, we develop computational packages for upper-level physics courses. Solving physics problems using theoretical methods could be sometime struggling. These activities demonstrate computational method as an alternative tool to solve physics problems. Students who complete these activities will appreciate computational method as a vital and efficient skills to learn. I believe that applying computational skills and programming languages to solve practical physics problems is an efficient method for college students to achieve computational skills.

Tracks: *STEM*

Session Type: Poster Presentation

#iamstucknomore: Enhancing Student Learning and Application Using the Bottleneck Model

Jeanne Dulworth - *Western Carolina University*

This presentation will focus on using the Bottleneck Model to enable students to overcome those challenging moments where they typically get "stuck" in learning.

Abstract: Bottlenecks are common in education. For example, policy students find it difficult to make the connection between policy and the time period when a policy was created or changed. Pace and Middendorf (2004) Bottleneck Model can help students make this critical connection. The goal of the seven steps is to help faculty correctly identify which concepts are confusing for students, identify how practitioners address similar problems in practice, and to enable faculty to create innovative methods to teach students through the bottleneck. Educators are problem solvers, and faculty who use the Model replicate these skills within the classroom.

Session Outcomes: At the end of this session, participants will be able to: (1) Apply the seven steps of the Bottleneck Model where students become unable to move past difficult concepts. (2) Motivate and engage students in the Bottleneck process. (3) Understand how to use self-reflection and classroom assessment techniques with the model to enhance the process of teaching and learning.

Tracks: *Innovative Pedagogical Approaches*

Session Type: 50-Minute Concurrent Session

Lessons from Success and Failure: Service-Learning in Humanities Classes

Deborah Field and Carissa Massey - *Adrian College*

We describe an effective humanities service learning project and one that went awry, then we elicit audience participation to establish guidelines for success.

Abstract: Research indicates that effective service learning enables students to relate their coursework to their communities and lives, thus nurturing personal and academic growth. But formulating effective projects in history and art history courses can be challenging. And what do you do if the project fails? In this presentation, we draw on student reflection papers, and our own observations, to describe a successful service learning project and one that went awry. We conclude by establishing guidelines for success, but also asserting the value of failure.

Session Outcomes: At the end of this session, participants will be able to: (1) Identify benefits and difficulties of incorporating service learning into history and art history classes. (2) Generate ideas for mediating failed projects mid-semester. (3) Develop guidelines for successful service learning projects.

Tracks: *Service/Experiential Learning*

Session Type: 50-Minute Concurrent Session

A Cohort Model of Online Course Development

Dale Fowler - *Central Michigan University*

This presentation will be a walk-through of the cohort-based online course development process at CMU. Units within the Center for Excellence in Teaching and Learning (CETL) and their roles will be identified and explained.

Abstract: Central Michigan University committees established by the university president researched models of online course development and found that the cohort model seemed stand out as the approach of choice. The model was implemented and refined over the past two years. The process resides within the Center for Excellence in Teaching and Learning (CETL). The process will be contrasted with the previous development process as well as discussion of the findings and results. The impact on constituents of the process such as instructional designers, media technologists, and faculty will be elaborated.

Session Outcomes: At the end of this session, participants will be able to: (1) Distinguish the cohort model with the previous process. (2) Identify the service units within the Center, and their specific roles in the cohort model. (3) Understand the faculty experience and benefits, as well as informative statistics about the process.

Tracks: *Academic Success, Course/Curriculum Design/Redesign, Teaching Online*

Session Type: 50-Minute Concurrent Session

Nurturing First-Year Students' Self-Efficacy and Motivation to Strengthen Academic Achievement

Laura Gabrion - *Oakland University*

Participants will consider the connections between self-efficacy, motivation and academic achievement in first-year students and explore deliberate pedagogical approaches that positively impact all three.

Abstract: Despite the progressive intentions of administrators and faculty, the first year of college is often a shock. First-year students struggle with autonomy, time management, and rigorous course work as they navigate new experiences. Since previous research has correlated students' self-efficacy with motivation, and both are connected to academic achievement (Bruning & Kaufman, 2015; Pajares, 2007; Zimmerman, 2000), it is important that instructors intervene through deliberate, positive, goal-setting engagements that shape students' attitudes and their potential for success. Following a brief presentation of data from two recent studies, participants will consider classroom activities that can enhance students' self-efficacy, motivation, and achievement.

Session Outcomes: At the end of this session, participants will be able to: (1) Consider first-year students' self-reported data regarding self-efficacy and motivation. (2) Discuss the important roles self-efficacy and motivation play in students' engagement and performance. (3) Participate in small and large group discussions to explore intentional classroom strategies aimed at increasing self-efficacy, motivation and academic achievement.

Tracks: *Academic Success*

Session Type: 50-Minute Concurrent Session

Why Do College Students Procrastinate?

Jasmin Gaytan, Josiah Yonker, and Sérgio da Silva - *Cornerstone University*

This poster reports a study investigating personality and emotional factors implicated in college students' reports on their tendencies to procrastinate.

Abstract: Some research suggests that conscientiousness and neuroticism explain procrastination. Other studies show that mood plays an important role. We hypothesized that adding mood to personality factors would increase the ability of personality to explain college students' procrastination. A sample of 52 consenting college students took a questionnaire containing measures of personality, mood, and procrastination. Using linear regression we observed that the model with mood added to personality explained approximately 6.5% more variability than personality factors alone. Analysis of variance demonstrated that low conscientiousness is associated with higher levels of procrastination only in the presence of positive thoughts and feelings.

Session Outcomes: At the end of this session, participants will be able to: (1) Summarize the findings of the study regarding the combined impact of personality and mood factors on student procrastination. (2) Discuss the implications of the findings about personality on students' ability to complete their assignments on time. (3) Discuss possible ways to incorporate the interaction between students' personality traits and emotionality into pedagogies that could improve student success.

Tracks: *Academic Success*

Session Type: Poster Presentation

Shrinking the Elephant: Safe, Inclusive Classrooms Despite Diverse Cultural Challenges

Pam George and Kathleen Sindroff - *Cornerstone University*

Today's iGen students' sensitivity to bullying, microaggressions, racism and sexism requires professors to gain tools for creating a safe and inclusive classroom.

Abstract: Our students' perceptions about each other's biases, stereotypes and prejudices can create an uncomfortable environment for teaching and learning. In fostering a safe and more inclusive environment that promotes community, connection and communication, professors must first learn to be aware of their own biases, as well as their students', to recognize the micro aggressions that might paralyze learning when students are distracted or deeply hurt by something that was said by a classmate or professor -- often carelessly and inadvertently, but unwisely.

Session Outcomes: At the end of this session, participants will: (1) Increase their awareness of how iGen students can perceive careless conversation and take offense. (2) Gain practical tools for navigating classroom discussions to avoid inappropriate comments. (3) Acquire new skills to guide their verbal and non-verbal communication and to create an atmosphere of safety and inclusion in their classrooms.

Tracks: *Engaging and Motivating Students, Multiculturalism/Diversity/Inclusion, Preparing Future Faculty*

Session Type: 50-Minute Concurrent Session

Using Flipped Classroom Pedagogy in the Classroom

Debbie Gonzalez - *Humboldt State University*

Instructors can find a methodology in the flipped classroom which supports and engages students. Student-centered learning is a pedagogical focus of the flipped classroom.

Abstract: Instructors can find a methodology in the flipped classroom which supports and engages students. Flipped classroom pedagogy is a methodology which inverts the common instructional paradigm. It has potential to engage and motivate students (as well as educators) by manifesting an activity-based classroom environment (Gilboy, Heninerichs, Pazzaglia. 2014). My presentation will invite educators to consider flipped classroom pedagogical framework as a method to structure the learning environment. The presentation will explore benefits of using flipped classroom pedagogy in the modern day classroom. It will explore why the flipped classroom can help prepare students to be problem solvers and collaborators.

Session Outcomes: At the end of this session, participants will be able to: (1) Identify primary design considerations to implement in a flipped classroom design. (2) Understand three major components necessary for a successful design of flipped classroom format, consisting of before-class activity, during-class activity, and after-class activity. (3) Apply concepts to classes they might teach and understand how to organize and be deliberate regarding structure and design of a flipped class.

Tracks: *Engaging and Motivating Students*

Session Type: 50-Minute Concurrent Session

Does Classroom Engagement Lead to Enhanced Classroom Learning?

Jim Gort - *Davenport University*

Using anonymous student survey results, the association between perceived engagement and perceived classroom learning will be analyzed and discussed.

Abstract: This session will present the results of data gathered from students in 2 professional ethics class. Students were asked to rate their engagement and learning from 17 classroom activities including lecture, video, role play, simulations, and other classroom activities. The analysis resulted in some surprise findings. Takeaways from this session will include ideas for engaging activities in any discipline and suggestions for improved classroom learning.

Session Outcomes: At the end of this session, participants will be able to: (1) Improve classroom engagement. (2) Improve classroom learning. (3) Better manage students' use of mobile technology.

Tracks: *Course/Curriculum Design/Redesign, Engaging and Motivating Students, Teaching Well with Technology*

Session Type: 50-Minute Concurrent Session

Art and Narration as Pedagogy in Understanding Mental Illness

Dianne Green-Smith - *Grand Valley State University*

This presentation demonstrates masters level social work students' perception of mental illness through drawing and narration pre and post semester in a clinical diagnosis class.

Abstract: Social Workers are subjective beings who enter the therapeutic process with preconceived narratives of mental health and well-being based upon their experiences with self, others and from the larger society. To deconstruct perceptions of mental illness, students were given a blank sheet of paper with a box of crayons and asked to draw their perception of mental illness. Once the drawing was completed, students were asked to describe the drawing and to say how this perception developed. At the end of the semester, students were asked to do the drawing and narration again to determine if reframing had occurred.

Session Outcomes: At the end of this session, participants will be able to: (1) Consider art and narration as pedagogical strategies. (2) Recognize the influence of personal belief on mental illness. (3) Create space for clinical growth.

Tracks: *Innovative Pedagogical Approaches*

Session Type: Poster Presentation

Strategies to Enhance New Faculty Transition

Stephanie Gustman and Wendy Lenon - *Ferris State University*

A discussion on the various methods that can be employed universally throughout academia to improve the transition of new faculty and enhance program overall.

Abstract: Transitions to academia can be difficult with the barriers that exist when entering faculty positions. It is deeply important to mentor new faculty in an effort to combat the barriers. A successful transition leads to decreased faculty turnover, enhanced teamwork, engaged faculty, and effective programs that contribute to the overall well-being of the professional workforce. This presentation will describe various methods including team teaching, intentional feedback modalities, mentorship assignments, and an orientation tool that can be employed universally throughout academia to improve the transition of new faculty.

Session Outcomes: At the end of this session, participants will be able to: (1) Describe methods to decrease faculty turnover. (2) Discuss strategies for successful transition of new faculty. (3) Appraise current transition processes.

Tracks: *Preparing Future Faculty*

Session Type: Round Table Discussion

WAC a Mol

Neal Haldane, Veronica Riha, Maria Kihn, Marci Poppema, and Ted Gish - *Madonna University*

Scientists can experiment with, and mathematicians can add, writing in their courses. We'll discuss ways to incorporate Writing Across the Curriculum in STEM fields.

Abstract: Employers want employees who can write (National Association of Colleges and Employers, 2017). Students need help learning how to write. Teachers want papers they can read and understand. How do we satisfy all three audiences? One way is via Writing Across the Curriculum. Our session describes a project to train and develop "WAC jobs" in the science and math departments in an effort to "create a community of faculty around teaching and student writing" (International WAC Network, 2014).

Session Outcomes: At the end of this session, participants will be able to: (1) Integrate a writing assignment into a packed curriculum. (2) Adapt writing assignments for different disciplines. (3) Create/use rubrics to evaluate student writing in your discipline.

Tracks: *Academic Success, Course/Curriculum Design/Redesign, Engaging and Motivating Students*

Session Type: 50-Minute Concurrent Session

Lessons Learned from Participation in a Faculty Learning Community: Students, Faculty and Administration

Sherrill Hamman, Justin Boyce, Lisa Brown, Jerome Heaven, Jack Philipot, and Beth Robinson - *Indiana Institute of Technology*

Six academicians, from five different disciplines, with over 96 years of combined teaching experience, will share how they've grown professionally through participation in an FLC.

Abstract: Evidence shows that Faculty Learning Communities (FLCs) increase faculty interest in teaching and learning as well as provides safety and support for faculty to investigate, attempt, assess, and adopt new (to them) methods. This session will explain what was learned from the failure of the first FLC and the changes that were made to create a very successful FLC. Six faculty members, each from a different discipline, will share how the membership in this FLC has positively affected their personal and professional growth, their student learning outcomes, and their recognition from administration over the past three years.

Session Outcomes: At the end of this session, participants will be able to: (1) Determine the value of FLC membership. (2) Recognize important components of a successful FLC. (3) Identify techniques to increase effective faculty collaboration.

Tracks: *Creating Communities of Learners, Multiculturalism/Diversity/Inclusion, Preparing Future Faculty*

Session Type: 50-Minute Concurrent Session

Cross-Cultural Virtual Team Projects

Michelle Hammond - *Oakland University*

This presentation will discuss the use of cross-cultural virtual teams to promote student engagement with other cultures and experience working in a geographically-dispersed team.

Abstract: This presentation will discuss the use of cross-cultural virtual teams to promote student engagement with other cultures and experience working in a geographically-dispersed team. Cross-cultural teams can be utilized to develop student coordination and personal communication skills, cross-cultural awareness and a global mindset through working with diverse others. Based on experience running cross-cultural virtual teams in business education, topics on the theory, best practice, and overcoming obstacles will be discussed.

This work was done in collaboration with Michael Palanski, *Rochester Institute of Technology*; Jenna Lenhardt, *Virginia Commonwealth University*; and Maja Vidovic, *Rochester Institute of Technology, Croatia*

Session Outcomes: At the end of this session, participants will be able to: (1) Appreciate the need for experience working with culturally diverse others, especially at universities with limited resources or low-uptake of study abroad programs. (2) Identify step-by-step instructions for implementing a cross-cultural virtual team project. (3) Identify practical solutions for potential issues and set-backs using a cross-cultural virtual team assignment in their own classes.

Tracks: *Innovative Pedagogical Approaches*

Session Type: Poster Presentation

Using Metaphor to Build Rapport

Debora Herold - *Indiana University - Purdue University Indianapolis*

In this short active session, I will demonstrate an activity I use on the first day of class to establish expectations and develop rapport with students.

Abstract: We often have many goals for the first day of class and might struggle with how to spend that first session to appropriately set the stage for the remainder of the semester. In this session, I will share an activity that I use on the first day of class that gets students thinking critically, talking to one another, and considering assumptions while you develop rapport and establish expectations for the semester. The activity can be further modified for use throughout the semester for a variety of different disciplines.

Session Outcomes: At the end of this session, participants will be able to: (1) Evaluate their own assumptions regarding teacher and student roles. (2) Use an activity on their first day of class to set clear expectations. (3) Establish rapport with their students in a new way.

Tracks: *Engaging and Motivating Students*

Session Type: 20-Minute Concurrent Session

Growing Questions: Encouraging Student Questions to Foster Learning

Kyle Heys - *Calvin College*

Questions play a central role in student learning. This interactive presentation explores strategies for fostering student questions and use at various stages of learning.

Abstract: Questions play a central role in student learning yet, too often, they appear absent from the learning process. Studies have shown that as grade level increases, question decrease. This interactive presentation explores the value of student generated questions, ways to teach question generation to students, and strategies for helping students put question to effective use to aid their learning. Researchers note teaching these skills has promise for all students but especially helps those that are first generation, low socio-economic status, and academically under prepared students take control of their education.

Session Outcomes: At the end of this session, participants will be able to: (1) Articulate the value of question generation to student learning. (2) Implement strategies for helping students articulate their own questions. (3) Communicate strategies to help students use their questions before, during, and after class to foster learning.

Tracks: *Academic Success, Course/Curriculum Design/Redesign, Engaging and Motivating Students*

Session Type: 50-Minute Concurrent Session

Emotion and Cognition Associated with Test Taking

Sarah Hiemstra, Paige Hershberger, and Sérgio da Silva - *Cornerstone University*

This poster reports the results of a study on the effects of positive emotional stimuli on math test scores.

Abstract: In order to test the effects of positive emotionality on test-taking, 21 students received three equivalent versions of a basic college mathematics test in randomized order. The first test was taken without background music, and the subsequent tests were taken with classical and popular background music, both rated as pleasant. In addition to test scores, we measured self-reports of emotional and cognitive factors. Scores of tests taken with music were significantly higher than scores of tests taken without music. Music was associated with an increase in alertness, and inhibition of anxiety during test taking.

Session Outcomes: At the end of this session, participants will be able to: (1) Describe the effects of positive mood on student testing. (2) Describe emotional differences between stimuli that may affect test taking. (3) Describe how the interaction between cognition and affect may improve test taking.

Tracks: *Academic Success, Assessment*

Session Type: Poster Presentation

Watching Students Become Leaders

David Howell - *Milwaukee School of Engineering*

4 students went to Guatemala on a service project. By observing their work, researchers were able to draw conclusions regarding the relationship between service and leadership.

Abstract: The office of Servant-Leadership at Milwaukee School of Engineering engenders student leadership and service skills by coordinating service projects in the developing world. This year, the office of Servant-Leadership teamed up with the school's student chapter of Engineers Without Borders USA (EWB-USA) to find out how a targeted service initiative engenders leadership and service skills in the students who participate in such overseas initiatives. This presentation will tell the story of the academic alliance between Servant-Leadership and EWB-USA—focusing on a recent project in Guatemala—and illustrate its strengths and weaknesses through the data collected in a qualitative research project.

Session Outcomes: At the end of this session, participants will be able to: (1) Understand the relationship between service and leadership. (2) Learn the history of the Servant-Leadership program's work in the developing world as well as the history of the student chapter of Engineers Without Borders USA. (3) Learn how overseas service projects help prepare students for future employment opportunities.

Tracks: *Creating Communities of Learners, Service/Experiential Learning, STEM*

Session Type: 50-Minute Concurrent Session

(Re)Creating Critical Learning: Creative and Reflective Strategies for Student Engagement

Cheryl Hoy, Amanda McGuire-Rzicznek, Elizabeth Zemanski, and Jessica Zinz-Cheresnick - *Bowling Green State University*

This session examines the integration of creative-learning and reflective assignments into our courses and the subsequent effects of this approach on student engagement and learning.

Abstract: In this session, we will discuss our journey into a creative-learning approach for our courses. We will examine the challenges and successes of creative-learning and reflective strategies, activities, and assignments, and we will note the effects on student learning and engagement. We will guide participants through some creative-learning and reflective assignments similar to the ones we used with our students and we will seek participant feedback based on their experiences. As a take-away, we will provide information and descriptions of some creative-learning and reflective activities and assignments for use by those interested in this approach for their courses across disciplines.

Session Outcomes: At the end of this session, participants will be able to: (1) Discuss the expectations and challenges of a creative-learning approach for student assignments. (2) Analyze the strengths and limitations of creative-learning assignments on student success in courses across disciplines. (3) Share experiences from participating in several hands-on creative-learning activities and reflective strategies that support meaningful student engagement.

Tracks: *Engaging and Motivating Students, Innovative Pedagogical Approaches, Active Learning Strategies*

Session Type: 50-Minute Concurrent Session

Minding the Gap: Restructuring a Large Enrollment Class to Close Opportunity Gaps Among Students

Fayyaz Hussain and Brandy Ellison - *Michigan State University*

Assessment of redesigned large classes with discussion groups to close opportunity gaps among students. Experimental and control groups were used for this assessment.

Abstract: As part of new strategic plan, the college of social science sought to quantify, assess, and remedy different student outcomes in introductory courses. One intervention was to modify the structure of a general education social science requirement to include shorter large class meetings and add in an additional small class discussion. In these discussion sections, students would be able to review material, ask questions, and do activities to reinforce course concepts. A quasi-experimental approach was used where the same instructor taught in both formats (traditional and modified) during the same semester with the same number of students. After three semesters, results indicate that under represented and first time Freshmen students in the modified sections performed significantly better than their peers in the traditional section. These findings suggest that giving students the chance to reinforce course material through small class section meetings may help to improve outcomes for students who traditionally struggle in large classes.

Session Outcomes: At the end of this session, participants will be able to: (1) How to design a course based experimental and control modeln. (2) How to do the assessment. (3) How to implement this model.

Tracks: *Assessment*

Session Type: 50-Minute Concurrent Session

Small Teaching Strategies to Promote Student Success

Debra Hydorn - *University of Mary Washington*

The implementation of James Lang's small teaching methods in two mathematics courses will be discussed as well as an assessment of these methods.

Abstract: "Small teaching" consists of brief activities, one-time interventions, and small course modifications that have their foundations in the learning sciences and a positive impact on real-world learning environments. Small teaching methods are appropriate across the disciplines and different course formats and pedagogical approaches. This session will describe the implementation of small teaching activities in two mathematics courses. Examples include providing students with more opportunities to retrieve learned information, interleaving concepts and activities to space out learning throughout the course, and making more connections with previously learned material. Results from student surveys on the impact of these activities will be discussed.

Session Outcomes: At the end of this session, participants will be able to: (1) Immediately apply small teaching strategies in their courses. (2) Consider how they can engage students in the learning process by discussing the small teaching strategies they are using and how students can use these strategies on their own. (3) Use small teaching strategies to help their students take responsibility for their learning.

Tracks: *Academic Success, Engaging and Motivating Students, Innovative Pedagogical Approaches*

Session Type: 20-Minute Concurrent Session

Effective Time-Management and Student Academic Achievement

Lina Jawad - *University of Michigan, Dearborn*

This session presents a project that examined how implementing time management skills for high school students enrolled in a college course has improved academic achievement.

Abstract: Introducing college readiness skills in high school allows students to meet rigorous college requirements. This session examines the impact of one non-cognitive college readiness skill, time-management, on student academic achievement. The action research project examined how implementing time management skills for high school students enrolled in a college course helped improve student grades and timely assignment submission. Data from student surveys, class observation and assessments provide evidence of successful project implementation. The Interventions used (time-tables and implementation of study skills) will be shared with the audience. Participants will acquire tools that allow them to incorporate time-management skills within instruction.

Session Outcomes: At the end of this session, participants will be able to: (1) Recognize the significance of non-cognitive college readiness skills or behaviors such as time-management and study habits. (2) Identify at least two strategies used to implement time-management. (3) Design a time-table for students.

Tracks: *Academic Success, Assessment, Innovative Pedagogical Approaches*

Session Type: 20-Minute Concurrent Session

Ditching the Dusty Dissertation: Using Digital Storytelling to Report the Results of Action Research

Eileen Johnson - *Oakland University*

Rather than using the traditional research paper outline and format, students utilized digital platforms to present the process and outcomes of collaborative action research projects.

Abstract: This presentation highlights an alternative to the traditional action research report. Rather than using the traditional research report outline and paper format, students in an action research course utilized various digital platforms and an alternative outline to present the process and outcomes of a year-long collaborative action research project. By using the alternative format, students were able to include photographs, videos, and hyperlinks to present high-impact, easy-to-navigate reports. Although the examples provided in this session are specifically from a graduate level action research course, the session is expected to be of interest to instructors of other levels and courses.

Session Outcomes: At the end of this session, participants will be able to: (1) Understand what is meant by digital storytelling in the context of student research and projects. (2) Explore examples of student projects that used digital storytelling as a dissemination method. (3) Think about how digital storytelling might be useful in their own courses.

Tracks: *Innovative Pedagogical Approaches*

Session Type: 20-Minute Concurrent Session

Using Online Literary Magazine to Model Best Teaching Practices

Leslie Johnson - *Lansing Community College*

“400 Words,” an online literary journal developed during a 12-week seminar in college teaching, models open learning assignments and develops empathy for the student experience.

Abstract: During a 12-week seminar on college teaching, faculty participants write a 400-word essay focused on their work with one student and how that work reflects the community college mission. As part of the assignment, participants are required to schedule and attend a one-to-one support session in the college writing center. When completed, they post their work online so that it becomes part of an on-going literary journal. The seminar facilitator’s goals are to model some best practices in assigning writing, including publishing in “open spaces,” and to build empathy students when using support services.

Session Outcomes: At the end of this session, participants will be able to: (1) Describe the importance of modeling best teaching practices when training faculty. (2) Identify ways they can build in “student empathy” experiences into faculty development programming. (3) Explain the value in having faculty reflect on their work with students.

Tracks: *Preparing Future Faculty*

Session Type: 20-Minute Concurrent Session

Using the ACE Matrix to Assess a Faculty Development Center

Leslie Johnson - *Lansing Community College*

Is an assessment of your faculty development services required? This presentation will discuss utilizing the ACE Faculty Development Center Matrix to begin the process.

Abstract: Assessment is no longer required only for student learning outcomes. Increasingly, college administrators are requiring campus programs and departments to assess the services they offer. When our provost told our teaching and learning center, “You will have an assessment,” we developed our first assessment

using the American Council on Education's Faculty Development Center matrix. We collected internal and external data to create a well-defined picture of our strengths, weaknesses, and opportunities. This session will share what we learned and how we learned it as well as outline our future steps in the assessment process.

Session Outcomes: At the end of this session, participants will be able to: (1) Describe how the ACE Faculty Development Matrix can be used to assess teaching and learning centers. (2) Identify the places on their campus where they can collect relevant data. (3) List their challenges in assessing their teaching and learning center.

Tracks: *Preparing Future Faculty*

Session Type: 20-Minute Concurrent Session

Using an Online Lab to Promote Student Learning and Satisfaction

Charles Johnston - *Baker College*

The benefits and risks of adding an online learning lab to online MBA/MSIS courses are presented with audience participation.

Abstract: This PowerPoint presentation explains how the author added an online learning lab to his MBA and MSIS online courses in finance and economics to improve student learning and satisfaction. This introduced a new technology and new instructional method to the classes. Student learning and satisfaction were assessed by using a Google survey and by student responses to an assessment question on the class Discussion Board. The presenter will engage the audience in discussion of the benefits and risks of using an online learning lab.

Session Outcomes: At the end of this session, participants will be able to: (1) Add and use an online learning lab to promote student learning and satisfaction. (2) Understand the benefits and risks of using this innovative technology. (3) Use two ways to assess student learning and satisfaction.

Tracks: *Teaching Online*

Session Type: 50-Minute Concurrent Session

How Do We Teach Instructors to Teach Online?

Sara Kacin and Tonya Whitehead - *Wayne State University*

Looking for ways to teach faculty "how to teach online"? Join supportive, resourceful educational developers to discuss strategies for teaching instructors "how to teach online".

Abstract: Evidence suggests that building a community, such as one around teaching instructors how to teach online in educational development, may yield benefits (Cox, 2002); however, finding and meeting this group can be difficult. In this session, our goal is to build an inclusive community of supportive, resourceful educational developers where we can discuss similarities, connections, and differences while reflecting on the unique challenges and opportunities educational developers have in teaching instructors "how to teach online". It is our hope that participants will build connections and learn from each other's strategies, programming successes, and "failures" (aka learning moments).

Session Outcomes: At the end of this session, participants will be able to: (1) Build an inclusive community of supportive, resourceful, peer educational developers who teach faculty how to teach online. (2) Determine the greatest gaps and issues that we face, and find similarities, differences and connections. (3) Reflect on challenges and opportunities as educational developers in creating programming around how to teach online.

Tracks: *Teaching Online*

Session Type: 50-Minute Concurrent Session

Feedback Focused: Online Instructors See Feedback as a Social Process, Not an Event

Julia Keider and Linda Meyers - *Baker College*

Feedback should improve student performance and instructor effectiveness, right? Learn what happens when students and faculty experience the powerful process of formative feedback in an online setting.

Abstract: Both on-ground and online instructors will agree they provide students with the ample, timely feedback needed to be successful in academic coursework. But feedback is so much more than writing comments or providing edits on student work. While feedback may come easy for some, in this presentation, we uncover what happens when faculty engage in a six-session learning cohort to understand, apply, and reflect on the formative feedback process, commonly known as a feedback loop. Engaging in feed-up, feed-back, and feed-forward, faculty share their experiences promoting the feedback process, and how students responded.

Session Outcomes: At the end of this session, participants will be able to: (1) Understand the three parts of the formative feedback process and the integral role each plays in students' motivation and academic success. (2) Explore how the socio-constructivist approach to formative feedback promotes active learning, conscious assessment, and student self-regulation. (3) Share challenges, view examples, and analyze how the feedback loop may impact student success.

Tracks: *Assessment, Engaging and Motivating Students, Teaching Online*

Session Type: 50-Minute Concurrent Session

Creating a Departmental Community to Encourage Student Retention

Emily Kelley and Phillip Hanson - *Saginaw Valley State University*

This session examines strategies to create stronger departmental communities among first-year students, including a peer-to-peer mentorship program, early community-building experiences, and the first-year classroom experience.

Abstract: Student engagement is a crucial aspect of retention as is fostering a sense of community among students and faculty (Tinto 1993 and 2012). This session examines strategies to create a stronger sense of departmental community among first year students and to increase the students' sense of belonging. These strategies include a peer-to-peer mentorship program, early community-building experiences, and the integration of retention efforts as part of the first-year classroom experience. The session will be beneficial for anyone wanting to improve departmental retention rates and/or better integrate first-year students into their department's culture.

Session Outcomes: At the end of this session, participants will be able to: (1) Recognize the importance of early assimilation of first semester students in order to maximize retention. (2) Learn how to implement and sustain a peer-to-peer mentorship program at a departmental level. (3) Identify strategies to integrate first-year students both at a departmental level and through the classroom experience as a means of promoting their retention.

Tracks: *Creating Communities of Learners*

Session Type: 20-Minute Concurrent Session

Creating Blended Classroom When Teaching Pre-Service Teachers

Olha Ketsman - *Northern Illinois University*

This presentation will discuss how pre-service teachers perceive blended learning in the classroom. Results of the study and implications for educators will be discussed.

Abstract: This presentation will discuss design and development of blended learning approach to teach required pre-service teacher education course. Pre-service teachers participated in a blended learning experience during one semester and completed attitudinal survey to report their attitudes and experiences with such a learning experience.

This presentation will focus on both the aspects of the blended course design and experiences of pre-service teachers with such a learning experience. Implications for multiple audiences will be discussed.

Session Outcomes: At the end of this session, participants will be able to: (1) Discuss principles and specifics of the effective blended course development. (2) Understand attitudes of pre-service teachers towards blended learning. (3) Describe how to apply blended learning in the classroom.

Tracks: *Course/Curriculum Design, Engaging and Motivating Students, Innovative Pedagogical Approaches*

Session Type: Round Table Discussion

Assessing Students' Learning with Embedded and Post Video Quizzes

Olha Ketsman and Juan Colon Santana - *Northern Illinois University and Aurora University*

This presentation will discuss students' learning when teaching science content via instructional videos. Results of the study and implications for educators will be discussed.

Abstract: This presentation discusses how embedding quiz questions in video lectures and quiz questions following video lectures impacts students' achievement in the classroom. Undergraduate science students viewed instructional video, completed quiz on the content covered in the video and afterwards filled out a survey regarding attitudes towards the use of instructional videos for learning. Findings revealed that videos with embedded questions may increase retention of the material, allow to "chunk" content into smaller portions and provide instant reinforcement. Implications of the study are applicable across disciplines and will be addressed in this presentation.

Session Outcomes: At the end of this session, participants will be able to: (1) Discuss evidence-based findings regarding development and implementation of instructional videos in the classroom. (2) Understand strategies and recommendations for using interactive videos to enhance students learning experiences. (3) Describe design principles and effective development strategies for instructional videos.

Tracks: *Innovative Pedagogical Approaches, STEM, Teaching Well with Classroom Technologies*

Session Type: 20-Minute Concurrent Session

Using Software to Create and Develop Interactive Web-Based Content.

Mitchell Klett and Judy Puncochar - *Northern Michigan University*

This active session will look at the Models of Teaching approach to integrate interactive web-based activities that is easily embedded in Content/Learning Management System.

Abstract: Teaching Online for students from faculty and universities is one of the fastest growing trends in educational uses of technology. The rapid growth of online programs in higher education has been celebrated because it is thought that moving education online is an innovative way to increase the accessibility of university education. Now digital technologies are seen as an integral aspect of the university student experience. Using software to create and develop interactive web-based content focuses teaching on the integration of various digital technologies to enable, extend and even 'enhance' student learning through careful integration of using) different teaching models.

Session Outcomes: At the end of this session, participants will be able to: (1) Distinguish different web-based activities. (2) Create a web-based interactive learning activity using readily available software.

Tracks: *Engaging and Motivating Students, Teaching Online, Teaching Well with Classroom Technologies*

Session Type: 50-Minute Concurrent Session

Using Absurd (but True) Statements to Foster Classroom Active Learning

Chris Kobus - *Oakland University*

This poster presentation details a technique to trigger emotional responses by introducing statements into active learning exercises that are almost universally aversive to popular culture.

Abstract: This poster presentation details a technique by which significant emotional experiences are brought up by introducing statements into active learning exercises that are almost universally aversive to popular culture. “There is no such thing as a toxic chemical” is one example. This triggers an initially negative emotional response in participants, which is the intent here. By triggering the emotional response, and a strong resistance to what turns out to be a true statement, information retention in STEM topics is increased by engaging the right side of the brain in left-brain material.

Session Outcomes: At the end of this session, participants will be able to: (1) Understand the need for an emotional component in logical, STEM lessons. (2) Come up with their own statements that on their face seem to be untrue or go against the grain of pop culture. (3) Find resources for enhancing active learning exercises to increase information retention.

Tracks: *Engaging and Motivating Students, Innovative Pedagogical Approaches, STEM*

Session Type: Poster Presentation

Promoting Graduate Students’ Perceptions of Competence: Self-Determined Service-Learning

Jamie Langlois - *Grand Valley State University*

This poster presents an innovative pedagogy and mixed methods research findings from a graduate-level capstone course where students complete community-based projects in an autonomy-supportive environment.

Abstract: Graduate students expect challenging and meaningful educational opportunities that build on their diverse needs and experiences. Self-Determined Service-Learning (SDSL), or service-learning pedagogy infused with self-determination theory (SDT), has the potential to meet students’ needs and promote perceptions of competence. This poster presents this new pedagogy and the mixed method assessment findings from original qualitative and quantitative data. The poster provides specific cross-disciplinary teaching methods that align SDT with service-learning methods. The poster further provides the research methods and findings which indicate that engaged SDSL community-based projects enhance motivation and promote perceptions of competence (self-efficacy) in graduate-level capstone students.

Session Outcomes: At the end of this session, participants will be able to: (1) Describe Self-Determined Service-Learning (SDSL) and how it is different from conventional service-learning. (2) Explain the purpose of using Self-Determined Service-Learning (SDSL) with graduate students in a capstone course. (3) Demonstrate an educated understanding of the research findings by inferring whether Self-Determined Service-Learning (SDSL) promotes perceptions of competence.

Tracks: *Engaging and Motivating Students, Innovative Pedagogical Approaches, Service/Experiential Learning*

Session Type: Poster Presentation

Embodiment and Higher Education

Stephen Loftus - *Oakland University*

We need to think of our students as embodied beings and not just minds to be formed.

Abstract: A problem with much of higher education is that we regard our students as disembodied minds in need of formation. Nearly all our focus is on cognition, what our students know, and what our students think. There is a growing realization that people are not just minds in possession of a body but embodied minds. Paying

attention to the embodied nature of our students (and their teachers) can help us come to a better understanding of what happens in education and provides us with new ways of thinking through how we plan the curriculum and educational experiences.

Session Outcomes: At the end of this session, participants will be able to: (1) Describe the ideas around the concept of embodiment. (2) Explain how and why embodiment can influence curricular design. (3) Discuss the implications of embodiment for pedagogical practices.

Tracks: *Academic Success, Course/Curriculum Design/Redesign*

Session Type: 20-Minute Concurrent Session

An Examination of Instructional Pedagogy for Interprofessional Education Service-Learning

Denise Ludwig and Julia VanderMolen - *Grand Valley State University*

Teaching interprofessional education (IPE) requires pedagogical approaches encompassing both discipline-specific content and effective instruction. Perceived effectiveness of IPE service learning instructional pedagogy was examined.

Abstract: Faculty charged with providing interprofessional education (IPE) belong to both the profession of their discipline and the profession of educator. Teaching IPE requires use of specific instruction and facilitation skills and use of pedagogical strategies is critical. Two IPE service learning events were examined for effectiveness of instructional pedagogy. Evaluation of the teaching and learning relationship within IPE provides a way to bridge theory with instructional practice and to identify best practices to achieve successful and positive student learning outcomes. Comparative statistics will be provided in discussion of implications of interprofessionality as foundational instructional practices.

Session Outcomes: At the end of this session, participants will be able to: (1) Demonstrate knowledge of the relationship between IPE learning outcomes and instructional practices. (2) Discuss the factors of instructional pedagogy that impact learner outcomes for service learning. (3) Discuss the implications of interprofessionality in informing instructional practices.

Tracks: *Service/Experiential Learning*

Session Type: Poster Presentation

Campbell's Hero's Journey in Course Design to Engage Students.

Szymon Machajewski - *Grand Valley State University*

Course design and screen writing have much in common. An analysis of exemplary course rubrics and the Hero's Journey will help instructors tell an epic story.

Abstract: Instructional design in online, hybrid, or in-class courses requires deep understanding of existing best practices. A few rubrics exist, such as Blackboard's Exemplary Course Rubric, California Community Colleges' Online Education Initiative (OEI), The Open SUNY Course Quality Review Rubric, Quality Matters (QM), Illinois Online Network's Quality Online Course Initiative, California State University Quality Teaching Online. However, since 1949 Joseph Campbell's Hero's Journey has been used to outline books, movies, and psychological therapies to engage and motivate people. This session will synthesize the Exemplary Course Program Rubric and the Hero's Journey to help instructional designers and instructors tell an epic story in their courses.

Session Outcomes: At the end of this session, participants will be able to: (1) Analyze and compare the leading exemplary course rubrics. (2) Identify connections between the Hero's Journey and instructional design best practices. (3) Summarize storification elements in instructional design.

Tracks: *Assessment, Course/Curriculum Design/Redesign, Engaging and Motivating Students*

Session Type: 50-Minute Concurrent Session

Technology-Based Teaching Module for Organic Chemistry Instruction

Sanela Martic - *Oakland University*

Design, development and implementation of teaching module for Organic Chemistry instruction

Abstract: Hand-on activities are critical for learning and understanding science concepts and are easily applicable in the laboratory setting. However, one of the challenges associated with teaching large-enrollment gateway courses is introducing hands-on activities and live demonstrations in large classroom setting. To address this challenge, the technology-based teaching modules will be developed for Organic Chemistry instruction. To design and develop modules, which will cover key topics in the Organic Chemistry curriculum, the faculty is collaborating with MAKER students, and using existing MAKER technology. The design and development of these modules and their effectiveness in the Organic Chemistry instruction will be described.

Session Outcomes: At the end of this session, participants will be able to: (1) Learn about MAKER technology and movement. (2) Have hands-on experience with technology-based modules. (3) Gain understanding about organic chemistry concepts through use of technology-based modules.

Tracks: *Engaging and Motivating Students*

Session Type: Poster Presentation

You Say 'Equality,' I Say 'Equity!' Equality? Equity? Is That the Way it Goes?

Robert Martin - *Oakland University*

The societal built-in tension between equality and equity permeates our higher education philosophy and interactions. Inevitable? Are they synonymous? Antonyms? Or, none of the above...?

Abstract: In pre-service teacher education, professors and students need to grapple with the inherent tension between a classroom built on equal treatment for all and an equitable classroom environment. A traditional system built on meritocracy does not easily adapt to the 21st century trend of personalization and flexibility. Must equality and equity exist as competing perspectives? This session will discuss the concept of equity and equality co-existing as complementary paradigms.

Session Outcomes: At the end of this session, participants will be able to: (1) Apply potential distinctions between equality and equity to their individual situation. (2) Discuss and debate potential distinctions between equality and equity. (3) Explore the concept of equal access to resources with equitable distribution of support.

Tracks: *Multiculturalism/Diversity/Inclusion*

Session Type: 50-Minute Concurrent Session

Developing Models and Measuring the Impact of Service-Learning Across Academic Disciplines

Joshua May, Emily Feuerherm, Kenneth Williams, and Debra Gibes - *Columbus State University, University of Michigan-Flint, Kettering University, and Mott Community College*

Service learning benefits students, faculty, and the community. Instructors can create unique models of how to connect from classroom to community across disciplines.

Abstract: Service learning is an opportunity for students' personal and professional growth that extends beyond traditional course learning outcomes. We want to increase the recognition and value that service learning has at every level. We are working on individual course project that utilize experiential learning in our city to provide unique experiences for our students and community partners. We worked together to develop a survey to measure the impact of service learning in our community and across the diversity of our disciplines. We will utilize this data to show the unique challenges and benefits of service learning.

Session Outcomes: At the end of this session, participants will be able to: (1) Identify and define service learning across disciplines. (2) Learn how to develop and build relationships in the community with local organizations. (3) Examine challenges of implementing service learning into course curriculum.

Tracks: *Course Design, Multiculturalism/Diversity/Inclusion, Service/Experiential Learning*

Session Type: 50-Minute Concurrent Session

Bringing Design-Led Innovation into Your Classroom

Dana McCann and Meagan Luttenton-Knoll - *Grand Valley State University*

In the past five years Design-Led Development (DLD) has become the standard for software design by non-computer science trained individuals. Learn the end-to-end process of DLD, Identify resources available to faculty, and view live demos in SAP BUILD to visualize how it can be taught in a course.

Abstract: Design-Led Development (DLD) has become the standard for software design by non-computer science trained individuals. DLD puts the user first, understanding the needs and wants before a solution is designed and implemented. In this presentation, we will share the specifics of DLD and how to implement this new design process in a systems analysis and design courses. You will: LEARN end-to-end process of DLD, IDENTIFY resources available, RECEIVE information about Global Bike Inc. (a fictional company created by GVSU faculty and SAP professionals), and VIEW live demos in SAP BUILD to visualize how it can be taught in a course.

Session Outcomes: At the end of this session, participants will be able to: (1) Learn the end-to-end process of DLD. (2) Identify resources available for faculty to use as teaching materials in a DLD or Systems Analysis and Design course. (3) Receive information about Global Bike Inc. (a fictional company created by faculty at Grand Valley State University and professionals at SAP) and how the case study has been expanded to include DLD.

Tracks: *Course/Curriculum Design/Redesign, Innovative Pedagogical Approaches, STEM*

Session Type: Poster Presentation

Write On! Why Writing Practice Must Happen in Every Discipline

Rachel Melville - *Baker College*

Reinforcing an ideological shift in classroom practices that disperses the burden of writing practice being implemented in all programs to promote student writing proficiency.

Abstract: This presentation reaffirms the need for integrated writing practice in all academic programs and disciplines for students beyond their general composition courses. The presentation asserts the necessity of faculty and program “buy-in” to both affirm and implement writing instruction that follows the accessible practice of the Writing to Learn (WTL) and Writing Across the Curriculum (WAC) program to promote greater student cognitive utilization in the classroom and in the field.

Session Outcomes: At the end of this session, participants will: (1) Begin to understand the vital role of faculty-led writing practices in the everyday classroom. (2) Have the opportunity to see benefits this can produce for their students. (3) Be apart of an forthcoming study that is currently underway through the Quad-Pod Consortium FLC “Writing Across the Disciplines”.

Tracks: *Course/Curriculum Design/Redesign*

Session Type: 20-Minute Concurrent Session

Bringing Design-Led Innovation into Your Classroom

Michael Mendenhall - *Ferris State University*

Sundown towns are communities that worked to keep minorities out. Knowledge of this history is important for those entering law enforcement as it will help officers better understand some of the communities they serve.

Abstract: This project consisted of a lecture about sundown towns as well as the facilitation of small group discussions to discuss the impact sundown towns had on communities throughout the United States. Students were challenged to critically think about situations they will find themselves in during their career in law enforcement, and look at the impact of their actions on the community and their department. The goal of this project is for students to develop an understanding of the history of sundown towns and use this knowledge to better serve and understand those in the community for whom they serve.

Session Outcomes: At the end of this session, participants will: (1) Gain knowledge on sundown towns and how they are maintained. (2) Understand the dilemma that officers faced and will face in sundown towns. (3) Gain an understanding of how this information is discussed in the classroom.

Tracks: *Sustainability/Social Responsibility*

Session Type: Poster Presentation

STEAM Maker Student Participation to Develop Technology-Based Teaching Modules

Khalid Mirza - *Oakland University*

STEAM student participation in the Maker Club and their accomplishments in the development of technology-based projects for teaching and outreach activities.

Abstract: Hand-on activities are critical for learning and understanding STEM concepts and are usually only available in a laboratory setting. One of the challenges associated with teaching large-enrollment gateway courses is introducing hands-on activities and live demonstrations in large classroom settings. To address this challenge, technology-based teaching modules are being developed for STEM courses at Oakland University. The unique approach being employed is the collaboration of interdisciplinary faculty with Maker students to realize these teaching modules by employing existing Maker technology. The session will focus on this innovative teaching approach for enhancing student engagement in Undergraduate STEM courses and outreach activities.

Session Outcomes: At the end of this session, participants will be able to: (1) Gain an understanding of the potential of Maker movement and the use of their technology for STEM education. (2) Explore the design and development of technology-based teaching modules. (3) Learn about how to use this innovative teaching method for STEM curriculum.

Tracks: *Engaging and Motivating Students, Innovative Pedagogical Approaches*

Session Type: 20-Minute Concurrent Session

Strategies to Promote Use of Technology-Based Teaching Modules

Khalid Mirza, Sanela Martic, Jonathan Yates - *Oakland University*

Promoting faculty participation to use innovative technology-based teaching modules in UG courses, K-12 STEM education and STEM outreach activities.

Abstract: This exciting round table discussion will focus on an innovative teaching approach for enhancing student engagement in UG STEM courses. Currently, we are developing technology-based teaching modules which will allow for live demo of core concepts in STEM classes. Discussion will focus on promoting faculty participation in using modules in STEM curriculum, as well as creation of a public forum for educators to learn how to replicate

teaching modules and provide feedback for improvement. What are effective ways of introducing this teaching innovation to faculty and promote its usage? How to achieve wide-spread use of modules across institutions?

Session Outcomes: At the end of this session, participants will be able to: (1) Learn about technology-based teaching modules and their potential uses. (2) Identify new strategies to engage faculty in using technology-based teaching modules. (3) Promote innovative teaching practices at their institution and beyond.

Tracks: *Engaging and Motivating Students, Innovative Pedagogical Approaches, STEM*

Session Type: Round Table Discussion

Video-Call Me, Maybe: Why We Should All Use Video-Conferencing

Christina Moore and Shaun Moore - *Oakland University*

Educators are using technology in the classroom, but often not the collaborative technology graduates need in their careers. Learn why we should all embrace video-conferencing.

Abstract: Educators are using technology in the classroom, but often not the technology graduates find necessary in their careers (Levy & Sidhu, 2013). On the job, graduates increasingly need to use collaborative technology, the most important of which is video-conferencing. It turns out we can benefit greatly from using it as well to work better with students and collaborate better as researchers. This session provides five reasons we should all embrace video-conferencing in our work, shows free and paid options, and provides examples of how video-conferencing helps all of us work better. It's easier than you think!

Session Outcomes: At the end of this session, participants will be able to: (1) List evidence-based reasons we should use video-conferencing in academia. (2) Connect collaboration needs to video-conferencing tools. (3) Plan opportunities to facilitate video-conferencing with students and colleagues (without fear and trembling).

Tracks: *Teaching Well with Classroom Technologies*

Session Type: 50-Minute Concurrent Session

Shared Expertise as a Strategy for Enhancing Student Satisfaction and Outcomes

Kristen Munyan - *Oakland University*

Pathophysiology, a foundational course with multiple sections, was redesigned with faculty sharing content delivery, item-writing and teaching responsibilities based on expertise in a collaborative model.

Abstract: In nursing programs, pathophysiology is a foundational course covering an expansive content outline. To redesign this course, faculty of three sections developed and delivered content collaboratively, with each faculty delivering the content pertinent to their area of expertise. Exemplars and concepts were selected through faculty dialogue. This provided standardization of content and expectations among class sections, so that all students taking this foundational course had the same content exposure and opportunities for success. Student satisfaction and outcomes were overall improved. This strategy could be used in any sequential course of study where multiple sections of a course are offered.

Session Outcomes: At the end of this session, participants will be able to: (1) Verbalize the benefits of shared content expertise for student satisfaction and outcomes. (2) Identify areas in their own teaching that may benefit from shared content collaboration. (3) Discuss the implications of shared content expertise in new-faculty mentorship, course quality assurance and student progression in professional tracks.

Tracks: *Course/Curriculum Design/Redesign*

Session Type: 20-Minute Concurrent Session

HARD-AND-SOFT: Hard-Core Competitions Create Engaged Communities of “Soft-Skilled” Experiential Learners

Margaret Murphy and Dana Connell - *Columbia College Chicago*

Classroom “competitions” for the soft-skilled experiential learning community win. Session reviews research and explores team competition coursework for improved learning, engagement, and soft skills development.

Abstract: Much has been made of Millennial “soft-skills” gaps (AACU/Hart Research, 2015; Fisher, 2016). This presentation highlights secondary and primary research over three years’ time evaluating soft skills in interdisciplinary experiential learning competition coursework. With you, these presenters explore ways to perhaps prepare students for real life soft-skills needed after the classroom while still in the classroom via team-based “competitions.” Competition-based coursework can fit well into course design for many majors and interests. In addition, strategies for handling small group dynamics, project management, and evaluation; as well as added coursework fun and engagement techniques for creating a community of experiential learners.

Session Outcomes: At the end of this session, participants will be able to: (1) Identify potential collegiate “competition” opportunities inside and outside of many different classrooms. (2) Explore practical community of experiential learner course design considerations for a variety of classes and majors. (3) Consider possible techniques to address small group and interpersonal difficulties, inevitable in student experiential learning communities.

Tracks: *Creating Communities of Learners, Engaging and Motivating Students, Service/Experiential Learning*

Session Type: 20-Minute Concurrent Session

Effective Strategies for Enhanced Research-Based Learning and Teaching

Paulchris Okpala - *California State University, San Bernardino*

Research-based teaching involves students in active learning, (Rosenshine, 2012). I will demonstrate proven strategies for designing and implementing research-based teaching.

Abstract: Research-based learning and teaching enhance an active learning environment. To incorporate research-based learning in the teaching process, educators need to involve learners as partners in the process. I will discuss eight-pronged and five-pronged design strategies that educators can use in designing research-based teaching. I will also focus on the major obstacles involved in the implementation of the two strategies and effective approaches to overcoming them. Finally, I will discuss the recommended steps that faculty heads and educators should take to promote research-based learning in various disciplines.

Session Outcomes: At the end of this session, participants will be able to: (1) Design and implement a teaching strategy that enhances research-based learning. (2) Advise the faculty on steps that should be taken to promote research-based learning and teaching. (3) Guide students in research-based learning and solve the challenges associated with it.

Tracks: *Academic Success, Innovative Pedagogical Approaches, Preparing Future Faculty*

Session Type: Poster Presentation

The Power of Coffee: Why How We Teach Matters

Jeremy Osborn - *Cornerstone University*

How we teach impacts both what our students know and who they become. This session explores how formative classroom practices shape who students become.

Abstract: It is important for us to consider who we want our students to become and how our classroom practices are helping to develop the habits of that type of individual. Smith and Smith (2011) explain that education should

focus on practices designed to cultivate a specific telos (ultimate, overarching objective). Do you want your students to be creative problem-solvers? Servant-leaders? All aspects of a class can contribute to the telos with intentional design. This session will help participants identify a telos for their classes, offer examples of formative practices that cultivate a particular telos, and guide them in planning changes.

Session Outcomes: At the end of this session, participants will be able to: (1) Articulate one overarching, non-content-focused goal for students in their program/discipline (in concert with the concept of telos). (2) Identify two areas in one of their classes where practices, assignments, structure, et cetera is/are not aligned with that goal. (3) Identify 1-2 formative practices that could be implemented in those areas.

Tracks: *Creating Communities of Learners*

Session Type: 50-Minute Concurrent Session

Learning What is REAL to Students

Carolyn Kelly Ottman - *Milwaukee School of Engineering*

Grounded in Bloom's Taxonomy and Angelo and Cross' Minute Papers, REAL papers provide a structure for students' Reflection, Evaluation and Application of their Learning.

Abstract: In online, blended and face-to-face formats learning what is "REAL" for students is often difficult to discern. Grounded in Bloom's Taxonomy and Angelo and Cross' Minute Papers, REAL papers provide a structure for students' Reflection, Evaluation and Application of their Learning. This poster will review the REAL paper questions, delivery formats, and formative assessment processes. It will also present initial feedback from students and faculty who have experienced REAL papers as a way to share their understandings of knowledge, their application of course material and the evaluation of their existing knowledge given new learnings.

Session Outcomes: At the end of this session, participants will be able to: (1) Gain exposure to the REAL paper strategy to promote assessment of learning. (2) Explore effective use of the REAL format in multiple settings and teaching formats. (3) Share views on the application and modification of the REAL papers to promote effective research on the strategy.

Tracks: *Assessment, Innovative Pedagogical Approaches, Teaching Well with Classroom Technologies*

Session Type: Poster Presentation

High Impact Learning: Community-Based Opportunities

Janna Pacey - *Grand Valley State University*

This session will discuss different high impact community-based learning opportunities and outcomes that students have experienced during their college program.

Abstract: Come learn about the importance of adding high impact learning experiences into your program curriculum. The presenter will offer her personal experiences of working with students on community-based high impact learning opportunities. The main types of projects that will be discussed are centered on applying process improvement techniques and quality improvement tools in healthcare. The presenter will also discuss how teams are formulated and guided through project with a team charter and team ground rules. Although these experiences happened in healthcare settings attendees will be provided enough detail that they could easily translate the opportunity to another discipline.

Session Outcomes: At the end of this session, participants will be able to: (1) Formulate new ideas for high impact learning opportunities for students. (2) Implement new methods for building effective teams. (3) Investigate new ways of applying quality management tools.

Tracks: *Service/Experiential Learning*

Session Type: 20-Minute Concurrent Session

Utilizing Active Learning Assignments as Cumulative Assessments

Elizabeth Peckham - *Concordia University, Ann Arbor*

Assessment often includes a comprehensive written exam. The goal of this presentation is to explore alternatives to a test based assessment.

Abstract: How can we best assess a student's mastery of a topic? Often, assessment includes a comprehensive written exam. The goal of this presentation is to explore alternatives to a test based assessment. Alternative active learning assignments may allow for better retention of material and greater student engagement with the material. However, one challenge to active learning is student resistance. This presentation will discuss several alternatives to a comprehensive written exam as well as strategies to increase student 'buy in' and decrease resistance.

Session Outcomes: At the end of this session, participants will be able to: (1) Determine the pros and cons of alternative assessments. (2) Decrease student resistance to active learning. (3) Design an alternative final exam for their classes.

Tracks: *Assessment, Engaging and Motivating Students, STEM*

Session Type: 50-Minute Concurrent Session

Making the Shift: Student Reflections About the Learning ePortfolio

Dustin DuFort Petty, Lauren Tamm, and Riva Durr - *Michigan State University*

Emerging practice of the learning ePortfolios as a High Impact Practices (HIPs). Working towards developing a culture of assessment to capture student learning.

Abstract: Recently, there has been an increase of higher education programs adopting the use of ePortfolios to assess learning. Students use this digital space to upload course requirements, where then instructors can grade or use an artifact to demonstrate competency of a specific learning outcome. However, what happens when making the shift from assessment ePortfolio to a learning ePortfolio? Based on student voices, this presentation provides information for instructors to consider when adopting the ePortfolio as High Impact Practice (HIP). Participants will leave the session with materials to adopt a learning ePortfolio into their individual curriculums or programs.

Session Outcomes: At the end of this session, participants will be able to: (1) Develop the language to promote a shared vision for HIP ePortfolio usage. (2) Brainstorm authentic assessment techniques instructors and learners can utilize when adopting a learning ePortfolio. (3) Integrate TOL or develop a tailored version of TOL into course/program instruction.

Tracks: *Assessment, Creating Communities of Learners, Teaching Well with Classroom Technologies*

Session Type: 20-Minute Concurrent Session

Sustaining the Integrity of Experiential Learning Through All-Community Programmatic Reflection

Dustin DuFort Petty, Lauren Tamm, and Riva Durr - *Michigan State University*

We utilize one, minor-granting program at a large research institution in the Midwest as an example of one experiential education program working to ensure the integrity and sustainability of its student-driven vision through community-wide reflection.

Abstract: The program used as a case for this presentation was established to foster a diverse learning community where students learn with and from one another while practicing self-directed learning. Through this session, we will engage participants in dialogue about the ways educators, administrators, and programs might move towards more holistic engagement of Kolb's model by involving all community members as partners in the process of thinking, planning, doing, and reflecting. We utilize this program as an example of one experiential education program working to ensure the integrity and sustainability of its student-driven vision through reflection.

Session Outcomes: At the end of this session, participants will be able to: (1) Discuss the ways in which educators, administrators, and programs might move towards more holistic engagement of Kolb's model by involving all community members as partners in the process of thinking, planning, doing, and reflecting. (2) Appraise the ways their affiliated experiential education programs currently engage in programmatic reflection and action planning and develop alternative ideas for incorporating all-community reflection into their existing structures. (3) Connect with facilitators as peer-resources for the enactment of representative and future-driven program principles as well as engagement in all-community programmatic reflection and action planning.

Tracks: *Creating Communities of Learners, Innovative Pedagogical Approaches*

Session Type: 50-Minute Concurrent Session

Handling Hot Topics in the Classroom

David Pollock - *Idea Center*

Discussing potentially volatile topics is part of a college education, but instructors often struggle to manage such discussions or avoid them entirely. Methods of preparing for such discussions are explored.

Abstract: A natural reaction to any discussion that is conflicted is to get out of it or avoid it in the first place. But the college classroom is an important place to have discussions about potentially volatile issues as long as those discussions are productive and do not degrade into shouting matches or worse. In this session we will explore participant's experiences with difficult discussions and methods of preparing for such discussions in the classroom--planned or spontaneous--and how best to make them useful for advancing knowledge and understanding.

Session Outcomes: At the end of this session, participants will be able to: (1) Describe their own, personal reaction to bringing up potentially volatile subjects. (2) Explain how to prepare students for discussing hot topics. (3) Describe effective interventions for hot topic moments

Session Type: 50-Minute Concurrent Session

Community Nursing Simulations to Help with High Stakes Testing

Tami Pobocik - *Saginaw Valley State University*

Using active learning strategies is vital for a nursing integration course. Description of how a community nursing course used pre-simulation activities to help with long term learning.

Abstract: Simulation in nursing education has become standard in many nursing programs. In a concept-based nursing curriculum a stand-alone course was developed called integration, and this includes simulation. This course meets four hours weekly and most weeks students have two simulations each week throughout the semester. Planning pre-simulation activities helps to prepare students for weekly simulations. These pre-simulation learning activities were developed to allow students to research content on information they will experience in the simulation, so that during the simulation they will have the opportunity to develop a deeper knowledge of the content.

Session Outcomes: At the end of this session, participants will be able to: (1) Describe activities used in pre-simulation. (2) Discuss how pre-simulations activities can help with high stakes testing. (3) Apply new technologies to involve students in their own learning.

Tracks: *Assessment, Innovative Pedagogical Approaches, Teaching Online*

Session Type: Poster Presentation

Outcomes Assessment of Co-Curricular and Student Support Services

Judith Puncochar, Mitchell Klett, Jon Barch, and Barbara Albrecht Nebel - *Northern Michigan University*

We share training materials and a systematic, welcoming approach to assessment of co-curricular and student support services to identify promising student learning outcomes.

Abstract: We identified Student Learning Outcomes related to co-curricular activities and student support services using interviews and analyses of assessment reports. Our session offers assessment materials and tips to maintain momentum of co-curricular assessment. Participants receive an assessment guidebook, interview template, and assessment report template. Analyze before and after examples from our research and practice writing co-curricular Student Learning Outcomes. Evaluate the relative fit of our approach to co-curricular assessment with what co-curricular assessment looks like at your institution.

Session Outcomes: At the end of this session, participants will be able to: (1) Define co-curricular activities. (2) Write co-curricular Student Learning Outcomes. (3) Identify Student Learning Outcomes in Service Unit assessment reports.

Tracks: *Academic Success, Assessment*

Session Type: 50-Minute Concurrent Session

Incomplete Notes: A Tool to Improve Students' Engagement, Self-Motivation, Comprehension and Knowledge Retention

Montserrat Rabago Smith - *Kettering University*

This study discusses the implementation and evaluation of these incomplete notes. Results showed an improvement in: student's engagement, self-motivation, class performance and knowledge retention.

Abstract: Attrition of STEM undergraduates is one of the major problems faced by Higher Education, only about 40% of the students in these majors complete their undergraduate education. Several studies that aim to understand the reasons for such high attrition suggest a multi-faceted problem. Among the most important factors affecting attrition levels, are lack of engagement, motivational beliefs aptitude measures, class attendance, hours of study and traditional instructor focused lectures. Many teaching methodologies such as flipped classrooms, peer-led team learning, process-oriented guided-inquiry learning, student-center activities, grade/study-performance contracts, spiral approach etc., have been developed to address this problems. The main benefits from those methodologies are promotion of student-instructor interactions, peer interaction and ownership of learning. A class where students were provided incomplete notes was developed at a traditional STEM institution. This study discusses the implementation and evaluation of these incomplete notes. The results of this study showed an improvement in: student's engagement, self-motivation, class performance and knowledge retention.

Session Outcomes: At the end of this session, participants will be able to: (1) Implement incomplete notes in a STEM class. (2) Use incomplete notes as a tool to improve student engagement. (3) Use incomplete notes to improve students academic performance.

Tracks: *Academic Success*

Session Type: 20-Minute Concurrent Session

"The Sheep is in the Water": Technology and ESL learners

Rebecca Rivard - *Oakland University*

This session will introduce technological tools that will bridge cultural, gender, and academic gaps and create mutual success for ESL students in your classes.

Abstract: Scholarly research regarding what helps adult ESL students succeed in your course, as well as outcomes of primary research with two adult ESL courses and their use of technology applications. Interactive technology will be utilized in group work during the presentation that could be included in your course page to aid in cross-cultural immersion and student success.

Session Outcomes: At the end of this session, participants will be able to: (1) Understand the complexities that an ESL student brings to your course. (2) Apply specific technology applications to your course to aid in student success and mutual communication issues. (3) Interact with fellow attendees in common ESL situations and discuss proven solutions.

Tracks: *Academic Success*

Session Type: Poster Presentation

Alone at the Table Together: Hospitality, Community, and Online Education

Matthew Roberts - *Grand Valley State University*

This session provides a framework for improving online course quality by incorporating principles of hospitality—a concept not usually connected with online education.

Abstract: Online education: frequently seen as convenient and easy. Not often thought of as inspirational, transformational, or particularly welcoming. The problem is largely one of intentionality. This session will take the Community of Inquiry framework for quality online education and pairs it with a broader perspective of education as an act of hospitality. Participants will learn how the small details and large pedagogical choices we make in online classes frequently prove inhospitable, with clear consequences for student success and retention. Participants will leave with a plan for making intentional choices that incorporate hospitality into their own courses.

Session Outcomes: At the end of this session, participants will be able to: (1) Explain the hospitality metaphor's implications for education. (2) Outline strategies for incorporating hospitality into online courses. (3) Evaluate the hospitableness of their own online courses and develop specific plans for improvement.

Tracks: *Creating Communities of Learners, Engaging and Motivating Students, Teaching Online*

Session Type: 50-Minute Concurrent Session

Sustainability and Social Responsibility Themed Sophomore Chemistry Course

Niina Ronkainen - *Benedictine University*

Sustainability/social responsibility designated course is described that emphasizes the effects of human activity on nature and explores methods of measuring and monitoring these effects.

Abstract: As a sustainability/social responsibility designated course, the quantitative analysis course at Benedictine University emphasizes the effect of human activity on the natural world and explores chemical methods of measuring and monitoring these effects. Through studying the methods and quantification of the effect of human activity on the environment, especially water, and exploration of food, supplement, and beverage safety, nutrition and related chemistry, students explore the importance of living life in balance with the natural world. Students learn how neglecting to live in balance with nature can have a deleterious effect on the environment, ecosystems, and ultimately human health.

Session Outcomes: At the end of this session, participants will be able to: (1) Appreciate the critical and ever-growing need for incorporating sustainability/social responsibility into higher education curriculum. (2) Consider various ways of incorporating sustainability/social responsibility themed assignments and activities into their courses. (3) Increase awareness of student perspectives that may surface during in-class discussions and/or activities.

Tracks: *Engaging and Motivating Students, STEM, Sustainability and Social Responsibility*

Session Type: 20-Minute Concurrent Session

Using Question-Embedded Videos to Enhance Student Learning and Engagement

Amy Rutledge - *Oakland University*

This presentation will discuss course design and the use of question-embedded videos in the online classroom which has led to increased student learning and engagement.

Abstract: Adding question-embedded video to online computer courses has increased student understanding and engagement. The student knows a quiz question may be presented at any time in the video timeline so he/she must be pay attention to the material. Videos presented are short (5-15 minutes) and discuss only the most important skills for the week. The question-embedded video is required of the student and is graded via the LMS. Moreover, the student must earn 100% on the video quiz to unlock the password for the homework. forcing students to learn and interact with the lessons before attempting the homework.

Session Outcomes: At the end of this session, participants will be able to: (1) Apply a basic framework to build engaging videos. (2) Understand the basics of how to build question-embedded videos. (3) Apply best practices for online course design using videos.

Tracks: *Teaching Online*

Session Type: 20-Minute Concurrent Session

Sustaining Excellent Teaching

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

This session involves sustaining passion for and critical thinking about teaching and how to maintain excellence in teaching. Learn conditions necessary to refresh/inspire our teaching.

Abstract: Sustainability principles are usually associated with maintaining a balance between humans and the environment. These same principles and overall premise of sustainability can be used to support excellence in teaching. Once we have established ourselves as excellent teachers through awards, tenure, etc., how do we maintain the conditions necessary to continue this excellence? What conditions are necessary to rejuvenate, refresh and inspire our teaching once again? How do we overcome the inevitable obstacles that would prevent this excellence? This session is about creating an environment for ourselves that sustains our passion for, creativity in, and critical thinking about teaching.

Session Outcomes: At the end of this session, participants will be able to: (1) Generate conditions under which excellence in teaching is established and maintained. (2) Brainstorm obstacles and barriers to maintaining excellence in teaching. (3) Analyze available processes to maintain the conditions essential to sustain excellence in teaching.

Tracks: *Sustainability/Social Responsibility*

Session Type: 50-Minute Concurrent Session

An Interdisciplinary Approach to Teaching Social Justice Abroad

Brad Schleben and Nathan Webb - *Belmont University*

This presentation examines how seemingly disparate disciplines (Mathematics and Communication) can come together to teach issues of social justice to students abroad.

Abstract: In this presentation, we will examine interdisciplinary study abroad courses involving social justice components. These courses are designed to synthesize course content, innovative pedagogy, and authentic study abroad experiences in order to integrate knowledge, skills, and personal and social responsibility. We will explore how active learning techniques are applied beyond the walls of classroom and country - highlighting issues of social, political, and economic justice on local, national, and global levels. Further, we will see how seemingly disparate disciplines, specifically Communication and Mathematics, can act as analytical tools in understanding cultural interdependence, power, and privilege.

Session Outcomes: At the end of this session, participants will: (1) Gain knowledge on how to teach social justice principles. (2) get ideas on interdisciplinary pedagogical approaches. (3) Apply innovative pedagogy in study abroad settings.

Tracks: *Innovative Pedagogical Approaches, Multiculturalism/Diversity/Inclusion, Service/Experiential Learning*

Session Type: 20-Minute Concurrent Session

Teaching Writing to Learn in the Disciplines: Strategies and Resources

Megan Schoen - *Oakland University*

This interactive presentation will provide practical writing-to-learn activities and assignments for use in any discipline as well as strategies for managing the grading load.

Abstract: This interactive presentation will inform participants about how writing can serve as a tool for learning, provide practical writing-to-learn activities and assignments for use in any discipline, offer advice for crafting effective writing assignment guidelines, as well as describe strategies for responding to student writing and managing the grading load for writing assignments.

Session Outcomes: At the end of this session, participants will be able to: (1) Understand how writing can be used as a tool for thinking and learning across the college/university curriculum. (2) Implement new writing-to-learn strategies, activities, and assignments in their own classrooms. (3) Apply best practices for responding to student writing and managing the grading load for writing assignments.

Tracks: *Course/Curriculum Design/Redesign, Engaging and Motivating Students, Innovative Pedagogical Approaches*

Session Type: 50-Minute Concurrent Session

A Framework for Developing Co-Curricular, Competency-Based Learning

Scott Schopieray, Thomas Hakes, and Madeline Shellgren - *Michigan State University*

This presentation will outline a framework/digital tool for supporting co-curricular competency tracking programs using examples and discussion of impacts on student learning.

Abstract: Co-curricular, competency-based learning is gaining renewed interest in higher education. In order to create robust programs of this sort one must challenge traditional assumptions and models of teaching. This presentation will introduce a framework to guide curriculum development and will show a digital tracking tool we created to help track and document co-curricular programs. Participants will learn about the framework and how it has been applied to current co-curricular programs at our institution.

Session Outcomes: At the end of this session, participants will be able to: (1) Understand ways that engaging in planning for competency based learning strengthens pedagogy. (2) Identify the components of our co-curricular, competency-based credentialing framework. (3) Discuss real-world examples of the framework in action in a university setting.

Tracks: *Course/Curriculum Design/Redesign, Innovative Pedagogical Approaches*

Session Type: 20-Minute Concurrent Session

Developing an Ethically Minded Approach to Learning Analytics

Scott Schopieray - *Michigan State University*

This presentation explores case students and presents an emerging framework for engaging in conversations about ethically minded learning analytics work on college campuses

Abstract: Using data analytics to improve student learning and assist with student success are common campuses. Institution level data is driving policies and programming around these issues, and massive amounts of data are fast becoming available to all instructors and in many ways. This presentation looks at the classroom-based impacts of learning analytics on college campuses, in particular ethical issues. Using cases from our institution and presenting a framework for engaging in ethically minded conversations at participants institutions we will look at ways to manage the potential that data analytics offer with the ethical approach students deserve.

Session Outcomes: At the end of this session, participants will be able to: (1) Identify current trends in learning analytics use and why an ethics focused approach to learning analytics is essential. (2) Be prepared to engage with cases on their own campuses around issues of ethical use of student and learning data. (3) Use the information and framework to engage in ethically minded data practices in their own classrooms.

Tracks: *Academic Success, Assessment, Teaching Well with Classroom Technologies*

Session Type: 50-Minute Concurrent Session

Seeking Success Across Disciplines

Aricka Schweitzer and Susan Caulfield - *Saginaw Valley State University and Western Michigan University*

Attending the Lilly conference is easy. Implementing what is learned can be difficult. We discuss our experience, and the success, of making interdisciplinary connections.

Abstract: Some of the benefits of attending educational conferences such as Lilly are enhancing learning, designing innovative approaches, or strategizing ideas of engagement. Being open to how new opportunities can impact your work in the classroom takes a special talent. The ability to take what is learned, shape the design, and then implement is just one of the challenges that occurs after attending conferences. This session focuses on how experiences at Lilly can be an incubator for creativity and we discuss the roles we have played in this process.

Session Outcomes: At the end of this session, participants will be able to: (1) Apply examples of how they might integrate a strategy learned at Lilly into their own practice. (2) Recognize lessons learned when taking new ideas and converting into their own. (3) Execute and sketch how a new design may fit into their own practice.

Tracks: *Academic Success, Creating Communities of Learners, Engaging and Motivating Students*

Session Type: 20-Minute Concurrent Session

Impact of Initial Coaching Experiences on Literacy Coaching Candidates

Tina Selvaggi - *West Chester University of Pennsylvania*

The researcher examined graduate student's responses to initial coaching experiences in the final course Literacy Coaching Endorsement program at a comprehensive higher education institution.

Abstract: This session describes the impact of initial coaching experiences on graduate students enrolled in the final course (EDR 606) of a 12-credit Literacy Coaching Endorsement program at a comprehensive higher education institution. The presenter will share the format of coaching sessions along with how these coaching sessions fit into the greater context of the program. The graduate students participated in four coaching sessions over the course of the semester and their pre and post survey reactions and reflections will be explored and discussed.

Session Outcomes: At the end of this session, participants will be able to: (1) Learn more about the evolving process a novice coach experiences as s/he applies coaching strategies to a new situation/context. (2) Review and discuss the presenters' findings regarding impact of initial coaching experiences on novice coaches. (3) Reflect on and share how this new knowledge might inform their own practice in specific contexts.

Tracks: *Course/Curriculum Design/Redesign, Engaging and Motivating Students, Innovative Pedagogical Approaches*

Session Type: 20-Minute Concurrent Session

Bloom's Blitz: Active Learning Techniques to Assess your Students

Stacey Souther - *Cuyahoga Community College*

This session will take participants on a "Blitz" through Bloom's six levels while providing a suggestion of a multi-disciplinary active learning technique for each level.

Abstract: As cited in Eber and Parker (2007), "the use of Bloom's Taxonomy (Bloom, Engelhart, Furst, Hiss, & Krathwohl, 1956) has been shown to enhance student mastery of skills and concepts and critical thinking (Bissell & Lemons, 2006). This session will take participants on a "Blitz" through Bloom's six levels, reviewing possible assessment questions for each level, as well as provide suggestions for an active learning technique per level that any faculty member can use in any discipline. Each active learning technique will be an "intentionally designed educational activity" that help students succeed (Major, Harris, & Zakrajsek, 2015).

Session Outcomes: At the end of this session, participants will be able to: (1) Recall the six levels of Bloom's taxonomy. (2) Identify an active learning technique to assess students at each level of Bloom's. (3) Identify an active learning technique to assess students at each level of Bloom's.

Tracks: *Engaging and Motivating Students, Preparing Future Faculty*

Session Type: 50-Minute Concurrent Session

Nightingale on Razor Wire: Undergraduate Service Learning in Prison

Kathleen Spencer - *Oakland University*

As a nursing instructor who is also an undergraduate creative writing student, I participated in a 15-week internship at the Thumb Correctional facility to teach creative writing to inmates. This session describes what I learned about teaching.

Abstract: As a 60-something-year old faculty member with a doctorate in nursing practice, it has clearly been an adventure to work toward a Bachelor of Arts Degree in Creative Writing at the University where I teach. While enrolled in the internship to teach creative writing to prison inmates, my teaching skills were challenged, and ultimately enhanced. This session outlines the differences and similarities in teaching prison inmates and undergraduate students. This service-learning experience was different than anything I've done in nursing and has changed me personally and professionally.

Session Outcomes: At the end of this session, participants will be able to: (1) List benefits of student participation in an undergraduate prison internship program. (2) Identify similarities and difference in pedagogy for teaching inmates and university students. (3) Discuss how participation in a prison internship enhances teaching skills.

Tracks: *Service/Experiential Learning*

Session Type: Poster Presentation

The Embedded Professor in Large-Enrollment Classes: Proximity and Personal Connections

Marty Spranger - *Michigan State University*

The rationale, technology and technique to increase student-teacher proximity and enhance teacher immediacy behaviors will be demonstrated by unchaining the professor from the podium.

Abstract: We send countless messages that relate to the atmosphere we want to foster in our classroom. Through our body language, and the way we address our students, we set the stage for students' lifelong attitudes towards learning. Transforming a large-enrollment class into a more personal and engaging experience will improve our teaching by establishing constructive student-teacher connections which have a powerful impact on students' academic success. Immediacy behaviors (smiling, eye contact, moving among the students) achieve this goal. In this session, we will discuss the rationale, technology and technique to enhance immediacy behaviors by increasing student-teacher proximity.

Session Outcomes: At the end of this session, participants will be able to: (1) Describe the rationale, technology and technique to unchain the professor from the podium. (2) Appreciate that students need to feel connected to and valued by others, and explain how increasing teacher-student proximity addresses this need. (3) Assess and describe the role of the pupil (hole located in the center of the iris of the eye that allows light to strike the retina, not student in class) in teaching, learning and establishing a personal connection.

Tracks: *Engaging and Motivating Students, Innovative Pedagogical Approaches, Teaching Well with Technology*

Session Type: 20-Minute Concurrent Session

Perpetual Handbook: Extending Experiential Learning via the Learning Process Method

Robin Spring - *Grand Valley State University*

The Perpetual Handbook uses the Learning Process Method to motivate students and encourage deeper learning through reflection while preserving important project processes and ideas.

Abstract: The Perpetual Handbook (PH) was inspired by an experiential learning course and the Learning Process Method (LPM). Preparing students to learn, conducting rigorous team problem solving and reflecting on lessons learned is valuable for current and future students, even the instructor. The PH is designed to: 1) enhance motivation by preparing students to learn; 2) encourage reflection for deeper learning; 3) document important processes and new ideas; 4) inspire students to record their experience, and; 5) assist new student teams. This living document is adaptable to most learning situations, even multi-disciplined projects, and could potentially develop into a publication.

Session Outcomes: At the end of this session, participants will be able to: (1) Describe the Learning Process Method (LPM). (2) Understand the value of the Perpetual Handbook (PH). (3) Identify a teaching situation to apply the LPM and PH to.

Tracks: *Creating Communities of Learners, Engaging and Motivating Students, Service/Experiential Learning*

Session Type: 20-Minute Concurrent Session

Strategies for Creating Clear and Consistent Online Learning Environments

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

In this session, participants will explore ways to organize the online learning environment to create a predictable environment where students can easily navigate content.

Abstract: Developing online courses can be challenging due to a myriad of factors including asynchronous communication. To help streamline communication, instructors can create predictable and easy to navigate online environments. This session will describe how faculty in one department have organized online environments. Anecdotal data from students will be shared. Session participants will have the opportunity to engage in a discussion on their experiences designing online environments.

Session Outcomes: At the end of this session, participants will be able to: (1) Understand the benefits of creating clear and consistent online environments. (2) Learn various strategies to create clear and consistent online environments. (3) Reflect on how they have created online environments in the past and how they might incorporate strategies highlighted within the session in future classes they teach.

Tracks: *Teaching Online*

Session Type: 20-Minute Concurrent Session

Casting the Widest Net: A Synergistic Learning Style Approach

Bill Strond - *Oakton Community College*

This presentation stresses the importance of changing the delivery of course content. Emphasis is on incorporating cultural shifts, technology, and addressing all major learning styles.

Abstract: Since the proposal of multiple intelligences in 1983, highly effective educators have been modifying the delivery of course content to their students. Many instructors recognized that the learning process is both fluid and complex. The students of today come to educational institutions having diverse backgrounds, varying needs, different strengths, and levels of prerequisite knowledge mastery. In addition, they have different intelligences relying on varying processing of visual, auditory, and tactile information. I have recognized the instructional necessity of delivering content in multiple ways and providing students different ways to demonstrate mastery. We will explore examples of both delivery and assessment.

Session Outcomes: At the end of this session, participants will be able to: (1) Analyze their own methods of content delivery and identify areas for change / enhancement. (2) Consider various alternative methods for content delivery / practice in their respective disciplines. (3) Explore alternative methods for students to demonstrate knowledge mastery, skill acquisition, and increase student engagement during the learning process.

Tracks: *Academic Success, Assessment, Engaging and Motivating Students*

Session Type: Poster Presentation

Integrating Service-Learning Into Your Course: The Good, Bad, and Ugly

Jean Szura, Victoria Lucia, and Rose Wedemeyer - *Oakland University*

Participants will discuss successes and challenges of integrating service-learning into their courses. Participants will explore strategies for implementation, assessment, and scholarly work.

Abstract: Community engagement through service-learning can serve as a meaningful way to help students develop the skills necessary to work in an increasingly global environment. Additionally, service-learning can help connect abstract concepts to real-life applications. This roundtable discussion will engage participants in a conversation about how to integrate service-learning into their curriculum, current best practices, and common pitfalls. This interactive session will allow participants to discuss what is currently being done by, and benefit from the experiences of, others to address their challenges.

Session Outcomes: At the end of this session, participants will be able to: (1) Describe required components of service-learning. (2) Identify potential collaborations/partner organizations. (3) Discuss best practices of and barriers to implementing successful service-learning projects.

Tracks: *Service/Experiential Learning*

Session Type: Round Table Discussion

Strategic Use of Web 2.0 Tools for Successful Collaborative Projects

Annette Ternullo - *Baker College*

Due to barriers, collaborative work can be stressful for students and instructors. Strategic use of Web 2.0 tools (i.e. Google Apps, Microsoft Online) can minimize/eliminate barriers to successful collaboration.

Abstract: Collaborative learning is an essential 21st century skill students should develop in college (Germain, Richards, Koeller, & Schubert-Irastorza, 2016). Collaborative learning often takes the shape of group projects. There are many barriers to successful completion of collaborative group projects because students are likely not given ample instruction or guidance in developing good habits for collaborative work (Hansen, 2006; Tucker

& Abbasi, 2016). Using Web 2.0 technologies, such as Google Drive or Microsoft Online can alleviate common barriers to collaborative group work (Lock and Johnson, 2015), add value to the experience (Ishtaiwa & Aburzeq, 2015), and allow for timely instructor feedback and facilitation (Rowe, Bozalkck, & Frante, 2013).

Session Outcomes: At the end of this session, participants will be able to: (1) Identify common barriers to student and instructor experiences with collaborative group projects. (2) Identify and apply components of Web 2.0 tools to assist students in overcoming the obstacles associated with collaborative group work. (3) Strategically deploy Web 2.0 collaborative technology to eliminate/minimize barriers to collaborative projects in the classroom and to provide formative feedback and assessment to collaborative group work.

Tracks: *Engaging and Motivating Students, Teaching Well with Classroom Technologies*

Session Type: 50-Minute Concurrent Session

Setting Expectations and Handling Excuses: Can a Syllabus Really Do It All?

Jeff Thomas Joyce Gulley - *University of Southern Indiana*

Discussion around typical policies and issues like, “Dear Professor, I’m sorry I missed your midterm. It was my sister’s birthday.”

Abstract: Come learn the best ideas from others during a whole-group discussion about standard course policies which anchor students’ experiences with class, grading and assessing student work, and student/instructor interaction. Targeted examples applicable to face-to-face and online courses include credit for attendance, tardiness, acceptance of late work, penalties for late work, credit for participation, providing extra credit, and deadlines and and interaction for online coursework. Solutions, and student communication, to address needed exceptions will also be discussed.

Session Outcomes: At the end of this session, participants will be able to: (1) Model interactive discussion techniques to share important classroom policies. (2) See and hear our policies. (3) Walk through a progression of questions to develop ideas about classroom policies in the courses they teach and share among each other.

Tracks: *Course/Curriculum Design/Redesign*

Session Type: Round Table Discussion

Biology Scavenger Hunt: An Inquiry Method for Large College Classes

Katherine Thorington and Steven Viscido - *Winston-Salem State University*

To integrate inquiry-based exercises into lecture classes, we employed a group “scavenger hunt” activity, using multiple learning modalities to engage students and assess scientific literacy.

Abstract: To provide inquiry exercises in large lecture classes, groups of 4-5 students “collected” 24 items for a scavenger hunt portfolio, including photosynthetic objects, a map of invasive species spread, and environmental essays. We scored students using a standard scientific literacy rubric. Scores range from 1 (lack of understanding) to 4 (high competency). Across 6 environmental biology classes (331 students), 63% scored a 3 overall. Students were best at developing questions (84% scoring 3+) but struggled with developing evidence-based positions (41% 3+). The scavenger hunt is a powerful tool for helping students develop scientific literacy.

Session Outcomes: At the end of this session, participants will be able to: (1) Identify the characteristics of an effective class scavenger hunt. (2) List the steps necessary to implement a successful discipline specific scavenger hunt in a large lecture class. (3) Discover examples of how to incorporate course goals and outcomes into scavenger hunt activities.

Tracks: *Assessment, Engaging and Motivating Students, Innovative Pedagogical Approaches*

Session Type: Poster Presentation

Promoting Critical Thinking While Controlling for Grading Time

Ronald Tracy - *Oakland University*

Critical thinking requires practice and feedback. Faculty cringe at the grading time. I use a method that overcomes this problem yet requires significant student practice.

Abstract: Faculty recognize the importance of critical thinking homework, but dread the grading. I use a focused approach or Justification. A Justification is a true/false sentence focused on a concept(s). If false, the student corrects it; he/she then justifies the original/corrected statement (about 150 words). These three steps (evaluating, correcting, and justifying) each require critical thinking. Each week students are assigned five, each are reviewed in class, students see both strong and weak answers. I grade one justification every fortnight; averaging 3 minutes. I will show how to write and evaluate a justification and will provide student feedback.

Session Outcomes: At the end of this session, participants will be able to: (1) Write and evaluate a justification. (2) Understand how it promotes critical thinking. (3) Apply it to their course.

Tracks: *Course/Curriculum Design/Redesign, Engaging and Motivating Students, Innovative Pedagogical Approaches*

Session Type: 50-Minute Concurrent Session

Early Learning of Clinical Nutrition Concepts

Virginia Uhley and James Grogan - *Oakland University*

Early learning of clinical nutrition in medical school continues to present challenges to educators. We have developed curricula that integrate nutrition, biochemistry, and genetics.

Abstract: Early learning of clinical nutrition in medical school continues to present challenges to educators. To improve clinical nutrition teaching in the year 1 curriculum at Oakland University William Beaumont School of Medicine (OUWB) we have focused on three objectives: (1) Introduce clinical nutrition learning using year 1 themes from disciplinary perspectives of nutrition, biochemistry and genetics, (2) Introduce small-group learning exercises which support nutrition history-taking skills development, (3) Encourage student inquiry of current practices in the classroom through guided quality improvement discussions.

Session Outcomes: At the end of this session, participants will be able to: (1) Demonstrate improvement how to in awareness of relationships of basic sciences. (2) Improve student clinical skills in history taking, with attention to patient nutritional status and family history information. (3) Improve student performance on clinical vignette style multiple choice questions, designed to assess integrated objectives of diverse basic science disciplines.

Tracks: *Innovative Pedagogical Approaches*

Session Type: Poster Presentation

Using Simulations to Assess Student Performance in Capstone Courses

Marjolijn van der Velde - *Davenport University*

Hear how one university has used a simulation in its capstone class, the relationship to student performance, and the impact on curriculum design.

Abstract: For the past two years we has been using the results of student performance on a simulation assessment as one of the direct measures for student performance. How does performance on the simulation assessment relate to student performance on subjective assessments? What is the relationship to the student's own perceived proficiency on learning outcomes? How can this information impact curriculum design plus the direct and indirect measures of student performance?

Session Outcomes: At the end of this session, participants will be able to: (1) Describe the assessment process using both direct and indirect measures. (2) Know how to use mixed methods to analyze the results of the assessment information. (3) Develop curriculum recommendations based on past student performance.

Tracks: *Assessment*

Session Type: Poster Presentation

Benefits of Student Created Video in an Undergraduate Public Health Course

Julia VanderMolen and Heather Wallace - *Grand Valley State University*

This presentation will address the value of public health student created videos as a tool for enhancing the learning experience and addressing public health competencies.

Abstract: Changes in technology are rapidly changing our culture. Resnick (2007) of MIT Media Labs describes our society as rapidly transforming into a creative society, one in which the skilled and expert workers of the past century are replaced by creative workers adept at problem-solving. Additionally, multiple studies have shown that video, specifically, can be a highly effective educational tool (Allen & Smith, 2012). This presentation will address the value of student-created videos as a tool for enhancing the learning experience. Additionally, the session will engage participants in brainstorming how this concept can be utilized across disciplines.

Session Outcomes: At the end of this session, participants will be able to: (1) Learn the benefits of student created video. (2) Learn about the various tools used for video creation. (3) Learn about the future implications of student created video in the classroom.

Tracks: *Innovative Pedagogical Approaches, Teaching Well with Classroom Technologies*

Session Type: 20-Minute Concurrent Session

Effective Facilitation of Faculty Learning Community Through Use of Protocols

Richard VanderMolen, Catherine Meyer-Looze, Suzanne Richards, and Cynthia Smith - *Grand Valley State University*

Learn how a protocol can be utilized as a tool in the effective facilitation of a Faculty Learning Community (FLC) focused on teaching effectiveness.

Abstract: The use of protocols to structure discussion and dialogue is one strategy that faculty learning communities can use to establish trust, leading to engagement in purposeful and critical discourse. Protocols are defined as a series of steps taken in a given routine situation. In this session, we will give an overview of research conducted through our FLC including the use of a Tuning Protocol (McDonald et. al., 2013). and engage the participants in an abbreviated version of the protocol.

Session Outcomes: At the end of this session, participants will be able to: (1) Effectively use a protocol in the facilitation of a Faculty Learning Community. (2) Create a meeting structure designed to meet the goals of FLC members. (3) Name potential sources of data derived from an FLC for a Scholarship of Teaching and Learning study.

Tracks: *Assessment, Creating Communities of Learners, Engaging and Motivating Students*

Session Type: 50-Minute Concurrent Session

Role of Law Enforcement Interfacing with Education

Michael Vasicek and Steven Hundersmarck - *Ferris State University*

Connection and roles that law enforcement now has with education in lieu of recent school shootings, both involving school safety and educational programs.

Abstract: Our research centered on municipal law enforcement agencies in Michigan and the connection and interaction they have developed with public and parochial schools. The research will illustrate the various programs and involvement law enforcement has developed with school districts and the close relationships that have grown. Through analysis of Police Chiefs and Public Safety Director surveys, the investigation shows several different types of school involvement ranging from the nationally recognized Drug Abuse Resistance Education (DARE) programs, to School Resource Officers and School Liaison Officers. Additionally, the investigation examines the relationships that have progressed since recent school shootings across the nation. It is hoped that the outcome of the work will assist law enforcement and school administrators show the collaboration that exists and the community policing strategies and education in Michigan schools.

Session Outcomes: At the end of this session, participants will be able to: (1) Understand the role in education law enforcement has tried to accomplish. (2) Describe the programs used most often by law enforcement in schools. (3) Understand the reason why law enforcement needs to contribute to the education role in schools.

Tracks: *Academic Success*

Session Type: Poster Presentation

Healthy People 2020 Class Activity

Melissa Villarreal - *Grand Valley State University*

This presentation introduces Health People 2020 to masters level social work students. Healthy People initiatives are meant to set an agenda for the entire country.

Abstract: Healthy People 2010 is a product of Public Health that has not been altogether successful. Public Health has been ill equipped in their approaches due to poor funding. But, the Healthy People initiatives (now on 2020) are meant to set an agenda for the entire country and they often give a baseline for where we are today in a particular area. They pull in experts from many different governmental and private organizations in developing the areas needing improvement. In all, Healthy People 2020 provides a comprehensive set of 10-year, national goals and objectives for improving the health of all Americans.

Session Outcomes: At the end of this session, participants will be able to: (1) Analyze public health policy responses as they relate to the safety, and well-being of all Americans. (2) Assess current public health policy and legislative issues relative to children and families' well-being and engage in advocacy. (3) Actively engage in change strategies to help shape public health efforts to provide for the common good.

Tracks: *Assessment, Engaging and Motivating Students, Innovative Pedagogical Approaches*

Session Type: 20-Minute Concurrent Session

Increasing Instructor Presence in the Online and Hybrid Classroom

Kristen Vu - *Grand Valley State University*

Instructor presence is essential in the online & hybrid classroom. This discussion will focus on tips and tricks to increasing social and teaching presence.

Abstract: Instructor presence increases overall student satisfaction and contributes to greater student success in online courses. The two categories focused on in this presentation are teaching and social presence, both of which are important in a successful online classroom. Teaching presence refers to the design and direct instruction in the course and social presence is the non-academic social interactions between the instructor and students. Methods to increase instructor presence will be reviewed, along with a demonstration of a sample course. A handout with a list of methods will be provided.

Session Outcomes: At the end of this session, participants will be able to: (1) Explain why instructor presence is important to their course. (2) Describe methods to improve social presence. (3) Describe methods to improve teaching presence.

Tracks: *Teaching Online*

Session Type: 20-Minute Concurrent Session

Use of Lightboard Video Technology to Address Complex Concepts

Kristen Vu and Julia VanderMolen - *Grand Valley State University*

The results of a survey of online students to assess the impact of Lightboard video technology on students' interest levels and understanding of brachytherapy equations.

Abstract: As more instructors flip their classrooms or teach online courses, the importance of communicating effectively and creating an engaging online class that can hold a student's focus becomes increasingly essential. A survey of students in a medical dosimetry class was used to assess the use of "Lightboards" built using Michael Peshkin's hardware design as a modality to address key complex concepts pertaining to medical dosimetry such as brachytherapy. Through this study, we gathered data regarding students' perceptions of the impact of the use of a hybrid video technology (the Lightboard) on students' interest levels and understanding of brachytherapy equations.

Session Outcomes: At the end of this session, participants will be able to: (1) Describe a Lightboard video. (2) Understand where to find the resources to build a Lightboard. (3) Describe why recorded videos are important when teaching complex math problems.

Tracks: *Teaching Online*

Session Type: Poster Presentation

Considering for Diversity in Instructional Planning

Caryl Walling - *Baker College*

Differentiated instructional strategies and engaging technological tools which engage diverse student populations, tips for avoiding lesson pitfalls, and evolution of thought with regards to diversity.

Abstract: This presentation will explore the importance of strategic planning for instruction while keeping the needs of a diverse set of students in mind. The presenter and participants will reflect upon personal experiences with learning, explore three dynamic learner-centered instructional strategies and associated technological tools that will help build a differentiated lesson, and wrap-up the session with a table-talk where participants can collaborate to build an action plan for their own classrooms using provided resource handouts. These resource handouts will be giveaways for all session participants.

Session Outcomes: At the end of this session, participants will be able to: (1) Understand the connection between differentiated instruction and student success. (2) Apply differentiated instructional strategies to their lessons utilizing associated technological tools. (3) Analyze their own instructional biases and reflect on alternative practices.

Tracks: *Engaging and Motivating Students*

Session Type: 50-Minute Concurrent Session

Improving Student Learning by Becoming a College STAR

Ruben Watson - *East Carolina University*

This presentation will describe College STAR, a national program which participating universities colleges and collaborate and implementing instructional resources and supports for marginalized students.

Abstract: College STAR is a grant-funded initiative enabling participating universities and colleges to partner in the process of becoming more welcoming of students with learning differences. At the core of this work is an effort to infuse the principles of Universal Design for Learning throughout our campus environments. This presentation will include an overview of models used by participating campuses, professional development resources that can be accessed on the College STAR website, transition support resources that can be shared with faculty and staff members, and lessons learned thus far from our experiences, and opportunities to get connected to the College STAR network.

Session Outcomes: At the end of this session, participants will be able to: (1) Receive access and information about online professional development resources created through the College STAR initiative and that grounded in the principles of Universal Design for Learning. (2) Learn about current faculty and staff members from across the nation describe how they infuse the principles of Universal Design for Learning into their respective courses and programs. (3) Explore opportunities for connecting with the College STAR program and the opportunity to receive incentive funding by submitting case study proposals and/or leading virtual faculty learning communities.

Tracks: *Academic Success, Creating Communities of Learners, Innovative Pedagogical Approaches*

Session Type: 50-Minute Concurrent Session

Using “You-Attitude” in Syllabi Creation to Engage and Motivate Students

Janelle Wiess - *University of Michigan-Flint*

This session discusses how tenets of business writing, such as “you-attitude,” can be applied to help create syllabi that are more student-centered, engaging, and inclusive.

Abstract: Syllabi represent an important contact point between instructors and students; these documents shape first impressions of our courses and indicate our pedagogical approach. However, often syllabi are text-heavy, formal, and presented in a way that is much different than how we plan to conduct most of our classes. This interactive discussion and presentation will draw from discussion in best practices in syllabi production to show how several tenets of business writing, such as you-attitude and positive emphasis, can be used to create syllabi that more closely model our inclusive and active pedagogies in terms of presentation, content, form, and tone.

Session Outcomes: At the end of this session, participants will be able to: (1) Recognize and report key aspects of “you-attitude” writing and understand how they relate to improving syllabi. (2) Identify places in a syllabus that may need improvement to heighten student inclusion and engagement. (3) Apply strategies to revise syllabi design, content, language, and presentation to be more interesting and inclusive for diverse learners.

Tracks: *Engaging and Motivating Students*

Session Type: 50-Minute Concurrent Session

Adopting Open or Free Educational Resources in Small Increments

Meegan Willi - *Grand Rapids Community College*

Adopting an open educational textbook can be a daunting task. Where to start? What if I don't like my options? Where do I get assistance? In this session, I will talk about how you can approach Open Educational Resources (OERs) in smaller more manageable...

Abstract: Rethinking the approach to adopting Open Educational Resources (OER) may lead to more adoption of various OERs that align more closely with course outcomes. Instead of rushing to adopt a complete open textbook, looking at individual resources to try first may be easier for some faculty and designers. Attendees will leave this session with strategies for adopting OER in their own courses and encouraging others to adopt OER into new or existing online and face-to-face courses. Attendees will also leave with techniques for engaging students with the OER they adopt.

Session Outcomes: At the end of this session, participants will be able to: (1) Find and curate open educational resources for their own course(s). (2) Remix open educational resources into a format that will work in their course management system. (3) Connect with the community of open educational resources for support.

Tracks: *Course/Curriculum Design/Redesign, Teaching Online*

Session Type: 50-Minute Concurrent Session

Technology Test Kitchen: Screencasting for Creative Cooks

Maureen Wolverton - *Grand Valley State University*

This Technology Test Kitchen provides guests with a hands-on learning experience focused on the practical creation of instructional videos to support blended teaching and learning.

Abstract: This Technology Test Kitchen (TTK) provides guests with a hands-on digital experience to support blended teaching and learning. Designed as a maker space, this test kitchen features a faculty “Chef” who will guide you through interactive exercises to create instructional videos. BYOD! Bring your own device (laptop, tablet, smart phone) to learn, explore, and share knowledge within a lab environment. Guests will receive a recipe for screencasting. This session is ideal for faculty who are new to teaching with technology, new to multimedia, or for those looking to add multimedia to the classroom.

Session Outcomes: At the end of this session, participants will be able to: (1) Create screencasts using a storyboard or script. (2) Edit videos to add transitions, annotations, animations, and effects. (3) Identify best practices for creating and using instructional videos in blended courses.

Tracks: *Teaching Online, Teaching Well with Classroom Technologies*

Session Type: 50-Minute Concurrent Session

Grading for Student Learning: Unlearned Lessons from the Grading Literature

Stewart Wood and Dennis Bozyk - *Madonna University*

Common grading approaches seldom reflect the grading literature. How can grading practices better serve student learning goals while reflecting the consensus of the literature?

Abstract: Given the importance of grades for both faculty and students, how can grading practices provide useful data about learning while directing students toward meeting important course learning objectives? The substantial consensus in the grading literature on grading’s learning role, the myth of objectivity, statistical validity, and practices that promote mastery is seldom reflected in the myriad of grading philosophies and practices encountered by students. In this session, participants consider the effects of grading policies and practices on student motivation and achievement and three ways of promoting sound judgment in grading through compatibility with the literature.

Session Outcomes: At the end of this session, participants will be able to: (1) Evaluate the effects on students of conventional grading practices. (2) Identify two pitfalls of conventional grading. (3) Adopt two valid grading strategies that are compatible with the grading literature.

Tracks: *Assessment*

Session Type: 50-Minute Concurrent Session

Engaging Online Learners with Audio Feedback

Scott Wowra - *Baker College*

This talk reviews current research and the presenter's experiences with audio feedback in an online course. Benefits include student engagement, course satisfaction, and instructor efficiency.

Abstract: Students enrolled in online courses often feel a lack of social connections with their classmates and the instructor, which undermines persistence and course satisfaction. One promising avenue to curtail feelings of isolation is the incorporation of audio feedback. Increasingly, online learning management systems include audio feedback options in the grade book. Should instructors use them? Research shows students perceive instructors who include audio feedback as more caring and supportive. Audio feedback can also increase learner retention and application. In some cases, instructors also benefit in terms of grading efficiency.

Session Outcomes: At the end of this session, participants will be able to: (1) Understand the benefits of audio feedback in online courses. (2) Gather best practices on recording effective audio feedback. (3) Implement audio feedback in various learning management systems.

Tracks: *Creating Communities of Learners, Engaging and Motivating Students, Teaching Online*

Session Type: 20-Minute Concurrent Session

The Evolution of Introductory Biology Redesign: Not Just Natural Selection!

Jonathan Yates and Sarah Hosch - *Oakland University*

We are redesigning our introductory Biology course to increase student success. We focused on early identification of at-risk students and collaborative learning methods.

Abstract: We have redesigned our introductory biology course, Biology I, to increase student success and decrease achievement gaps between "advantaged" and "disadvantaged" students in high enrollment, foundational courses. Our evidence-based approach targeted course/instructor self-assessment, early feedback and student interventions, and collaborative learning techniques to enhance critical thinking and metacognition. We successfully identified high risk students and increased student critical thinking and metacognitive skills; however, the course redesign continues to evolve.

Session Outcomes: At the end of this session, participants will be able to: (1) Assess effectiveness as an instructor and identify potential areas of improvement. (2) Identify a strategy for early feedback on student performance for use in a chosen course. (3) Recognize the benefit of collaborative learning to enhance critical thinking and metacognition.

Tracks: *Course/Curriculum Design/Redesign*

Session Type: 50-Minute Concurrent Session

Post-Course Impact of Community-Based Learning

Brandon Youker, Kristin Moretto, and Danielle Lake - *Grand Valley State University*

This presentation describes the preliminary findings of a mixed methods study examining the impact of community-based learning (CBL) undergraduate courses on former students.

Abstract: Community-based learning (CBL) is an experiential pedagogical tool whereby students work directly with community partners in reciprocity and mutual benefit. This presentation introduces CBL and describes the preliminary results of a study on the post-course impact of CBL on students. During Summer 2018, researchers—from Economics, Liberal Studies, and Social Work—collected data via a 15-minute structured online Qualtrics survey questionnaire composed of Likert scale response options and open-ended questions. Subsequently, the

teams will conduct 20-30-minute semi-structured phone interviews with participants. Audience members will leave with knowledge of CBL, its practice, and its post-course impact from former students' perspectives.

Session Outcomes: At the end of this session, participants will be able to: (1) Introduce community-based learning as transdisciplinary pedagogical tool. (2) Describe the findings of a mixed methods study on the impact of community-based learning. (3) Consider the strengths and limitations of CBL as a pedagogy; and receive practical tips and suggestions by instructors with experience using CBL.

Tracks: *Service/Experiential Learning*

Session Type: Round Table Discussion

Profundity Grid

Melojeane Zawilinsk - *Saginaw Valley State University*

This session introduces an advanced organizer called 'Profundity Grid', which aims to develop profound understanding of texts through the different phases or spheres in comprehension.

Abstract: This presentation offers an instructional technique in college reading for both informational and literature materials. This instructional technique utilizes an advanced organizer named 'Profundity Grid' which aims to develop profound understanding of texts through the different phases or spheres in comprehension. Anchored on the principles of scaffolding, the presenters aim to demonstrate to the instructor attendees how profundity grids can effectively connect to individual student's background and deepen their engagement to the material in appropriate context; thus, critical thinking is ultimately achieved. Presenters provide sample projects, rubrics, templates, and worksheets to hand out to the participants for own classroom use.

Session Outcomes: At the end of this session, participants will be able to: (1) Connect the concept of profundity scale to own teaching experiences through 'think, pair, share' at the session. (2) Empower one's teaching reading toolbox with the practice of the use of the advanced organizer "profundity grid". (3) Identify possible reading texts and materials for college reading process using profundity grids through the sample materials provided and the Q & A portion.

Tracks: *Engaging and Motivating Students*

Session Type: Poster Presentation

The Scholarly Teacher



Applying Evidence-Based Strategies to Enrich Student Learning

The major focus of this blog is a healthy balance of scholarly evidence and practical application. This blog is named The Scholarly Teacher to emphasize the importance of taking an informed and practiced approach to enriching student learning by systematic improvement of effective teaching.

The fundamental goals are to:

- Provide a venue to share with and learn from colleagues.
- Inspire readers to try something new, tweak a teaching strategy, or to validate that what they currently do is based on sound practice.
- Direct readers to additional resources.

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Assessment Questions

Apply...? Identify the result of...?
Which is the best answer/solution?
Calculate the following... Determine... Solve...

Instructional Strategies

Brainstorming • Case Studies • Simulations • In The News • Guided Note Taking • Scavenger Hunt • Show/Tell Lists

Remember
Understand
Apply

This slide chart was adapted from the revised Bloom's Cognitive Taxonomy which is a model for describing six hierarchical levels of cognitive learning. With respect to learning, understanding is the base of the model, and creating something from existing information is at the pinnacle. This guide is intended to help instructors draft course objectives, construct assessment questions related to those objectives, and provide instructional tools to help facilitate the achievement of unmet instructional objectives. Crafting instructional alignment with appropriate feedback and providing diverse ways of learning typically improves student learning.

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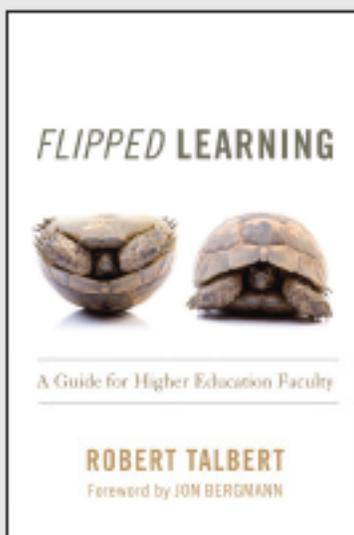
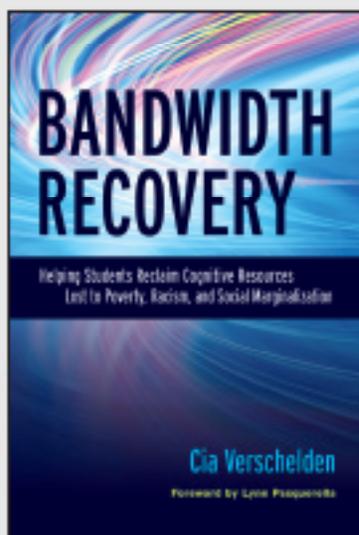
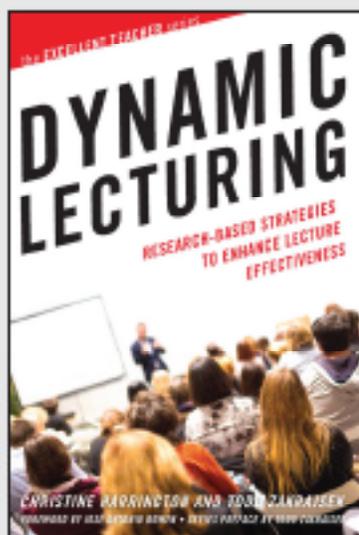
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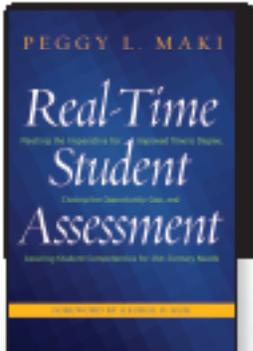
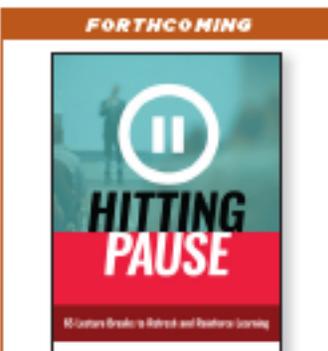
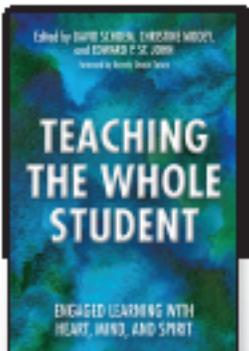
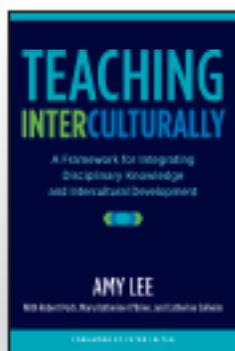
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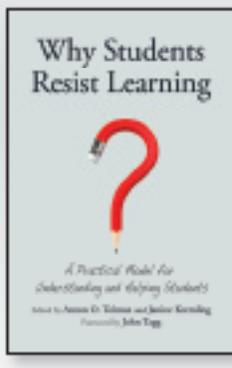
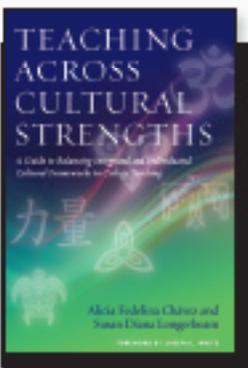
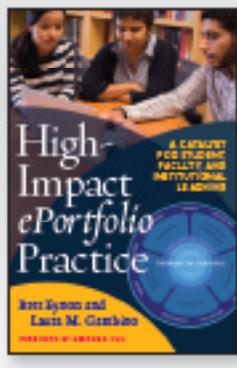
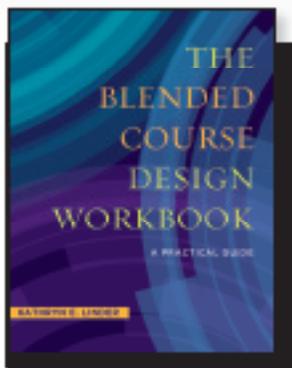
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