

LILLY CONFERENCES

ITLC | International Teaching
Learning Cooperative, LLC

**TEACHING FOR
ACTIVE & ENGAGED
LEARNING**

ASHEVILLE

*NORTH CAROLINA
AUGUST 5TH -7TH
2024*

CONFERENCE PROGRAM

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Welcome!

Lilly-Asheville 2024



CONFERENCE PROGRAM

Welcome Letter

Welcome to Asheville, North Carolina! The motto of this fantastic city is *Quality of Service, Quality of Life*. That motto seems very fitting for this conference and those who are attending. We are thrilled to celebrate our 6th year in this beautiful area, continuing over 40 years of ITLC Lilly Conferences that unite educators to explore and enhance evidence-based teaching and learning. The opportunity to transform student-learning outcomes at your institution by attending this interdisciplinary teaching conference is immense. Our presentations, led by experienced faculty from diverse institutions across the United States, promise valuable insights and practical strategies.

ITLC Lilly Asheville consistently garners rave reviews from attendees, contributing to positive outcomes such as enhanced student learning, increased teaching satisfaction, new collegial friendships, collaborative grant proposals, and promotion and tenure preparation. These successes are largely due to the vibrant community of educators attending this conference. You are joining around 225 higher education colleagues from 30 states, spanning from Hawaii to Rhode Island and Michigan to Texas. We are committed to fostering a welcoming and inclusive environment, and we hope the small touches we've incorporated will enhance your sense of belonging.

As a Lilly participant, you are part of an extraordinary gathering of individuals dedicated to student learning. We trust that the conversations you engage in over the next few days and the friendships you form will have a lasting impact. Spontaneous exchanges in the lobby, during the reception, or while exploring Biltmore Village can be as enriching as the scheduled sessions. Remember to take breaks to refresh your mind and spirit; the conference pace is invigorating, and it's easy to fill your schedule with engaging presentations!

Remember to take this opportunity away from your daily responsibilities to take a few minutes for yourself. Visit our Lilly Lounge and relax, explore the stunning grounds of the Biltmore Estate, or enjoy Asheville's charming shops and delightful

restaurants. In addition to learning, this is a time for rejuvenation to help ready yourself for the coming academic year.

Thank you for joining us at this year's conference. ITLC Lilly attendees are a remarkable group of educators, passionate about teaching and committed to continuous improvement to better support our students, whether they are first-generation, nontraditional, or facing various challenges. The collegial friendships formed here often become lifelong professional connections. You will soon understand why we cherish welcoming back old friends and eagerly anticipate meeting new ones!

Best,

Todd Zakrajsek
Conference Director
UNC Chapel Hill

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Overview

Lilly-Asheville



CONFERENCE PROGRAM

Navigating the Conference

Name Tags

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

Meals

Your conference registration includes:

- Monday - Welcome Reception
- Tuesday - Breakfast, Morning Coffee, Lunch, Afternoon Refreshments, Poster Reception
- Wednesday - Breakfast

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

Participation

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

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

Lilly Lounge - Executer

Need a quiet place to decompress, check your email, call the office, call home, or continue a conversation with a peer? Stop by the Lilly Lounge! Don't become overwhelmed by the brisk conference pace. Set aside time to tend to your peace of mind, recharge, or connect with others.

Catch some fresh air overlooking the mountains, or have a quiet sit-down to

- Recharge your phone, your laptop, or yourself!
- Develop a personalized schedule to navigate the conference.
- Create an individualized action plan to apply what you learn (complete the workbook pages in the conference program).
- DM a colleague at the conference with whom you want to follow up about a topic or thank for giving you a new way of thinking about your teaching practice.
- Write a thank-you note to the person who sponsored your travel here or send a thank-you to the person who introduced you to the ITLC Lilly conferences (stationery available at our registration desk).

Health

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

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

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Agenda

at a glance



CONFERENCE PROGRAM

Monday Aug 5, 2024

August 5, 2024					
Time	Event Detail				
11:00 AM - 5:15 PM	Conference Registration Check-in Conference Center Lobby				
1:00 PM - 1:30 PM	Conference Welcome Todd Zakrajsek, Conference Director Burgley A & B				
1:30 PM - 2:30 PM	Creating Safe and Inclusive Learning Environments Michelle Boose Plenary I Burgley A & B				
Room:	Burgley A	Burgley B	Vanderbilt	Stuyvesant	Amherst
2:50 PM - 3:30 PM	1a <i>Maintaining Student Engagement Through Effective Use of AI Tools</i> J. Lord & L. Wesson	1b <i>Reducing Anxiety and Increasing Curiosity With the Question Formulation Technique</i> C. Pak	1c <i>Cultivating Retrieval Practice in and Out of the Classroom</i> B. C. Smith & S. Meyers	1d <i>Enhancing Multisection Advanced Writing Courses With Library Resources</i> J. Tuwun et al.	1e <i>Enhancing Minority Students' Experience in College-Level Statistics</i> C. Ridlon et al.
20-Minute Transition					
3:50 PM - 4:10 PM	2a <i>Using Project Based Activities to Create Collaboration Across Disciplines</i> T. Robayna & K. Jackson	2b <i>Using Small Cycles of Change to Improve Online Learning Experiences</i> S. Wackerbarth & M. Aulisio Miller	2c <i>Increasing Student Metacognition Through Use of Cognitive Exam Wrappers</i> A. Scism	2d <i>Impact of High-Visibility Exceptional Learners on Classroom Community and Culture</i> B. Dunshee	2e <i>Mindfulness Meditation Practices in the Theatre Classroom</i> L. Hobbs LaMay
10-Minute Transition					
4:20 PM - 4:40 PM	3a <i>Increasing Higher Education Access and Equity With PALS AI-Personalized Learning</i> K. J. Kennedy	3b <i>Using Interactive Experiences to Redefine Your Impact in the Classroom</i> C. Cordell	3c <i>Not All Students are Fast-Talking Risk-Taking Extroverts: Including Those Too Often Left Behind</i> T. Zakrajsek	3d <i>Redesigning a Gateway Course in Anthropology for More Equitable Outcomes</i> B. Hartenberger & D. C. Nieves	3e <i>Addressing Textbook Affordability Through Open Educational Resources (OER) Reading Lists</i> S. Gilbert
10-Minute Transition					
4:50 PM - 5:30 PM	4a <i>Moving from Dichotomous Thinking to Imagining Nonbinary Possibilities</i> M. Pinter	4b <i>The Power of Vulnerability: Creating a Meaningful Connection Between Students and Professor</i> O. Hertz	4c <i>Building Intellectual Capacity in Beginner Students Through Course Design</i> M. Todd	4d <i>Functional Framing for Course Design and Development</i> W. Swalla & M. Hess	4e <i>Whole Course as a Game to Motivate Online Learning</i> M. Oakes
5:30 PM - 6:30 PM	Private Networking Reception Garden Terrace				
Enjoy Dinner and Evening on Your Own Explore Asheville!					

Tuesday Morning

August 6, 2024					
7:00 AM - 4:50 PM	Conference Help Desk				
7:15 AM - 8:00 AM	Buffet Breakfast Name Tag Required Burghley A & B				
Breakout Rooms:	Burghley A	Burghley B	Vanderbilt	Stuyvesant	Amherst
8:10 AM - 8:50 AM	5a <i>Using Generative AI to Help Students Assess and Reflect on Learning</i> K. Neil & J. Mirick	5b <i>Equitable Access to STEM Education Through Supplemental Instruction</i> A. Copeland & C. Hutton	5c <i>Setting Up and Managing Project Based Experiential Learning Opportunities for the Classroom</i> P. Abramo	5d <i>Twist on a Classic (3-2-1 = 10)</i> B. Sharpe	5e <i>Building Connection Through an Online Faculty Learning Community</i> H. Sanders & J. Obenshain
10-Minute Transition					
9:00 AM - 9:20 AM	6a <i>Supporting Students' Academic and Professional Success Through Peer Mentoring</i> M. Slashinski	6b <i>Analyzing ChatGPT Bad News Messaging to Teach Business Communication</i> K. Carsey	6c <i>Virtual Education and Cross-Cultural Communication in a COIL Course</i> L. Ellis-Lai	6d <i>Stoic Philosophy as First-Year Seminar Curriculum for Gen Z Students</i> D. Terry	6e <i>Post-Pandemic Resiliency in Undergraduate Nursing Students</i> L. Albert & A. Smelko
10-Minute Transition					
9:30 AM - 10:10 AM	7a <i>Utilizing Elements of Online Engagement as a Strategy for Reflection</i> S. M. Foote	7b <i>Using Open Tools to Build Student Community, Confidence, and Content</i> E. McKenney	7c <i>Designing Communities of Practice for Your Class: Recommendations and Examples</i> M. Cox	7d <i>Enhancing Student's Interaction, Motivation, and Engagement With Gamification Ungrading Strategies</i> M. Corvette & S. Andreas	7e <i>Empowering Success Across Disciplines With Integrated Informational Literacy Instruction</i> R. Hartman
20-Minute Transition					
10:30 AM - 11:10 AM	8a <i>Rethinking Grading Policies: Small Solutions to Big Problems</i> S. Meyers & A. J. Chunco	8b <i>Avoiding Burnout Through Mindfulness Techniques</i> C. Hartline	8c <i>Retrieval Practice and Inclusion With Team-Based Polling</i> E. Main & A. Main	8d <i>Giving Thanks: Using Gratitude to Increase a Sense of Belonging</i> S. Souther	8e <i>Establishing "Equivalency" as a Universal Threshold Concept for Comparative Analysis</i> R. Trentinella
10-Minute Transition					
11:20 AM - 12:00 PM	9a <i>Using Gamification to Reframe and Strengthen Group Work and Soft Skills</i> A. Berntsen & M. Berntsen	9b <i>Students Report Common Pedagogical Practices Can Increase or Decrease Stress</i> A. Wrights & K. Singer-Freeman	9c <i>Impact of Experiential Learning on Student Success Through Strategies Across Curricula</i> J. Blush et al.	9d <i>A Case Study of Gamification With Stickers in Ecology</i> K. D. McEntire	9e <i>Engaging College Students in Challenging Conversations About Health Disparities</i> S. Strayhorn-Carter & R. Cochran

Tuesday Afternoon

12:45 PM - 2:00 PM	<p>Six Essentials of Effective Instruction: Using Critical Teaching Behaviors to Transform Conversations About Teaching</p> <p>Lauren Barbeau Plenary II Burghley A & B</p>				
20-Minute Transition					
Breakout Rooms:	Burghley A	Burghley B	Vanderbilt	Stuyvesant	Amherst
2:20 PM - 2:40 PM	<p>10a <i>A Framework For Teaching Students How To Independently Learn Anything</i></p> <p>C. Davis</p>	<p>10b <i>Unlock Student Well-Being: Impact of a Stress Management Immersion</i></p> <p>S.M. Persia</p>	<p>10c <i>Creating Infographics Using Universal Design for Transformation of Lesson Plan</i></p> <p>S. Mukhopadhyay</p>	<p>10d <i>Picture This - Photovoice as a Tool for Classroom Community and Engagement</i></p> <p>L. Parker & S. Wortmann</p>	<p>10e <i>Modernizing the Classical Liberal Arts Curriculum</i></p> <p>D. Keene</p>
10-Minute Transition					
2:50 PM - 3:30 PM	<p>11a <i>Empowering Student Agency in the Ungraded Classroom</i></p> <p>R. Hartman & L. Feldstein</p>	<p>11b <i>Get Your Mind "Write" Before You write!</i></p> <p>B. Schumacher</p>	<p>11c <i>Best Practices and Personal Stories in Mentorship to Cultivate Excellence</i></p> <p>S. Barton-Arwood et al.</p>	<p>11d <i>Leveraging Technology to Enhance Student-Led Research in the Classroom</i></p> <p>A. Williams</p>	<p>11e <i>Research-Based Learning at a Liberal Arts Institution</i></p> <p>S. Eddins et al.</p>
20-Minute Transition					
3:50 PM - 4:10 PM	<p>12a <i>Transforming Experiential Education in a Changing Post-pandemic World</i></p> <p>K. F. Clancy</p>	<p>12b <i>The Impact of Open-note Exams: Class Meeting Time Matters</i></p> <p>A. PeeksMease</p>	<p>12c <i>Faculty Development Chat: An Opportunity to Talk to Others at the Conference Who are Working on CTL Efforts</i></p> <p>T. Zakrajsek</p>	<p>12d <i>Creating Mentoring Spaces Within the Classroom, Office, Department, and Community</i></p> <p>A. Redding</p>	<p>12e <i>Facilitating Model United Nations Simulations Withthe Use of WEBVR Using Prediction for Engagement and Retrieval</i></p> <p>A. McGregor</p>
10-Minute Transition					
4:20 PM - 5:00 PM	<p>13a <i>Designing Meaningful Group Projects that Students Enjoy</i></p> <p>D. L. Harkins</p>	<p>13b <i>Confronting Neuromyths to Improve Teaching and Learning</i></p> <p>G. Wentzell</p>	<p>13c <i>Social Media, Socialization, and Life Skills</i></p> <p>R. Kohlenberg</p>	<p>13d <i>The 3-C Recipe to Powerful Faculty Learning and Development</i></p> <p>S. Moore & S. Strickland-Davis</p>	<p>13e <i>Project-Based Assessment for Career Readiness in STEM</i></p> <p>A. Hotaling Hagan</p>
5:00 PM - 6:00 PM	<p>Poster Reception 14a - w Garden Terrace</p>				

Wednesday Morning

WED AUG 7					
7:00 AM - 9:45 AM	HELP DESK				
7:00 AM - 7:50 AM	Buffet Breakfast Name Badge Required for Dining Burghley B				
8:00 AM - 8:30 AM	15 a-i Roundtable Discussions				
10-Minute Transition					
Breakout Rooms:	Burghley A	Vanderbilt I	Vanderbilt II	Stuyvesant	Amherst
8:40 AM - 9:20 AM	16a <i>Teaching Unprepared Students: Strategies for Success and Retention in Higher Education</i> K. Gabriel	16b <i>I'm Prioritizing My Mental Health -Developing Pedagogy for the Trauma Generation</i> S. Trout et al.	16c <i>Advancing Customized Learning in Student-led Large Class Project</i> C. Kane	16d <i>Benefits of Cross-Discipline Project Based Learning (CDPBL)</i> V. Reddi	
10-Minute Transition					
9:30 AM - 9:50 AM	17a <i>Enhancing Course Development With Generative AI</i> T. Shaw & L. Bergson	17b <i>Ungrading Strategies for Engineering Education Integrity and Critical Thinking</i> A. Giorgioni	17c <i>The Video-Delay Feedback as a Student-Centered Strategy in Physical Education</i> M. J. Almeida I. Mesquita	17d <i>Revolutionizing Lifespan Psychology Education: Integrating Gamification, Interactive Learning, and Service Learning Portfolios as Signature Assignments</i> A. Muldong & B. Chamberlain	
10:00 AM - 11:00 AM	Using Generative AI to Engage Students and Promote Deep Learning Todd Zakrajsek Plenary III Burghley A				

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Plenary Presentations



CONFERENCE PROGRAM



Plenary One

Creating Safe and Inclusive Learning Environments

Monday, August 5th, 2024

1:30 PM - 2:30 PM

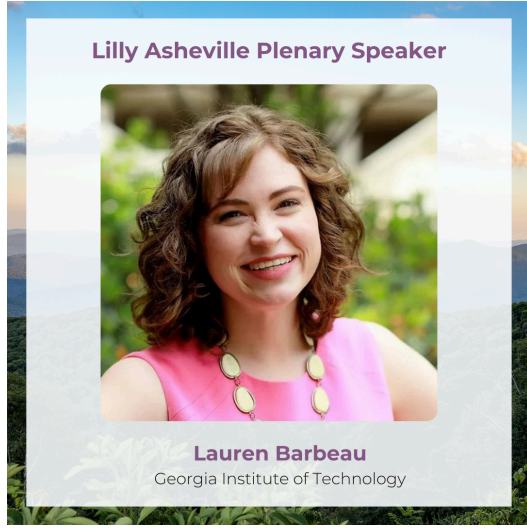
Burghley B

Explore how microaggressions compromise inclusivity and effectiveness in educational settings. Learn response strategies and communication techniques to promote a more inclusive and supportive environment.

Microaggressions, a prevalent form of discrimination, significantly affect learning environments, including those within academic medicine. This interactive session will explore the effects of discrimination and microaggressions, highlighting how they compromise the inclusivity and effectiveness of educational settings. Participants will learn a variety of response strategies and practice communication techniques designed to address microaggressions and promote a more inclusive and supportive space.

Outcomes:

1. Understand foundational terminology to effectively engage with microaggressions both in our discussions and in broader professional and personal contexts.
2. Examine how the unique characteristics of a learning environment and the positionality of its members shape microaggressions.
3. Identify and demonstrate at least one phrase or strategy to increase the inclusivity of a learning space.



Plenary Two

Six Essentials of Effective Instruction: Using Critical Teaching Behaviors to Transform Conversations About Teaching

Tuesday, August 6th, 2024

12:45 PM - 2:00 PM

Burghley B

How can we effectively communicate about and collaborate on teaching with our colleagues and students? In this presentation, we introduce the Critical Teaching Behaviors (CTB) framework, a tool that synthesizes research on effective teaching practices in higher education into six categories of observable behaviors. Definitions and behaviors listed on the CTB framework help faculty develop a shared understanding of good teaching. This foundation prepares faculty to have productive conversations about teaching with colleagues. When we speak a common language, we can claim agency in telling our teaching stories, share and recognize effective teaching practices, and collaborate to develop more equitable measures for evaluating teaching. In this session, we will lay the foundation for these discussions by exploring the framework, using it to reflect on our teaching, and sharing our strengths and strategies with colleagues.

Outcomes:

1. Use the Critical Teaching Behaviors framework to establish a common understanding of good teaching.
2. Apply the Critical Teaching Behaviors framework to your context by reflecting on your teaching.
3. Practice discussing your teaching behaviors with colleagues to share strategies and strengths.



Plenary Three

Using Generative AI to Engage Students and Promote Deep Learning

Wednesday, August 7th, 2024

10:00AM - 11:00AM

Burghley B

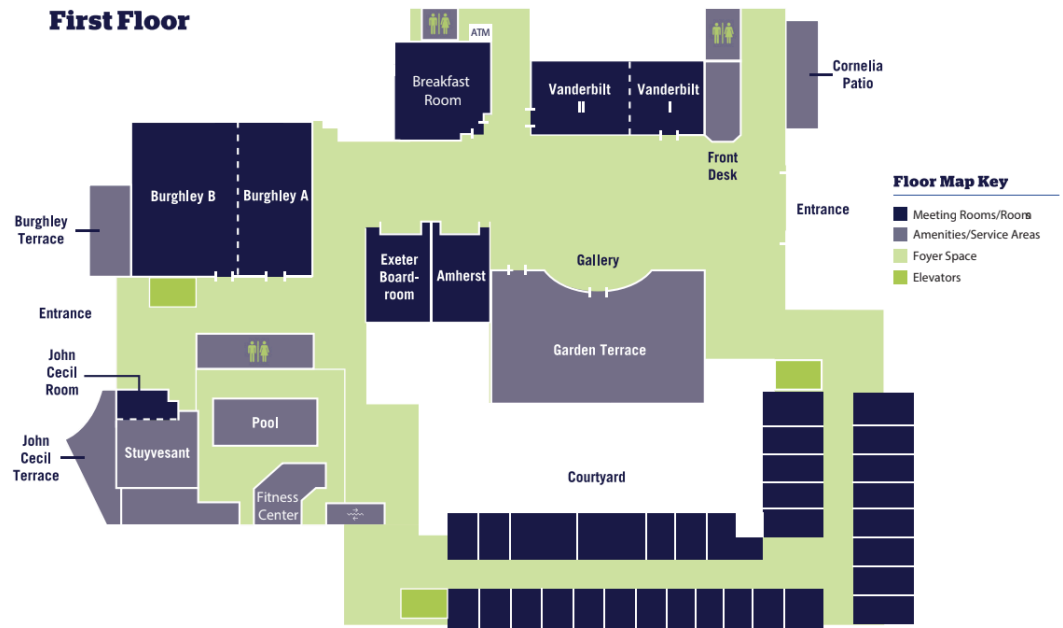
This plenary addresses actionable strategies for leveraging GenAI to promote deep learning and also a better understanding as to when AI may impede students' educational journey.

GenAI presents significant challenges and also significant educational opportunities. This session will focus on ways in which GenAI can bolster and deepen the educational experience. GenAI is not just another tool; it's a transformative opportunity to tailor learning experiences to each student's unique needs, opening new avenues to learning like never before. This plenary address will delve into actionable strategies for leveraging GenAI to enhance learning, ensuring students see possible educational benefits and also better understand when it may impede their educational journey. Join me in reshaping the narrative, focusing on GenAI as a catalyst for deep learning and even more engaged teaching.

Outcomes:

1. Explain 3 core aspects of learning and how AI can be used to address those core areas.
2. Explain in which situations and why AI might impede critical thinking.
3. Integrate into a course at least one new AI assignment designed to deepen student learning.

Hotel Map



Meeting Rooms:

- Amherst
- Burghley A
- Burghley B
- Stuyvesant
- Vanderbilt
- Stuyvesant
- Garden Terrace

Quick Reference: Poster

Concurrent Session 14 Poster Presentations	
14 A	<i>An Overview of Beginning Teacher Induction/Mentoring Programs in High-Need Schools</i> A. Hua
14 B	<i>Addressing Student Learning Anxiety With Mathematics-Based Introductory Programming Courses</i> J. Ekong
14 C	<i>Assessing Global Learning Using a Mixed Methods Approach</i> S. Butler
14 D	<i>Creating a Community of Exceptional Educators at the University of Alabama</i> L. McNeill & K. Tomeny
14 E	<i>Creation of a Classroom, Grade Level, or School Poetry Club</i> G. Freeman
14 F	<i>Curating & Cultivating Instructional Spaces For Critical Learning Within Global Communities</i> M. Ivey-Soto & J. Fain
14 G	<i>Developing Quality Online Courses Quick Using a Rapid Design Model</i> L. Frass
14 H	<i>Different by Design: Scaling Efforts to Improve Curricular Transparency</i> S. Foote, B. Smith, & R. Rodier
14 I	<i>Enhancing Critical Thinking, Visual Communication, and Career Preparedness With Generative AI in Higher Education</i> T. Shaw & K. Lamour
14 J	<i>Examining Problem Context Role in Improving Student Programming Success</i> R. Bedeley
14 K	<i>Experiences Using the HyFlex Teaching Delivery Format With Undergraduate Students</i> K. Buch
14 L	<i>Exploration of Strategies to Increase Black Parents Trust in Schools</i> C. Hatch
14 M	<i>Exploring AI Tools and Syllabus Impact in Higher Education Assessment</i> J. Yan
14 N	<i>Impacting Nursing Students' Influenza Vaccine Decision-Making</i> C. Hallyburton
14 O	<i>Improving Student Engagement by Cultivating a Community of Student Voice</i> M. Grimes
14 P	<i>Inquiry-Based Learning Project to Prepare Students for Natural Resource Careers</i> A. Tanner
14 Q	<i>Integrating Musculoskeletal Curricula Shifts the Culture of Faculty and Learner</i> J. Rush & G. Seif
14 R	<i>Investigating SoTL Productivity Following Establishment of an Interprofessional Research Lab</i> B. Willis
14 S	<i>Lessons Learned From a Multi-Site Research Study</i> C. Johnson & K. Morales
14 T	<i>Navigating the Z-Shift Paradigm After The Great Experiment of 2020</i> S. Rist
14 U	<i>Peak Experiences Predict Academic Outcomes Using Linguistic Analyses of Emotional Writing</i> K. Bennett
14 V	<i>Self-Reflection Exercises Guiding Students Through a Metacognition Practice</i> S. Scotece
14 W	<i>The Contribution of Problem-Based Learning in Physical Education Teacher Education</i> I. Mesquita & M. J. Almeida

Quick Reference:
 Session 15
 Roundtables

Roundtable Discussions Title/Facilitator	
RT 15a	<i>"Dancing with Robots"- Embracing AI Tools to Increase Student Engagement and Enhance Student Learning</i> S. Villanueva
RT 15b	<i>Examining the Role and Value of Career Influencers on Campus</i> M. J. Stebleton
RT 15c	<i>EXCELlent Self-Grading Spreadsheets</i> R. Clendenen
RT 15d	<i>Incorporating Digital Literacy through Collaborative Website Design</i> A. Cole
RT 15e	<i>Leveraging ChatGPT in Our Assignments and Assessments</i> M. Ng
RT 15f	<i>Leveraging Chocolate to Engage Students</i> D. Ghosh and K. Noren-Santmyer
RT 15g	<i>Students' Understanding and Perceptions of the Career Impacts of AI</i> T. Shaw
RT 15h	<i>Sustaining and Initiating Faculty Learning Communities</i> M. Cox
RT 15i	<i>Using Open Educational Resources to Simplify Your Course Design -</i> P. Rodgers

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Monday

August 5th, 2024

Daily Schedule



CONFERENCE PROGRAM

Conference Overview

Monday, August 5th

11:00 AM- 5:15 PM Conference Check In and Help Desk

1:00 - 2:30 PM

General Session

Welcome and Opening Remarks

Todd Zakrajsek, Conference Director

Plenary Presentation:

Michelle boose, UNC Chapel Hill

2:50 PM - 5:30 PM

Breakout Sessions

5:30 PM - 6:30 PM

Networking Reception

Enjoy dinner and evening on your own.

Daily Schedule

Monday, August 5th

Burghley B
1:00 PM - 1:30 PM

Welcome and Opening Remarks
Todd Zakrajsek, Conference Director

Burghley B
1:30 PM - 2:30 PM

Plenary I
Creating Safe and Inclusive Learning Environments
Michelle Boose
University of North Carolina School of Medicine

Key Statement: Explore how microaggressions compromise inclusivity and effectiveness in educational settings. Learn response strategies and communication techniques to promote a more inclusive and supportive environment.

Keywords:

Microaggressions, a prevalent form of discrimination, significantly affect learning environments, including those within academic medicine. This interactive session will explore the effects of discrimination and microaggressions, highlighting how they compromise the inclusivity and effectiveness of educational settings. Participants will learn a variety of response strategies and practice communication techniques designed to address microaggressions and promote a more inclusive and supportive space.

Outcomes:

1. Understand foundational terminology to effectively engage with microaggressions both in our discussions and in broader professional and personal contexts.

2. Examine how the unique characteristics of a learning environment and the positionality of its members shape microaggressions.
 3. Identify and demonstrate at least one phrase or strategy to increase the inclusivity of a learning space.
-

Concurrent Session 1

2:50 PM - 3:30 PM

1a Burghley A

Alternatively Licensed Teachers and How High Leverage Practices Impact Success

Joey Lord, Appalachian State University

Lane Wesson, Winthrop University

Key Statement: Alternatively licensed teachers across the country are leaving the profession at an alarming rate. How can Educator Preparation Programs provide support within the first three years?

Keywords: Pre-Professional Teacher, Mentoring, Resiliency

Subthemes: Resiliency/Self-Care/Mindfulness

Other

Educator Preparation Programs (EPPs) across the country are directly connected to alternatively licensed teachers via required Residency Programs in North Carolina. Each EPP has a determined set of coursework that these candidates are required to take to fulfill the EPP's program requirements. The purpose of this presentation is to discuss possible year-by-year content that would appropriately support these teachers improving retention and resiliency as well as student success. Intentional relationships between high leverage practices (HLPs), NCPTS and best practices in the classroom will be shared.

Outcomes:

1. Describe the challenges caused by the growing population of alternatively licensed teachers.
2. Identify various ways to support and maintain resilience while strategically implementing high leverage practices.
3. Analyze strategies from the session that can be applied to your specific licensure areas/programs.

1b Burghley B

Reducing Anxiety and Increasing Curiosity in the Classroom With Question Formulation Techniques

Cabrini Pak, The Catholic University of America

Key Statement: Experience how a hybrid session utilizes the Question Formulation Technique (QFT) in a collaborative environment to reduce anxiety and increase curiosity in students.

Keywords: QFT, Collaborative Learning, Hybrid classrooms

Subtheme: Interactive Instruction
Instructional Methods

Epistemic curiosity significantly impacts academic performance (Maksum & Khory, 2020). Reflective thinking and curiosity contribute to developing advanced and intelligent civilizations and fostering these qualities in higher education is important. Social anxiety negatively impacts student engagement and course satisfaction, but friendships, stronger social ties with classmates, and a sense of community can positively impact engagement and satisfaction (Archbell & Coplan, 2022). Using the Question Formulation Technique (QFT) may help decrease anxiety and increase curiosity over time, creating a collaborative learning environment that facilitates deeper learning and critical thinking. Our presentation will demo a QFT session for participants.

Outcomes:

1. Understand how the QFT facilitates critical thinking, deeper learning, and collaborative learning.
2. Evaluate how the QFT impacts the learning experience.

3. Determine which learning environments would be best served by the QFT.

1c Vanderbilt

Cultivating Retrieval Practice In and Out of the Classroom

Brian C. Smith, Simpson College

Sal Meyers, Simpson College

Key Statement: Retrieval practice is a powerful learning technique. We will share ways to weave retrieval practice into our courses and into students' learning routines.

Keywords: Retrieval Practice, Retrieve-Taking, Learning Strategies

Subtheme: Fostering Student Practice
Instructional Methods

Retrieval practice—the attempt, whether successful or not, to retrieve information from memory—is one of the best-supported learning techniques. We will 1) demonstrate one way to teach students about retrieval practice using retrieval practice, and 2) use retrieval practice to review the research on retrieval practice. Finally, attendees will plan ways to integrate retrieval practice into their teaching.

Outcomes:

1. Teach their own students how to use retrieval practice when they study
2. Implement small changes in their own courses to integrate retrieval practice.
3. Explain how to integrate retrieval practice with spaced practice for even better long-term retention and transfer of knowledge.

1d Stuyvesant

Enhancing Multisection Advanced Writing Courses With Library Resources

Jessica Tuwun, Brigham Young University

Maggie Marchant, Brigham Young University

Liz Dixon, Brigham Young University

Key Statement: Collaborate with library partners to redesign a multisection advanced writing course with built-in potential to continuously adapt to rapidly shifting information needs of college students.

Keywords: Library-Faculty Collaboration, Information Literacy, Advanced Writing

Subtheme: Course/Curriculum (Re)Design

Online/Hybrid/Hyflex Instruction

This presentation reports on a collaboration between librarians and instructors in an advanced writing program in a large business school. Together the instructors and librarians re-designed the course curriculum to integrate information literacy principles and library resources throughout the semester. They created modules to guide students through important principles and helpful resources. This allowed instructors and librarians to reinforce important concepts for students and provided students with multiple ways to learn and access information. Since course sections are offered in person, hybrid, completely online, and as an independent study, this curriculum enhancement allowed for more consistency across learning and teaching modes.

Outcomes:

1. Explore ways to improve consistency of learning outcomes and student engagement across courses with multiple sections.
2. Discuss how to integrate information literacy principles and library resources throughout semester-long courses.
3. Formulate a first step to connect or collaborate with librarians who can contribute to the accessibility and impact of instruction.

1e Amherst

Enhancing Minority Students' Experience in College-Level Statistics

Candice Ridlon, University of Maryland, Eastern Shore

Femi Adebisi, University of Maryland, Eastern Shore

Tghat Asmelash, University of Maryland, Eastern Shore

Dimayson Tchouate Wan, University of Maryland, Eastern Shore

Key Statement: This session will identify research-based strategies that actively engage minority students to increase their achievement, decrease their math anxiety, and improve their self-confidence.

Keywords: Active Learning, Minority Students, High-Dosage Tutoring

Subtheme: Assessment

Course/Curriculum (Re)Design

Over five semesters, 78 minority students enrolled in experimental sections of Elementary Statistics that used an active learning pedagogy called *flipped learning*. Features of this instructional model included weekly participation in real-life group problem-solving activities, a grading system that encouraged students to review their mistakes on assessments and retake them to obtain a “best score,” and utilization of high-dosage tutoring during lectures and outside of class. Quantitative evidence from grades and survey responses showed that students gained an increased understanding of content; their math anxiety decreased as their self-confidence improved; and they reported positive socio-emotional benefits.

Outcomes:

1. Describe components of active learning pedagogies (e.g., flipped learning) that encourage minority students to develop a greater understanding of content.
2. Discuss assessment strategies that decrease math anxiety and foster self-confidence.
3. Identify the characteristics of high-dosage tutoring.

Concurrent Session 2

3:50 PM - 4:10 PM

2a Burghley A

Using Project-Based Activities to Create Collaboration Across Disciplines

Tiffany Robayna, Samford University

Kelly Jackson, Samford University

Key Statement: Through this interdisciplinary project, Spanish and Communication Sciences and Disorders students were able to apply interpretation skills and content knowledge to become better professionals in their fields.

Keywords: Project-Based Learning, Interdisciplinary, Bilingual Language Development

Subtheme: Experiential Learning
Instructional Methods

Language interpreters need to understand simultaneous interpretation with healthcare professionals, and healthcare professionals need to understand the role of an interpreter in their service delivery. In order to develop knowledgeable and skilled professionals, students from Communication Sciences and Disorders paired with Spanish Language Learners for an interdisciplinary project focused on applied translation and language analysis. Petersen and Nassaji (2016) state that “projects are effective due to discovering new things, retention of language due to personal involvement, meaningful content, integration of skills in an authentic way, and motivation” (p. 27). Students gained appreciation and understanding for the importance of interdisciplinary collaboration.

Outcomes:

1. Connect themes in their courses that can align with other disciplines to begin a partnership.
2. Generate ideas of potential disciplines or courses to participate in an interdisciplinary project.
3. Apply the strategies presented to begin creating an interdisciplinary project-based activity for their own course (discipline).

2b Burghley B

Using Small Cycles of Change to Improve Online Learning Experiences

Sarah Wackerbarth, University of Kentucky

Madeline Aulisio Miller, University of Kentucky

Key Statement: Meaningful feedback can be difficult to exchange with online, asynchronous learners. Utilizing quality management processes, instructors can implement feedback loops to improve learners' experiences.

Keywords: Feedback Loop, Online Instruction, Course Redesign

Subtheme: Grading/ Ungrading/Providing Feedback to Students
Online/Hybrid/Hyflex Instruction

Online, asynchronous courses have several advantages but can also create communication challenges between instructors and learners. These challenges can take the form of delays that prevent instructors from adjusting course content to better align with students' current understanding. Quality management processes such as the Plan-Do-Check-Act Cycle of Quality Management were implemented in an online, asynchronous graduate-level course to identify improvement opportunities and intervene at critical points in the student-instructor feedback loop. After three iterations of the course, data demonstrate that these processes are well-received by students, reduce communication time lags, and do not add to instructor workload.

Outcomes:

1. Identify and describe two processes that can be utilized in any classroom to identify opportunities and enhance feedback loops.
2. Assess pre-existing feedback loops in their own courses and begin to brainstorm how to enhance them.
3. Understand the evolution of an online, asynchronous graduate-level course implementing the Plan-Do-Check-Act Cycle of Quality Management and an enhanced feedback loop.

2c Vanderbilt

Increasing Student Metacognition Through Use of Cognitive Exam Wrappers

Ashley Scism, Belmont University

Key Statement: Increase student exam performance, promote deeper learning of material, and empower student active learning by use of cognitive exam wrappers.

Keywords: Metacognition, Cognitive Wrapper, Exam Review

Subtheme: Metacognition

Fostering Student Practice

There is limited evidence on best practice standards for conducting post-examination reviews. Benefits of conducting post-examination reviews may include improved test-taking strategies and exam scores, increased student self-confidence, and decreased student anxiety. How a post-exam review is conducted may dictate whether students engage in self-reflective behaviors that increase metacognitive processing. Cognitive exam wrappers are a strategy that influences the way information is received and processed. This form of review has a documented increase in student performance on examinations; promotes deeper learning; and provides a method for faculty to objectively review student performance, effort, and study habits.

Outcomes:

1. Describe the concept of metacognition and its importance in academic success.
2. Acquire practical skills to implement cognitive exam wrappers to enhance assessment practices in the course they teach.
3. Be empowered to foster a culture of active engagement and ownership in their students' learning journeys.

2d Stuyvesant

Impact of High-Visibility Exceptional Learners on Classroom Community and Culture

Blake Dunshee, Belmont University

Key Statement: Every classroom has high-visibility students. How do exceptional, high-visibility students influence community and culture? We dive into getting the most out of student sentiment leaders.

Keywords: Universal Design, Exceptional Learners, Community

Subtheme: Classroom Community/Culture

UDL DEI

One student can change the course of a class. We discuss harnessing the power of classroom leaders without diminishing the role of the other students' voice and influence in the classroom, thus advocating for equity. The positive impact of one autistic student's influence on classroom community and culture sparked research on high-visibility exceptional learners in higher education. Through this case study we show that even while creating a positive community for these learners, our instructional methods and course design can prove inadequate. We discuss design changes for future courses stemming from experiences with high-visibility exceptional learners.

Outcomes:

1. Construct course pacing and structure strategies that are informed by student sentiment leaders.
2. Utilize the positive influence of student leaders while maintaining equity.
3. Differentiate between profiles of highly visible students and their influence on class culture and future course design.

2e Amherst

Mindfulness Meditation Practices in the Theater Classroom

Lauren Hobbs La May, Wake Technical Community College

Key Statement: This presentation examines research on using mindfulness practices in college level courses and how they can be applied to all courses to help students thrive.

Keywords: Mindfulness, Theater, Instructional Strategies

Subtheme: Resiliency/Self-Care/Mindfulness
Instructional Methods

There are many statistics on the advantages of mindfulness in the workplace – indeed, the inspiration for my research into mindfulness was just such a workplace mindfulness community. Most research on mindfulness in college presents cases of students benefiting from mindfulness or meditation courses. I sought to determine if students could benefit from mindfulness, guided meditations, and relaxation exercises within their theater courses. I introduced

exercises during units on Acting, Storytelling, and Noh Theater through in-person and online modalities. By examining how these techniques have been incorporated in various community college courses, instructors can develop ways to increase student success.

Outcomes:

1. Identify mindfulness techniques which may be applied to their classes.
2. Evaluate research on benefits of mindfulness practices in college students.
3. Apply presented techniques through a short, guided meditation exercise.

Concurrent Session 3

4:20 PM - 4:40 PM

3a Burghley A

Increasing Higher Education Access and Equity With PALS AI-Personalized Learning

Kathleen J. Kennedy, University of Arizona

Key Statement: AI-personalized adaptive learning can increase access, equity, and student engagement. Benefits, challenges, and recommendations from a multidisciplinary study in 14 higher education courses are shared.

Keywords: Universal Design, Artificial Intelligence, Equity

Subtheme: UDL DEI

Technology in the Classroom

The results of a 2-year study examining artificial intelligence (AI) adaptive learning implemented across 14 courses with 1,000 undergraduate students are shared. Quantitative and qualitative analyses evaluated impacts on learner equity and access, engagement, and learning outcome attainment. The findings support the Peer-Assisted Learning Strategies (PALS) learning framework integrating student-controlled customization, AI personalization, and UDL course design. Recommendations include the need for a greater understanding of learning

personalization for neurodiversity, past experiences, and readiness. The teaching strategies identified show promise for advancing equity and access. Yet, truly inclusive AI-enabled learning requires intentional, integrated efforts across learning science, educational data science, instructor training, and socially conscious AI development.

Outcomes:

1. Discuss the benefits and challenges of using AI adaptive learning systems to provide individualized tutoring, remediation, and learning enrichment personalization approaches.
2. Evaluate the PALS framework for implementing AI-enabled adaptive learning and student-directed personalization using a multidimensional approach integrating inclusive pedagogy, learning science, and ethical AI instructional principles.
3. Apply the PALS framework in course design and delivery to increase access and equity in learning.

3b Burghley B

Using Interactive Experiences to Redefine Your Impact in the Classroom

Craig Cordell, Goosechase

Key Statement: Discover how interactive experiences can engage students more deeply in your material, and with each other.

Keywords:

This session will guide you through the SAMR methodology, showing you how interactive experiences can transform your classroom into a nest for innovation and excitement. Explore how combining technology with community can encourage students' independence, creativity, and sense of belonging, alongside improving their learning outcomes.

Outcomes:

1. Have a confident understanding of the SAMR methodology.

2. Understand how the model can be applied in their classroom to better engage students and encourage community.
3. Redefine lesson plans into interactive experiences with the 5 E's.

3d Stuyvesant

Redesigning a Gateway Course in Anthropology for More Equitable Outcomes

Britt Hartenberger, Western Michigan University

Deirdre Courtney Nieves, Western Michigan University

Key Statement: Course redesign through the Gateways to Completion program to improve student success, utilizing frequent grade reporting, more activities, added reflections, and study skills reviews.

Keywords: Redesign, Retention, Success/Performance

Subtheme: Course/Curriculum (Re)Design

Indirect Instruction

In response to identified disparities in outcomes in our introductory Anthropology courses, we undertook a redesign through the G2C program to improve student success rates and retention. Our primary course, Race, Biology, and Culture, centers on human biocultural perspectives and meanings of human variation and was selected for improvement. Multiple instructors prioritized “early work” and midterm reporting, added weekly activities, embedded study and time management skills into the course, and used reflections as a step towards discussions. Rates of DEWI grades significantly decreased by the second year. Future plans include introducing an e-textbook and transitioning to online instruction for increased accessibility.

Outcomes:

1. Determine which small-scale changes have a large impact on student understanding.

2. Learn to adapt small-scale activities in an anthropology course to apply to other gateway courses.
3. Compare/contrast the efficacy of in-person versus online activities.

3e Amherst

Addressing Textbook Affordability Through Open Educational Resources

(OER) Reading Lists

Shelby Gilbert, Florida Gulf Coast University

Key Statement: Students often struggle to acquire required textbooks due to high costs. Open Educational Resources (OER) can provide current, affordable course resources to students.

Keywords: Textbook Affordability, Open Educational Resources, Learning Management Systems

Subtheme: Technology in the Classroom
Course/Curriculum (Re)Design

As textbook publishers more frequently release updated editions of popular textbooks, students increasingly have trouble acquiring course materials through college bookstores due to high costs. Even with these frequent updates, however, textbooks in applied disciplines such as public health often cannot keep up with the pace of emerging challenges and opportunities, thus making them increasingly irrelevant as well as expensive. Therefore, it is imperative that instructors look for solutions to provide more relevant, affordable course materials for their students. This presentation explores how university faculty, librarians, and digital learning specialists collaborate to provide Open Educational Resources (OER) through the university's Learning Management System.

Outcomes:

1. Identify challenges associated with traditional textbook adoption through college/university bookstores.
2. Define textbook affordability and its impact on students.

3. Analyze strategies to locate and employ Open Educational Resources in classroom instruction.
-

Concurrent Session 4

4:50 PM - 5:30 PM

4a Burghley A

Moving From Dichotomous Thinking to Imagining Nonbinary Possibilities

Mike Pinter, Belmont University

Key Statement: In this session, we explore ways we might lock ourselves into false binary choices and consider some ideas for imagining an array of options instead.

Keywords: False Dichotomy, Nonbinary Options, Creativity

Subtheme: Instructional Methods

Grading/Ungrading/Providing Feedback to Students

We all encounter within our work, as classroom instructors or faculty developers, decisions that appear to be between two clear-cut choices. Examples: Do I allow smartphone usage during my class or not? Do I lecture or not? Do I present at a conference or not go at all? Some situations likely require choosing between two alternatives, but we can enrich the thinking regarding many of our practices to consider options on a continuum. In this session, we explore some ways we might lock ourselves into binary choices and consider some ideas for imagining an array of options instead.

Outcomes:

1. Develop a basic understanding of false dichotomies.
2. Identify some false binary choices in their courses or their work with faculty.
3. Create an array of options for at least one of the false binary choices.

4b Burghley B

The Power of Vulnerability: Creating a Meaningful Connection Between Students and Professor

Oren Hertz, Florida International University

Key Statement: Vulnerability holds an incredible power to connect with our students in a meaningful way that ultimately contributes to teaching and learning

Keywords: Teaching and Learning, Communication, Teaching Excellence

Subtheme: Classroom Community/Culture

Experiential Learning

This session about vulnerability will start with a real-life storytelling and end with evidence of the incredible and somewhat hidden benefits of being vulnerable in our classrooms. Experience combined with science led the pathway to meaningful connections between my students and me that ultimately contributed to student attendance, retention, and learning in the classroom. This session will also offer tips for those who are uncomfortable with being vulnerable and will help professors step out of their comfort zone and look into their teaching practice through a different lens.

Outcomes:

1. Understand the connection between vulnerability and teaching and learning.
2. Evaluate our own ability to be vulnerable in the classroom.
3. Assess the benefits of vulnerability and its connection to teaching and learning.

4c Vanderbilt

Building Intellectual Capacity in Beginner Students Through Course Design

Melessia Todd, Wake Tech Community College

Key Statement: Early college courses that integrate both active learning and lecture into their design have the greatest potential to increase students' intellectual capacity.

Keywords: Pre-Exposure, Rule of 3's, Dynamic Lecturing

Subtheme: Course/Curriculum (Re)Design

Instructional Methods

In this session we will discuss the benefits of including both active learning and lecturing techniques in a course design. It has been shown that lecturing is particularly important in early college courses, as lectures build foundational knowledge needed for active learning. Students also benefit from interacting with material multiple times in varying degrees of difficulty to help bridge any learning gaps they have. By structuring the class to include both active learning and dynamic lecturing, students get the best of both worlds: the knowledge base of the instructor as well as the opportunity to practice what they are learning.

Outcomes:

1. Identify the parts of the brain involved in memory and learning.
2. Identify the three stages of information processing and assess the importance of structuring a course around them.
3. Compare/contrast multiple types of lecture styles and evaluate which style works best for them.

4d Stuyvesant

Functional Framing for Course Design and Development

Wendy Swalla, Western Michigan University

Megan Hess, Western Michigan University

Key Statement: Developing quality courses is challenging. In this session, instructional designers share how they support instructors in making design, redesign, and continuous improvement more manageable.

Keywords: Course Design, Course Evaluation, Alignment

Subtheme: Course/Curriculum (Re)Design

The development of quality courses can be challenging. To meet the diverse needs of learners as well as the requirements of various modalities, instructors (and those who support them in course design) need a functional and flexible framework. They also need a manageable process for design. In this session, Western Michigan University (WMU) instructional designers will share their approach to supporting instructors in the creation of an aligned, intentionally

interactive, navigable, and accessible course template. Participants will examine the components of functionally-focused course design and consider the potential value of these components to their own approach.

Outcomes:

1. Explore the challenges of course design and delivery from instructor and student perspectives.
2. Recognize key components of functional framing for course design.
3. Consider key questions for evaluating course design.

4e Amherst

Whole Course as a Game to Motivate Online Learning

Michael Oakes, Indiana University

Key Statement: Assessment scores and student engagement improved when I designed a whole course in introductory finance as a game.

Keywords: Gamification, Student Engagement, Delphinium for LMS

Subtheme: Course/Curriculum (Re)Design

Online/Hybrid/Hyflex Instruction

To boost engagement and learning in an introductory finance course, I designed the entire course as a game. Using well-established gamification elements (Huang et al., 2020; Mosiane & Brown, 2020), students completed a series of progressive challenges leading to a capstone project. Delphinium software, integrated with Canvas LMS, provided technology for avatars, leader boards, token rewards, and badges. All this set up the course for “use of game elements in a non-game context” (Deterding et al., 2011). Join me for a presentation on how the course was designed, the helpful role of Delphinium, assessment of outcomes, and reflections by students.

Outcomes:

1. Visualize how gamification elements can be injected into traditional course content and course design.

2. Describe the use of Delphinium to offer students a more engaging experience with the typical LMS.
3. Consider how just one gamification element, effective at improving student engagement with course content, might be widely applied to other courses even if not designed as games.

PRIVATE NETWORKING RECEPTION

Terrace

5:30 PM to 6:30 PM

Name tags required

End of Day One

Enjoy dinner and evening on your own.

LILLY CONFERENCES

ITLC | International Teaching
Learning Cooperative, LLC

Tuesday

August 6th, 2024

Daily Schedule



CONFERENCE PROGRAM

Conference Overview

Tuesday August 6th

7:00 AM- 4:50 PM	Conference Check In and Help Desk
7:15 AM - 8:00 AM	Buffet Breakfast - Name tag required
8:10 am - 12:00 pm	Breakout Sessions
12:45 PM - 2:00 PM	General Session Plenary Presentation: Lauren Barbeau, Georgia Institute Of Technology
2:20 PM - 5:00 PM	Breakout Sessions
5:00 PM - 6:00 PM	Poster Presentation Session and Reception

Enjoy dinner and evening on your own.

LILLY CONFERENCES

ITLC | International Teaching
Learning Cooperative, LLC

Tuesday

August 6th, 2024

Daily Schedule



CONFERENCE PROGRAM

Daily Schedule Tuesday, August 6th

Concurrent Session 5
8:10 AM - 8:50 AM

5a Burghley A

Using Generative AI to Help Students Assess and Reflect on Learning

Kelly Neil, Spartanburg Methodist College

Judy Mirick, Spartanburg Methodist College

Key Statement: Faculty will learn how to incorporate Generative AI into assignments that allow students to synthesize and apply knowledge while reflecting on their learning.

Keywords: Generative AI, Metacognitive Knowledge, Authentic Assessment

Subtheme: Technology in the Classroom
Fostering Student Practice

This workshop will guide faculty in creating assignments that incorporate students' use of Generative Artificial Intelligence (Generative AI) as preparation for graded tests and as a revision tool for essays while also reflecting on their learning process. After viewing assignments that the presenters used in the Spring 2024 semester, participants will begin developing an assignment that they can use in their own courses. This workshop is geared toward both faculty with no experience and with some experience using AI. As faculty from STEM and Humanities fields, we show how this approach to student learning works in a variety of disciplines.

Outcomes:

1. Demonstrate how to engage effectively with AI-generative tools like ChatGPT.

2. Identify best practices in creating and implementing AI-assisted assignments in the classroom with the goals of having students apply knowledge and reflect on learning.
3. Create an AI-assisted assignment for use in their courses.

5b Burghley B

Equitable Access to STEM Education Through Supplemental Instruction

Amanda Copeland, Calumet College of St. Joseph

Carrie Hutton, Calumet College of St. Joseph

Key Statement: This session will outline how mathematics faculty designed a successful supplemental instruction program to help students succeed, leading to equitable access to STEM degrees.

Keywords: Equity, Supplemental Instruction, Mathematics

Subtheme: Course/Curriculum (Re)Design

Classroom Community/Culture

Mathematics is the gateway to STEM degrees and careers. When students are unprepared or underprepared to succeed in higher education mathematics courses, they are unable to participate in the high pay, high growth STEM career clusters. Precalculus is the gateway math course for future STEM professionals at a diverse, Hispanic-serving, liberal arts college located in Northwest Indiana (Calumet College of St. Joseph). This session will outline how mathematics faculty designed a successful supplemental instruction program to help students succeed, leading to equitable access to STEM degrees.

Outcomes:

1. Understand how the Supplemental Instruction program at Calumet College of St. Joseph was designed.
2. Analyze student performance data related to the Supplemental Instruction program.
3. Explore opportunities to implement a Supplemental Instruction program at other institutions.

Setting Up and Managing Project-Based Experiential Learning Opportunities for the Classroom

Peter Abramo, College of Wooster

Key Statement: This session will provide educators with specific suggestions to identify external projects to incorporate in the classroom, make initial connections, and manage the client-student relationships.

Keywords: Experiential Learning, Work-Based Learning, Project-Based Learning

Subtheme: Experiential Learning
Instructional Methods

This session will focus on incorporating project-based assignments from external organizations into the classroom to create an experiential learning opportunity for students. It is designed to provide educators with specific suggestions on how to identify projects, make initial connections with organizations, set up a successful project, manage the client-student relationship, and derive educational value from the experience. Specific examples of past projects will be used to help participants create their own roadmap for bringing project-based work into their classrooms. These examples will include both in-person and online projects from companies and nonprofit organizations for maximum flexibility.

Outcomes:

1. Know how to build relationships and make connections to identify appropriate projects for their students.
2. Manage the client and student relationship and ensure successful completion of projects for both the client and the professor.
3. Assess different options for setting up experiential learning opportunities in their classroom and create a detailed strategy for how they can be incorporated into the coursework.

Twist on a Classic (3-2-1 = 10)

Barry Sharpe, Western Governors University

Key Statement: I have restructured the 3-2-1 strategy/assessment technique and made it the anchor assignment for a course to provide more scaffolding and support for student self-reflection.

Keywords: Metacognition, Scaffolding, Self-Reflection

Subtheme: Course/Curriculum (Re)Design
Indirect Instruction

The 3-2-1 strategy/assessment technique is a prominent tool used by instructors to support active learning, critical reading, and self-reflection. The 3-2-1 process guides student note-taking and reflection while reading by prompting students to think about what they have learned and where they are still struggling. I have restructured the 3-2-1 tool and made it the anchor assignment for a Business Ethics course to provide more scaffolding and support for student engagement with and reflection on course materials. Each of the sections of the report connects with at least one other assignment for the course. The “twist” involves not only the structure of the report (4-2-2-2 versus 3-2-1) but also how the section questions provide structure and practice for other assignments.

Outcomes:

1. Describe the development of a 4-2-2-2 report as the anchor assignment for a course.
2. Explain how this report connects with key concepts like backward design, elaboration, metacognition, and scaffolding.
3. Reflect on ways to design an anchor assignment that provides students with scaffolding and practice for other assignments in a course.

5e Amherst

Building Connection Through an Online Faculty Learning Community

Heather Sanders, Boise State University

Jennifer Obenshain, Boise State University

Key Statement: In 2022, the Boise State University MSW online program introduced a faculty learning community specifically for adjunct faculty teaching in the program.

Keywords: Community, Collaboration, Professional Development

Subtheme: Other

Teaching Online

Boise State University School of Social MSW online program used concepts from a multilevel model of professional development framework from the Delphi Project, to design and implement an adjunct faculty learning community (AFLC). During this presentation the co-designers and leaders of the pilot AFLC will share their process for designing the learning community, the structure of the learning community, and the participants' feedback on the learning community. AFLC participants will also participate in discussion about the impact of the FLC.

The presenters would like to acknowledge Melody Hyppolite, Boise State University; Leta Planz, Boise State University; and Michael Slagel, Boise State University as coauthors of this session.

Outcomes:

1. Analyze design principles and processes involved in creating a program-based Adjunct Faculty Learning Community (AFLC), enabling them to apply similar strategies to their own program.
2. Acquire practical examples to support their own collaborative teaching discussions and communities within their respective disciplines.
3. Reflect on and discuss the impact of faculty learning communities.

Concurrent Session 6

9:00 AM - 9:20 AM

6a Burghley A

Supporting Students' Academic and Professional Success Through Peer Mentoring

Melody Slashinski, Temple University

Key Statement: There are benefits of peer mentoring programs in higher education. We will examine how peer mentoring can support undergraduate students' academic and professional success.

Keywords: DEI, Peer Mentoring, Academic Success

Subtheme: Assessment
UDL DEI

Peer mentoring is a high-impact practice that can contribute to students' academic and professional success, especially for historically underrepresented students. Effectiveness data regarding peer mentoring programs in higher education are uncommon. To address this gap, we piloted a peer-to-peer mentorship program to explore how peer mentoring supports emotional and psychosocial well-being, fosters feelings of belonging and connectedness, builds social capital, and improves retention. In this session, we will present formative evaluation data highlighting program development and implementation and students' experiences with program participation. The presentation will include examples of training materials, resources, and data collection tools.

Outcomes:

1. Describe the relationship between peer mentoring and academic and professional success.
2. Identify the benefits of peer mentoring.
3. Identify strategies used to foster belonging and connectedness, build social capital, and improve retention.

6b Burghely B

Analyzing ChatGPT Bad News Messaging to Teach Business Communication

Kerri Carsey, Miami University

Key Statement: This presenter outlines an assignment revision which incorporates analysis of ChatGPT bad news messaging in a business communication course. Students critically engage with AI to supplement their oral communication skills.

Keywords: AI, Business Communication, Oral Presentation

Subtheme: Instructional Methods

Course/Curriculum (Re)Design

Delivering bad news is one essential element of business communication. This presenter outlines a before-and-after look at an assignment revision in which students in a 200-level business communication course at a mid-sized university engineer ChatGPT prompts for bad news emails; analyze the rhetorical effectiveness of their results; and deliver a live, virtual presentation in which they draw conclusions about AI and bad news messaging in business. Real-world scenarios allow them to both critically engage with AI and deliver their own rhetorically appropriate messages. In this interactive session, participants will have the opportunity to generate and share ideas for critical, responsible use of generative AI in the classroom.

Outcomes:

1. Assess the uses of generative AI in teaching communication strategies.
2. Discuss assignment design that fosters metacognition and critical use of emerging tools to teach oral and written communication .
3. Adapt concepts to their own assignment prompts.

6c Vanderbilt

Virtual Education and Cross-Cultural Communication in a COIL Course

Laura Ellis-Lai, Texas State University

Key Statement: This presentation describes a U.S.-Mexico Collaborative Online International Learning (COIL) course exploring one of the United Nations' sustainable development goals: climate action.

Keywords: Online Learning, Cross-Cultural Communication, COIL

Subtheme: Teaching Online

Instructional Methods

This presentation will describe a qualitative teacher-research study of a global partnership between the students and teachers of two online classes, one taught by an American professor of technical writing in Texas and the other taught by a Mexican professor of architecture in the Yucatán Peninsula, using the teaching methodology of Collaborative Online International Learning (COIL) to explore one of the United Nations' sustainable development goals: climate action. Students noted that this experiential, active learning opportunity broadened their awareness of the global effects of climate change and inspired them to commit to recycling and volunteering for the environment locally.

Outcomes:

1. Observe how the Collaborative Online International Learning (COIL) methodology was experienced by students in a U.S.-Mexico collaborative learning experience.
2. Consider using the United Nations' Sustainable Development Goals as a feature for students and instructors to explore at their own universities.
3. Learn how to apply the COIL methodology in their own teaching.

6d Stuyvesant

Stoic Philosophy as First-Year Seminar Curriculum for Gen Z Students

Daniel Terry, Queens University of Charlotte

Key Statement: Stoicism is an effective first-year seminar curriculum to promote critical thinking, as well as address Gen Z mental health challenges.

Keywords: Stoicism, Curriculum, Gen Z

Subtheme: Course/Curriculum (Re)Design

Instructional Methods

Generation Z students entering college today have moved much of their social lives to social media platforms designed for virality and addiction and suffer from anxiety, depression, self-harm, and related disorders at levels that surpass previous generations. What are the curricular and pedagogical implications of this situation?

This session explores how using Stoic philosophy as the curricular anchor within a first-year seminar course not only provided challenging content for critical thinking and writing but also proved remarkably effective at fostering reflective, candid conversations about pressing issues such as worry, loneliness, control, emotions, disordered thinking, and suffering.

Outcomes:

1. Assess how the mental health and social challenges of Gen Z students—especially in their first year of college—affect our approaches to curriculum and pedagogy.
2. Examine basic tenets of Stoic philosophy and associate those tenets with important cognitive and behavioral growth strategies for Gen Z college students.
3. Utilize sample course materials from a first-year seminar to explore instructional methods for promoting reflective discussions and writing about Stoicism, as well as how those methods build a sense of belonging within class culture.

6e Amherst

Post-Pandemic Resiliency in Undergraduate Nursing Students

Lisa Albert, The Pennsylvania State University, Harrisburg

Alaina Smelko, The Pennsylvania State University

Key Statement: With one in five students identifying low levels of resiliency, our findings indicate that undergraduate nursing students might benefit from initiatives aimed at increasing resiliency.

Keywords: Resiliency, Nursing Education, Undergraduate Education

Subtheme: Resiliency/Self-Care/Mindfulness

Classroom Community/Culture

Resiliency is an ongoing concern for undergraduate nursing students. The purpose of our research was to assess the psychological resiliency of

undergraduate pre-licensure nursing students at a multi-campus R1 university. Results indicated that second-year students are most vulnerable and most likely to have decreased resiliency compared to their peers. Research shows that students with higher individual resilience have better overall health outcomes and psychological well-being and are more likely to be retained in nursing programs. Increasing stakeholder awareness of decreased resiliency and identifying populations most at risk can help develop targeted programming aimed at increasing nursing student resiliency.

Outcomes:

1. Define resiliency.
2. Identify vulnerable student populations at risk for decreased resiliency.
3. Discuss strategies for promoting resilience.

Concurrent Session 7

9:30 AM - 10:10 AM

7a Burghley A

Utilizing Elements of Online Engagement as a Strategy for Reflection

Stephanie M. Foote, Gardner Institute and Stony Brook University

Key Statement: Deep reflection about one's teaching practice is important, yet often overlooked. This session will provide a framework and reflective questions that can be adapted.

Keywords: Online Student Engagement, Reflective Teaching, Course Design

Subtheme: Teaching Online

Course/Curriculum (Re)Design

Engaging in reflection is an important aspect of teaching, but there is often a lack of sufficient time, space, and even structure to support deep reflection about one's teaching practice. Without structure or a framework to guide reflection, we run the risk of simply affirming existing beliefs. This session will focus on

approaches to apply the elements of online engagement, using guided reflection, in the intentional design and delivery of online courses. Participants will leave the session with ideas they can incorporate immediately into their own online and blended courses and resources for continuous course improvement.

Outcomes:

1. Become familiar with the engagement elements from the Online Engagement Framework.
2. Reflect on ways in which the engagement elements can be used in online and blended course design and delivery.
3. Identify ways in which they can adapt and apply the engagement elements, using guided reflection, for use in their own online and/or blended course(s).

7b Burghley B

Using Open Tools to Build Student Community, Confidence, and Content

Erin A. McKenney, North Carolina State University

Key Statement: I incorporate free digital tools in my courses to help students practice scientific and professional skills. Using open tools builds students' confidence and community.

Keywords: Open Digital Tools, Student Confidence, Student Belonging

Subtheme: Classroom Community/Culture

Technology in the Classroom

Science is increasingly collaborative, and scientists increasingly use a variety of online tools to communicate. I will share my use of Hypothes.is (social annotations), BioRender (figure design), MURAL (infinite whiteboard), and PressBooks (digital textbook) to engage students in the shared creation of community and content. Each tool helps students to practice important skills in effective communication and critical thinking, and assignments facilitate conversation and build a shared repository of knowledge. Survey feedback confirms

my observations that open tools enhance the learning experience and build students' sense of self efficacy in tandem with their sense of belonging.

Outcomes:

1. Identify opportunities to incorporate open tools in existing classes.
2. Design assignments that enable students to build and practice effective communication and critical thinking skills.
3. Investigate ways to assess the impact of open tools on student learning, confidence, and sense of belonging.

7c Vanderbilt

Designing a SoTL Project: 7 Steps to Presentation and Publication

Milton D. Cox, Miami University Emeritus

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

Keywords: SoTL Project, SoTL Publication, SoTL Projects

Subtheme: SoTL

Faculty Development

There is a growing discipline in higher education that features the scholarship of teaching and learning (SoTL). The presenter of this session has been an editor-in-chief of a journal that publishes SoTL. He will define and discuss the ongoing cycle of scholarly teaching and the scholarship of teaching and learning. In addition, participants will discuss seven steps that can transform a teaching, learning, or institutional problem or opportunity into SoTL.

Outcomes:

1. Describe 7 steps that can help design a teaching and learning project that may lead to a SoTL presentation and publication.

2. Describe the ongoing cycle of scholarly teaching and the scholarship of teaching and learning.
3. Describe examples of SoTL projects and presentations.

7d Stuyvesant

Enhancing Student's Interaction, Motivation, and Engagement With Gamification Ungrading Strategies

Michelle Corvette, William Peace University

Sarah Andreas, Kent State University

Key Statement: Explore gamification ungrading to help reduce negative student emotions, increase student focus on learning, and increase students' motivation for both in-person and online classrooms.

Keywords: Ungrading, Motivation, Equity

Subtheme: Grading/Ungrading/Providing Feedback to Students
Interactive Instruction

Sustaining student motivation about learning and engaging them in classrooms can be arduous, with various distractions vying for their attention. Implementing gamification ungrading assessment strategies helps transform courses into exciting, challenging, and achievable opportunities for growth. Gamification ungrading is a set of practices that explores students' self-determination and agency in the course through applied Universal Design Principles, emphasizing multiple pathways for success and engagement and promoting equity and inclusion for diverse learners. Join us as we explore the possibilities of gamification ungrading to help reduce negative student emotions, increase student focus on learning, and increase students' motivation for both in-person and online classrooms.

Outcomes:

1. Identify and describe ungrading research and benefits for student's learning.

2. Explore and actively apply alternative forms of low-stakes gamification ungrading strategies with an equitable lens.
3. Construct and analyze gamification ungrading approaches to enhance student learning and motivation for in-person and online classrooms.

7e Amherst

Empowering Success Across Disciplines With Integrated Informational Literacy Instruction

Robyn Hartman, Fort Hays State University

Key Statement: In today's information landscape, information literacy skills are crucial for success. Explore students' information literacy needs and discover practical resources to integrate skills across disciplines.

Keywords: Information Literacy, Instructional Resources, Student Success

Subtheme: Course/Curriculum (Re)Design
Instructional Skills

In today's rapidly evolving information landscape, effectively navigating and critically evaluating information is paramount for academic and professional success. Educators easily recognize the need for information literacy instruction, yet often struggle to integrate it into their courses. Participants will delve into the questions instructors should ask of themselves, their research assignments, their courses, and their discipline. We will explore approaches to empowering students with essential skills and discover practical resources to integrate research and information evaluation skills across disciplines.

Outcomes:

1. Analyze the information literacy needs of their students.
2. Match instructional approaches to students' needs.
3. Identify resources for integrating instruction into a variety of disciplines.

Concurrent Session 8
10:30 AM - 11:10 AM

8a Burghley A

Rethinking Grading Policies: Small Solutions to Big Problems

Sal Meyers, Simpson College

Amanda J. Chunco, Elon University

Key Statement: We'll discuss making small changes to grading policies and practices so you can improve student learning without getting overwhelmed.

Keywords: Grading, Policies, Small Changes

Subtheme: Grading/Ungrading/Providing Feedback to Students
Instructional Skills

Grading policies are central to both students' and professors' experiences in class. However, grading can take a substantial amount of time and can lead struggling students to disengage. Alternative grading practices, such as specifications grading, ungrading, or standards-based grading, can improve students' learning; however, if you suddenly shift from traditional grading to alternative grading, you can easily find yourself overwhelmed and/or your students learning less. In this session, we'll discuss making small changes to grading policies and practices. We'll consider grading policies on dimensions from traditional to alternative and discuss ways to make small shifts along the continuum.

Outcomes:

1. Make small changes to your grading policies and practices so that students' grades better reflect students' learning.
2. Make small changes to your grading policies and practices so that instructors are not overwhelmed by the grading process.
3. Make small changes to help students develop better metacognition regarding students' own grades and what those grades mean.

Avoiding Burnout Through Mindfulness Techniques

Christina Hartline, Northern Michigan University

Key Statement: Learn about the benefits of mindfulness and three techniques you can easily incorporate into everyday life.

Keywords: Mindfulness, Self-Care, Stress

Subtheme: Resiliency/Self-Care/Mindfulness

Other

Students with increasingly severe problems and concerns are seeking services at university and college counseling centers across the country. Educators at these institutions are experiencing this change in student needs, academically and emotionally, and are thus themselves at an increased risk of burn-out and overwhelming stress. This presentation will provide audience members with education, techniques, and resources regarding mindfulness as a way to engage in self-care. Specific areas that will be addressed include an overview of symptoms and behaviors that may suggest a need for intervention, an introduction to mindfulness techniques, and interactive exercises demonstrating these techniques.

Outcomes:

1. Describe what mindfulness is and how it is related to self-care.
2. Identify warning signs that indicate a person is becoming stressed/burned out.
3. Practice three mindfulness exercises and discuss how they will be incorporated into everyday life.

Retrieval Practice and Inclusion With Team-Based Polling

Amanda Main, University of Central Florida

Eric Main, University of Central Florida

Key Statement: Get ready for some fun and learning! We'll use clickers and team-based competition to explore key principles of teaching and learning in higher education.

Keywords: Team-Based Learning, Polling, Gamification

Subtheme: Assessment

Fostering Student Practice

In a 2022 *Chronicle of Higher Education* interview, Scott Freeman proposed a “heads-and-hearts hypothesis” to explain achievement gains from active learning strategies. At our Faculty Center for Teaching and Learning, we have embraced his principle of embedding frequent deliberate practice within a supportive and inclusive learning community. Participants in this session will experience two, highly successful, team-based learning activities and will receive handouts for easy adoption to their classes or professional development programs. Both activities are designed to address common student misconceptions and will involve collaborative discussions and evidence-based clarifications.

Outcomes:

1. Experience two team-based learning activities with multiple classroom applications.
2. Learn how elements of team-based learning inform a highly engaging professional development program for teaching assistants, post docs, and junior faculty.
3. Leave this session with templates and a good understanding of how to adopt team-based learning practices.

8d Stuyvesant

8e Amherst

Establishing “Equivalency” as a Universal Threshold Concept for Comparative Analysis

Rosemarie Trentinella, The University of Tampa

Key Statement: Join me in unmasking “equivalency” as an essential, universal threshold concept for decoding effective comparative analysis instruction that transcends academic, disciplinary, or other content-based boundaries.

Keywords: Decoding the Disciplines, Comparative Analysis, Metacognition

Subtheme: Metacognition

Indirect Instruction

Procedures for “decoding the disciplines” (Pace & Middendorf, 2004) and unmasking professional “signature pedagogies” (Shulman, 2005) support student learning but remain rooted within (rather than across) traditional academic boundaries. Similarly, art history Scholarship of Teaching and Learning (SoTL) work has focused on disciplinary-specific concerns (e.g., Wuetherick & Loeffler, 2014; Art History Pedagogy & Practice, 2016-), despite the field's inherent interdisciplinary and potential to contribute toward universal (“non-disciplinary”) competency development. This session introduces “equivalency” as an innovative concept and instructional approach for decoding comparative analysis toward transcending disciplinary boundaries and facilitating student mastery of an essential skill applicable to any professional or personal context.

Outcomes:

1. Identify their disciplinary concept of (or approach to teaching) comparative analysis in relation to those from other disciplines.
2. Recognize the function and centrality of “equivalency: for comparative mental operations.
3. Possess a universal strategy for teaching comparative analysis across academic disciplines (regardless of course content).

Concurrent Session 9
11:20 AM - 12:00 PM

9a Burghley A

Using Gamification to Reframe and Strengthen Group Work and Soft Skills

Ari Berntsen, North Carolina State University

Michael Berntsen, University of North Carolina at Pembroke

Key Statement: By refocusing group work to highlight how it develops essential soft skills, students can be more receptive to the often-dreaded group project.

Keywords: Gamification, Soft Skills, Student Engagement

Subtheme: Classroom Community/Culture
Instructional Methods

Group work is stressful for all students, and teachers can reframe how and why they offer group work in their courses by focusing more directly on soft skills as a learning outcome. This research, pulled from investigating project management techniques, explores a novel training approach that expands participant skills, encouraging active engagement from all students. Using the tabletop game, *The Quiet Year*, created by Avery Alder, we argue that introducing, defining, and reinforcing soft skills will serve as a more powerful method for group projects by increasing effective communication and collaboration throughout a semester and beyond.

Outcomes:

1. Reconsider how to introduce group work into a classroom.
2. Design and sustain effective group work projects.
3. Reflect on how they perceive student group performances within class sessions and beyond.

9b Burghley B

Students Report Common Pedagogical Practices Can Increase or Decrease Stress

Abbie Wrights, Wake Forest University

Karen Singer-Freeman, Wake Forest University

Key Statement: The impact of pedagogical practices differs depending on race/ethnicity, gender, and grade point average. Learn about students' perspectives and discuss solutions to ensure equity and well-being.

Keywords: Pedagogical Practices, Perceived Stress, Group Differences

Subtheme: Instructional Methods

UDL DEI

We asked a large sample of primarily first-year students enrolled in a required health class to evaluate the extent to which 14 common pedagogical practices increase or decrease their stress. We found that clustered due dates, unclear instructions, pop quizzes, and cold calling created the most stress. Conversely, policies that allow for grade recovery, clear instructions, feeling known by the professor, and flexible deadlines reduced the most stress. Interestingly, high-achieving, female, and underrepresented ethnic minority students reported stronger effects of stressors than other students. We will discuss strategies to support equity and well-being in light of these findings.

Outcomes:

1. Identify how common pedagogical strategies increase or decrease student perception of stress.
2. Generate evidence-based recommendations on creating less stressful classroom dynamics through course policies.
3. Differentiate ways in which different groups of students are impacted differently by common pedagogical practices.

9c Vanderbilt

Impact of Experiential Learning on Student Success Through Strategies Across Curricula

Jennifer Blush, William Peace University

Wade Newhouse, William Peace University

Margaret Polt, William Peace University

Michelle Corvette, William Peace University

Key Statement: Actively applying knowledge into practice throughout university curriculum with narratives from faculty members sharing innovative course reframing, strategies for student engagement, and impacts on retention.

Keywords: Experiential, Retention, Engagement

Subtheme: Experiential Learning
Course/Curriculum (Re)Design

How does an entire university shift from traditional passive instructional methods to active experiential learning that engages students with meaningful experiences fostering deeper comprehension and higher student success (Alam, 2022; Morris, 2020; Kuh, 2008)? The purpose of this session is to address the process of such a large implementation and the matrix of measures used for assessment of successful outcomes both in the classroom and at the university level. Driven by faculty leadership, this session provides actionable steps, strategic planning, practical examples, and pedagogical reframing to enhance student learning outcomes, improve retention rates, and increase student engagement.

Outcomes:

1. Explore and understand systematic approaches to integrating experiential learning across curricula.
2. Develop strategies for implementing experiential learning in courses, both in and out of the classroom with an equitable lens.
3. Synthesize knowledge and utilize creative insight to better understand and improve student success and retention.

9d Stuyvesant

A Case Study of Gamification With Stickers in Ecology

Kira D. McEntire, Queens University of Charlotte

Key Statement: Gamification using stickers provides an alternative approach to improve student learning by fostering classroom community building. This example can be applied to multiple disciplines.

Keywords: Gamification, Engagement, Community

Subtheme: Classroom Community/Culture

Course/Curriculum (Re)Design

Gamification can be a mechanism to make learning fun, increase student motivation, and build community. Although gamification often refers to digital games, I will share an example of using gamification with stickers in an ecology class. The game provided an overarching narrative to the class and served as an alternative grading method. The use of stickers made the ungrading contract more tangible to students without directly using grades. The game is designed to allow for failure and continuous learning. While this specific game works best with a biology class, the concept could be transferred to other disciplines.

Outcomes:

1. Describe some elements of game design.
2. Apply game design strategies to ungrading systems.
3. Design their own course-based game.

9e Amherst

Engaging College Students in Challenging Conversations About Health Disparities

Shaila Strayhorn-Carter, University of North Carolina Wilmington

Randyl Cochran, University of North Carolina Wilmington

Key Statement: This session explores interactive approaches to facilitate conversations about factors that contribute to racial health disparities and how to address them within our communities.

Keywords: Student Engagement, Facilitating Conversations, Health Disparities

Subtheme: Instructional Skills

Experiential Learning

It has been shown that post-pandemic students have been more reluctant to actively engage within the classroom. Barriers to student engagement can continue to increase when discussing culturally sensitive topics, such as the increase in health disparities among racially marginalized populations. The focus of this

session is to discuss potential methods that can both overcome barriers and can also assist with classroom engagement when discussing racial health disparities.

Outcomes:

1. Describe the challenges that arise when facilitating difficult conversations about health disparities.
2. Explore how different learning tools (e.g., videos, data infographics) can be used to encourage self-reflection and storytelling.
3. Integrate multistage course projects to address health disparities through evidence-based interventions.

Buffet Lunch

Name Tag Required for Entrance

12:00 noon - 12:45 PM

Burghley B

PLENARY II

12:45 PM - 2:00 PM

Burghley B

Six Essentials of Effective Instruction: Using Critical Teaching Behaviors to Transform Conversations About Teaching

Lauren Barbeau, Georgia Institute of Technology

Key Statement: The six categories of the Critical Teaching Behaviors framework introduced in this session provide a foundational understanding of research-based instructional practices that will equip you to make the most of teaching conversations with peers at this conference.

How can we effectively communicate about and collaborate on teaching with our colleagues and students? In this presentation, we introduce the Critical Teaching Behaviors (CTB) framework, a tool that synthesizes research on effective

teaching practices in higher education into six categories of observable behaviors. Definitions and behaviors listed on the CTB framework help faculty develop a shared understanding of good teaching. This foundation prepares faculty to have productive conversations about teaching with colleagues. When we speak a common language, we can claim agency in telling our teaching stories, share and recognize effective teaching practices, and collaborate to develop more equitable measures for evaluating teaching. In this session, we will lay the foundation for these discussions by exploring the framework, using it to reflect on our teaching, and sharing our strengths and strategies with colleagues.

Outcomes:

1. Use the critical teaching behaviors framework to establish a common understanding of good teaching.
2. Apply the critical teaching behaviors framework to your context by reflecting on your teaching.
3. Practice discussing your teaching behaviors with colleagues to share strategies and strengths

Concurrent Session 10
2:20 PM - 2:40 PM

10a Burghley A

A Framework for Teaching Students How to Independently Learn Anything

Christina Davis, Belmont University

Key Statement: Providing students with a set of principles on how to efficiently learn new skills based on strategies from sports and machine learning.

Keywords: Learning, Sports, Machine Learning

Subtheme: Metacognition

Experiential Learning

Professional athletes are able to rapidly and systematically learn new skills which can be reliably added to their skillset. Ben Cathro is a professional mountain

biker and coach. In a cycling tutorial, he outlines his process of how to acquire new skills. I will analyze what makes this process successful on the trail, in the classroom, and in algorithmic machine learning. I will outline the foundational principles which make computers and athletes consistently successful at recognizing patterns and applying knowledge. The learning strategies used can be generalized to help students find their own pathways to independent success.

Outcomes:

1. Develop a concrete list of strategies to learn new skills.
2. Understand the importance of specificity and generalization when learning new disciplines.
3. Underscore the learning parallels of students in the classroom, athletes, and machine learning schemes for efficient learning.

10b Burghley B

Unlock Student Well-Being: Impact of a Stress Management Immersion

Susan M. Persia, Widener University

Key Statement: Support student well-being. Learn about an approach to addressing stress in healthcare (or any) students, revealing impactful strategies to enhance student resilience and success.

Keywords: Stress Management, Student Well-Being, Health Promotion and Wellness

Subtheme: Resiliency/Self-Care/Mindfulness
Classroom Community/Culture

Come learn about an innovative project developed by two occupational therapy faculty—a 3-hour stress management retreat integrated into a core-course curriculum. Learn how this experience addresses stress management and compassion fatigue for students by incorporating diverse strategies, including mindful movement, meditation, journaling, gratitude, and environmental considerations for stress reduction. Students actively participate by practicing each strategy, sharing their go-to self-care strategies, and setting personalized stress-management goals. This presentation offers an in-depth look at this

project's development, implementation, and outcomes, providing valuable insights into enhancing student well-being across disciplines.

Outcomes:

1. Gain insights into a variety of stress management strategies.
2. Engage in practical exercises that mirror the stress management strategies introduced in the retreat.
3. Develop a plan to apply one strategy to enhance student well-being in an upcoming course.

10c Vanderbilt

Creating Infographics Using Universal Design for Transformation of Lesson Plan

Soma Mukhopadhyay, Augusta University

Key Statement: Student engagement is important for recruiting interest.

Infographics are becoming a great tool for engagement and comprehension of difficult topics like human anatomy and physiology. Participate and get tips!

Keywords: Infographics, Universal Design, Student Engagement

Subtheme: Instructional Methods

UDL DEI

Active learning strategies in the classroom like collaborative learning and problem-based learning help students make connections and active participation. Still, it poses some challenges for content heavy courses like anatomy and physiology and for not engaged students. Creating and using Infographics summarizing technical terminologies bring difficult concepts to life with colors and images. Visually attractive infographics become a game-changer which allows both vocal and non-oral students in the same comfort zone to become engaged. When students are provided guidance and encouraged to think-pair -share for active participation, infographics become a powerful teaching tool for communicating effectively in the anatomy classroom.

Outcomes:

1. Apply the use of infographics for student engagement and active participation.
2. Construct visually attractive infographics for student engagement.
3. Employ a plan to “fix the lesson” to make students motivated to learn and to communicate.

10d Stuyvesant

Picture This: Photovoice as a Tool for Classroom Community and Engagement

Lindsay Parker, Southeast Community College

Susan Wortmann, Nebraska Wesleyan University

Key Statement: Learn about Photovoice and how we used it as a tool to engage undergraduate students and develop classroom community. Develop ideas for your classroom.

Keywords: Photovoice, Classroom Community, Instructional Methods

Subtheme: Classroom Community/Culture

Instructional Methods

Instructors are frequently challenged to create assignments that engage students in the classroom community. We used Photovoice in two introductory courses (English and Sociology) at two different colleges, in two formats: an extended project with a final showcase and a shorter photovoice assignment informing an argumentative essay. We present data suggesting these assignments effectively empowered our 60+ students to creatively and critically take charge of their learning, successfully apply course materials, and engage with peers. Session participants will consider Photovoice for their courses.

Outcomes:

1. Learn about Photovoice and how it can be used as an experiential learning tool in general education classrooms.
2. Understand how we developed classroom community with Photovoice, exploring our two assignments, selected images, and outcomes.
3. Develop and share ideas for using Photovoice in your classroom.

Modernizing the Classical Liberal Arts Curriculum

Deborah Keene, University of Alabama

Key Statement: I will outline how we revitalized our traditional Liberal Arts Honors program by diversifying the reading list, updating the assignments, and being intentionally inclusive.

Keywords: Instructional Redesign, Ungrading, Inclusion

Subtheme: Course/Curriculum (Re)Design

UDL DEI

The “Great Books” style course remains a mainstay at many small liberal arts colleges and as honor programs within larger schools. These programs often utilize the Western Canon, which does not lend itself to a diverse curriculum. Our program wanted to retain the goals of a comprehensive and challenging education while making the curriculum relevant and accessible to all. By diversifying our curriculum, ungrading assignments, teaching effective critique, and emphasizing the importance of inclusivity, we believe that we are creating an equitable learning environment that could be used as a model for modernizing Liberal Arts programs.

Outcomes:

1. Reflect on the purpose of a Liberal Arts survey course.
2. Create a set of themes to structure your course reading list around.
3. Consider which assessments would be more equitable with additional information and/or student practice (ungrading).

Concurrent Session 11

2:50 PM- 3:30 PM

11a Burghley A

Empowering Student Agency in the Ungraded Classroom

Robyn Hartman, Fort Hays State University

Linda Feldstein, Fort Hays State University

Key Statement: The practices of ungraded classrooms can unleash a dynamic, student-centered approach to evaluation, empowering students to self-motivate in the pursuit of specific learning goals.

Keywords: Ungrading, Student Agency, Assessment

Subtheme: Assessment

Grading/Ungrading/Providing Feedback to Students

We are excited to present our ongoing research, delving into the transformative impact of ungraded evaluation structures on students' agency for learning. Through tools like self-assessment, reflection, and qualitative feedback, we explore how students take ownership of their learning. Central to our investigation is the belief in students' abilities to set goals, self-motivate, reflect, and act—skills we seek to instill for lifelong learning. Our qualitative data from students in differing stages of educator preparation offer valuable insight into the efficacy of these practices. Join us in learning about the empowering potential of ungraded evaluation structures in nurturing student agency.

Outcomes:

1. Compare and contrast ungrading with traditional assessment practices.
2. Discover the impact of ungrading practices on student agency.
3. Identify ungrading practices they might integrate into their own classrooms.

11b Burghley B

Get Your Mind “Write” Before You Write!

Brandi Schumacher, University of Missouri

Key Statement: Consider new ways of thinking of yourself as an instructor/writer through mindfulness, create mindfulness-based grading contracts, and apply mindfulness exercises with students before they write.

Keywords: Mindfulness, Writing, Evaluation

Subtheme: Fostering Student Practice

Resiliency/Self-Care/Mindfulness

Many of us struggle with writing. What happens when you are asked to teach reluctant students to write? In this session, consider how to recognize your own thoughts about teaching and writing through mindfulness. To set up students for success with writing assignments, learn how to co-create mindfulness-based grading contracts and implement mindfulness exercises in class before writing tasks to reduce student stress.

Outcomes:

1. Recognize their “inner rhetoric” as writers and instructors.
2. Initiate a mindfulness-based grading contract with students.
3. Apply strategies for implementing mindfulness exercises to support students with writing.

11c Stuyvesant

Best Practices and Personal Stories in Mentorship to Cultivate Excellence

Sally Barton-Arwood, Belmont University

Lauren Lunsford, Belmont University

Devin DeLaughter, Belmont University

Qiana Appleton, Belmont University

Key Statement: This session will give an overview of a mentoring program that provides university-level teaching and scholarship experience to members of underrepresented groups.

Keywords: Mentoring, Faculty Development, Collaborative Learning

Subtheme: Instructional Skills

Other

Mentoring in higher education has been considered an important variable to support faculty new to the academy. Mentoring generally involves an experienced faculty member guiding mentees to acquire the capabilities and build the relationships needed to succeed and flourish in their careers. Research has noted benefits for both mentees and mentors as well as students. This session will provide an overview of a postdoctoral mentoring program that provides

university-level teaching and scholarship experience to members of underrepresented groups. This two-year program pairs a “Fellow” with a faculty mentor in the development of rigorous courses while engaging in collaborative research.

Outcomes:

1. Reflect and share their current and future informal and formal mentoring experiences and activities.
2. Identify best practices and potential outcomes of effective mentoring.
3. Compare two successful and unique mentoring partnerships and relate key takeaways to their own institutions, in particular to college teaching and teaching-related scholarship.

11d Stuyvesant

Leveraging Technology to Enhance Student-Led Research in the Classroom

Annie Williams, UNC Kenan-Flagler Business School

Key Statement: This presentation offers a strategy for implementing student-led research using ChatGPT and Padlet.

Keywords: ChatGPT, Student-Led Research, Experiential Learning

Subtheme: Experiential Learning
Instructional Methods

This presentation offers instructors a strategy that facilitates student engagement and develops students’ critical thinking, teamwork (Smyth et al., 2015) and technological skills, thus promoting their success as they transition into the workforce (Rodrigues et al., 2021). Specifically, this presentation demonstrates how the technological tools Padlet and ChatGPT can be utilized by students to conduct, analyze, and interpret student-led interviews around a research topic of interest. Additionally, how students can leverage ChatGPT to confirm their interpretations and project future implications of their research findings (Hughes, 2023; Ransbotham & Khodabandeh, 2023) are also discussed.

Outcomes:

1. Utilize Padlet and ChatGPT to develop an understanding of how to adopt such tools in the classroom to facilitate and enhance student-led research.
2. Assess the value of technology as tools for facilitating student-led research.
3. Brainstorm how the strategies presented in the session can apply in their own classrooms.

11e Amherst

Research-Based Learning at a Liberal Arts Institution

Stefka Eddins, Gardner-Webb University

Venita Totten, Gardner-Webb University

Benjamin Brooks, Gardner-Webb University

Key Statement: Undergraduate research experience is an important element of student learning. How do we provide sustained student research opportunities at a liberal arts institution?

Keywords: Undergraduate Research, Capstone Courses, Course-integrated Research

Subtheme: Experiential Learning

STE(A)M

Originally developed at the University of South Carolina, the Research-Based Learning model addresses the counterproductive competition between research and undergraduate learning. It aims to empower students to participate actively in their learning by increasing student/faculty interactions and by teaching students the process of creating new knowledge. Over the past 15 years, we have creatively adapted this model to Gardner-Webb University, a liberal arts institution, through our capstone experience, our Summer Scholars Program, and integration of research projects into our upper-level courses. In this session, we describe this adaptation and discuss the challenges from programmatic changes and diminishing institutional support.

Outcomes:

1. Discuss the importance of undergraduate research as a pedagogic tool to enhance undergraduate learning.
 2. Assess the challenges of sustaining undergraduate research at their institutions.
 3. Identify creative strategies to sustain undergraduate research.
-

Concurrent Session 12

3:50 PM - 4:10 PM

12a Burghley A

Transforming Experiential Education in a Changing Postpandemic World

Karen F. Clancy, University of Kentucky

Key Statement: Contemporary companies continue to use telecommuting technologies. As a result, novel pedagogical approaches must be employed to prepare for a new brand of experiential education.

Keywords: Experiential Education, Internships, Online

Subtheme: Experiential Learning

Instructional Skills

During the COVID-19 pandemic, students were initially removed from onsite, experiential education. As industries began to use videoconferencing platforms and other telecommuting means, students were invited back to online practicums, internships, and other activities. In these environments, it was challenging for students to engage and interact. Today, as in-person commerce has returned, companies continue to utilize telecommuting technologies as part of their business strategies. As a result, student preparation for experiential education requires novel pedagogical approaches. The session will cover all aspects of the professional practice internship in the contemporary environment. Other types of experiential learning will also be discussed.

Outcomes:

1. Explore ways student experiential learning has changed since COVID-19.
2. Examine a case study about changes in a health administration internship.
3. Consider pedagogical strategies for contemporary experiential learning.

12b Vanderbilt

The Impact of Open-Note Exams: Class Meeting Time Matters

Aaron PeeksMease, University of Nebraska-Lincoln

Key Statement: Explore the impact of open-note exams on grades for students taking identical classes in the same semester from the same professor but at different class times.

Keywords: Open-Note Exams, Scholarship of Teaching and Learning, Higher Education

Subtheme: Assessment

Course/Curriculum (Re)Design

This study explores the impact of open-note exams on exam grades for students taking identical classes in the same semester from the same professor but at different class times. Previous research consistently indicates that the use of notes results in decreased anxiety for students (Driessen et al., 2022). What is less consistent, however, is whether students who have access to notes perform better on exams (Gharib et al., 2012). Results from this study indicate that the time the class meets is an important factor in understanding the impact using notes has on exam grades.

Outcomes:

1. Understand that positive student outcomes in one class does not mean an intervention will have the same results for the same class taught at a different time-period.

2. Understand that making pedagogical changes based on outcomes from one class may not be wise.
3. Explore the pedagogical considerations of teaching the same class at different times of the day.

12d Stuyvesant

Creating Mentoring Spaces Within the Classroom, Office, Department, and Community

Adrienne Redding, Western Michigan University

Key Statement: Focusing on creating mentoring spaces in our classrooms, our offices, or departments, and our communities can greatly improve our students' feelings of connection and belonging.

Keywords: Mentoring, Relationship Building, Student Success/Retention

Subtheme: Classroom Community/Culture

Instructional Skills

Faculty workloads can make student mentoring, relationship-building, and retention efforts feel daunting, but there are steps we can implement in four important spaces (our classrooms, our offices, our departments, and our communities) that develop expanding systems of support around students. Learning about our students while also facilitating their connections to scaffolding available from faculty colleagues, our institution as a whole, and even our communities increases the strength of the bonds that sustain their academic and personal growth. Implementing small changes in current practices can go a long way toward helping students feel supported, understood, and able to thrive.

Outcomes:

1. Consider practical in-class activities or assignments that might allow them to build relationships with and better understand their students and their students' goals.
2. Determine optimal spaces in which they might interact with students in ways that feel hospitable and welcoming.
3. Develop a list of supportive resources for students (other than themselves), within their academic departments, from across their institutions, and within their communities at large.

12e Amherst

Facilitating Model United Nations Simulations with the Use of WebVR

Angus McGregor, Kyoto University of Foreign Studies

Key Statement: Experiential Learning, Teaching International Diplomacy, Virtual Reality

Keywords: This study analyzes perspectives from participants and facilitators to find hints at best practices and design principles for facilitating Model United Nations (MUN) simulations using virtual learning environments (VLEs).

Subtheme: Instructional Methods
Technology in the Classroom

This presentation highlights a pilot study that explored the use of a VLE in MUN simulations. Researchers created a digital twin of the United Nations Security Council (UNSC) chambers in New York to serve as a virtual environment for students to represent member states in negotiating the drafting of a UNSC Presidential Statement on the 2021 withdrawal of the United States and allied troops from Afghanistan. The presentation outlines the use of VLEs in preparing for MUN events and analyzes the students' use of negotiation strategies in a VLE compared to face-to-face situations.

Outcomes:

1. Gain a better understanding of how simulation and gaming can be utilized effectively in teaching international diplomacy, decision-making, and negotiation strategies.
 2. Think how VLEs can enhance the classroom experience through facilitating collaborative learning, providing access to resources, and promoting active engagement.
 3. Participants will be encouraged to creatively think of activities that can employ the use of VLEs in simulation-based learning.
-

Concurrent Session 13

4:20 PM - 5:00 PM

13a Burghley A

Designing Meaningful Group Projects That Students Enjoy

David L. Harkins, Belmont University

Key Statement: Group project learning outcomes are predicated on design. Learn how to design group projects that facilitate collaborative learning and improve student engagement and enjoyment.

Keywords: Classroom Culture, Collaborative Learning, Group Projects

Subtheme: Classroom Community/Culture
Instructional Methods

The mention of group projects conjures up unequal workloads, lack of individual credit for effort and output, and the burdens of time management. Yet, group projects contribute to student learning, and the skills developed in working within groups have proven increasingly valuable in the professional world. This session will present recent observations and research that offer insights into how to create and employ semester-long group projects that facilitate collaborative learning and improve classroom engagement and student enjoyment. Participants will come up with specific strategies to create long-term group projects that have a positive impact on students.

Outcomes:

1. Identify approaches and methods to design, supervise, and assess group projects that accomplish course learning objectives while improving student enjoyment.
2. Improve overall classroom engagement and participation of students in groups by leveraging group methods and processes rooted in the field of organization development.
3. Facilitate improved interpersonal connections and community between students that improve learning, belonging, and relationships with their classmates.

13b Vanderbilt

Confronting Neuromyths to Improve Teaching and Learning

Gregg Wentzell, Miami University

Key Statement: Countering neuromyths, or misconceptions about learning science, can transform instructors' and students' views of their abilities to engage in more effective and lasting learning

Keywords: Neuromyths, Learning Modalities, Teaching Strategies

Subtheme: Instructional Methods

Course/Curriculum (Re)Design

Neuromyths, or misconceptions about the science of how people learn, can pose problems for teaching and learning. Research shows that students, instructors, and even those with high exposure to neuroscience consider various neuromyths to be true. In this session we'll identify the neuromyths we hold as facts; counter them with findings from research; and generate neuro-factual, research-based ways to align our teaching goals and approaches. Come prepared to make some surprising discoveries that will transform your classroom.

Outcomes:

1. Define neuromyths.

2. Identify Neuromyths they hold that are most relevant to teaching and learning.
3. Discuss research-based ways to apply more accurate ideas to their teaching.

13c Stuyvesant

Social Media, Socialization, and Life Skills

Randy Kohlenberg, University of North Carolina at Greensboro

Key Statement: Social interaction has been impeded by addiction to digital technology and social media. Suggested best-practice approaches can develop social skills and promote positive social interaction.

Keywords: Social Media, Socialization, Life Skills

Subtheme: Fostering Student Practice

Instructional Methods

Many higher education students were affected by isolation during the pandemic. Reliance on social media impacted how they interacted and socialized. Turning to social media posts may have disrupted any relational interactions that never garnered any kind of response. The use of social media instead of personal interaction saps the user of creativity, self-learning, and personal confidence. Best practice approaches can be implemented to develop social skills. Individuals apply a set of skills, attitudes, behaviors, and values that direct their thoughts, feelings, and actions in ways that enable them to succeed in the settings where they learn and grow.

Outcomes:

1. Acknowledge the effects of students' inability to interact socially and respond appropriately.
2. Review punitive methods that can affect students negatively.
3. Implement high-quality, evidence-based processes to promote social skills that can enable students to succeed in settings where they can grow and learn.

The 3-C Recipe to Powerful Faculty Learning and Development

Stacy Moore, Central Piedmont Community College

Shantell Strickland-Davis, Central Piedmont Community College

Key Statement: Recognize the importance of bridging teaching centers to faculty and college leadership through the 3-C recipe: Connection, Collaboration, Culture Shift

Keywords: Faculty Development, Teaching Centers, Academic Leadership

Subtheme: Classroom Community/Culture

Faculty often question the relevance (and timeliness) of professional learning. Sometimes, this assessment is correct, especially with development opportunities that may not be mission-aligned or meaningful for today's evolving higher education landscape. In this session, participants will learn about the importance of intentionally connecting your institution's teaching center for teaching and learning (CTL) to leadership and faculty, the impact of this collaboration, and the culture shift this can bring in regards to professional learning and development. Take a journey through the life of Central Piedmont Community College's first CTL and explore both the successes and pitfalls associated with creating impactful growth opportunities for faculty.

Outcomes:

1. State the importance of faculty professional learning and development as a shared value between faculty and college administrators.
2. Share examples of timely and meaningful faculty learning and development opportunities.
3. Create a short list of best practices for starting, improving, or revamping their teaching center or professional learning hub.

Project-Based Assessment for Career Readiness in STEM

Althea Hotaling Hagan, Clemson University

Key Statement: Project-based assessment has been shown to engage learners in knowledge construction and allow learners to create real-world products that prepare them for future career opportunities.

Keywords: Project-Based Assessment, Career Readiness, Inclusive

Subtheme: Assessment

Instructional Methods

Changing higher education demography is giving rise to an increasing number of nontraditional students and students seeking professional degrees. These working professionals look for flexible online/in-person coursework that can develop their career competencies. With the rise in human and machine interaction through Artificial Intelligence apps, it has now become important for higher education to offer students employability or transferable skills in addition to content knowledge. Instructors in higher education need to work to prepare students for career progression and jobs once they graduate. Project-based learning (PBL) for assessment is one way to equip students with the much-needed transferable skills.

Outcomes:

1. Describe the benefits of using PBL in assessment.
2. Identify the career competencies students are gaining in different types of PBL assessments.
3. Create a plan to shift current assessment practices toward PBL for assessment to help students develop career competencies.

Concurrent Session 14

Poster Presentations

Garden Terrace

5:00 PM - 6:00 PM

14 a)

An Overview of Beginning Teacher Induction/Mentoring Programs in High-Need Schools

Alex Hua, Wake Forest University

Key Statement: Beginning teachers face a lack of a support system, which has led to higher attrition rates. However, teacher coaching has proved to facilitate healthy student-teacher interactions and improves teacher outcomes.

Keywords: Teacher induction, mentoring, Student-teacher interactions

Subtheme:

One of the biggest challenges faced by beginning teachers is a lack of a support system, ultimately leading to higher rates of attrition. Teacher coaching has proved to be a promising model of professional development that facilitates healthy student-teacher interactions and improves teacher outcomes. Furthermore, research surrounding teaching coaching has shown that mentorship between trained mentors and beginning teachers can help foster valuable teaching skills. This presentation will provide an overview of the research literature around effective teacher coaching and mentorship models, including innovative “bug in ear” coaching, mixed reality simulations, and scheduled coaching meetings.

Outcomes:

1. Understand the causes behind high beginning/novice teachers attrition rates.
2. Learn about effective teacher coaching models support improved teacher outcomes.
3. Investigate how these programs can be implemented in schools.

14b)

Addressing Student Learning Anxiety with Mathematics-Based Introductory Programming Courses

Joseph Ekong, Western New England University

Key Statement: Educators can support students to overcome learning anxiety challenges. This presentation will focus on actionable strategies to aid students’ learning anxiety concerns in programming courses.

Keywords: Learning Anxiety, Collaborative Learning, Vertical Non-Permanent Surfaces

Subtheme: Instructional Strategies

This session explores collaborative teaching and learning strategies that could be used to improve students' performance in first-year introductory programming courses. Writing effective computer programs to solve real-world problems is a vital skill for engineers. Students' anxiety with mathematics-related and programming courses have been shown to negatively impact self-efficacy and optimal skills uptake.

This presentation explores how collaborative learning strategies such as write-pair-share (WPS) and vertical non-permanent surfaces (VNPS) can be utilized to reduce students' anxiety in introductory programming courses. Topics discussed will provide educators with the tools and strategies to positively impact students' learning anxiety in challenging first-year courses.

Outcomes:

1. Identify the challenges faced by students with inadequate mathematical and computational background in learning introductory programming courses.
2. Identify the role of educators in assisting students to overcome learning anxiety associated with mathematical and computationally challenging courses.
3. Explore evidence-based strategies that can be adopted to aid in ameliorating students' anxiety while learning mathematical and computationally challenging courses.

14 c)

Assessing Global Learning Using A Mixed Methods Approach

Scott Butler, Georgia College & State University

Key Statement: Mixed methods approaches are the key to understanding core outcomes and student success. Come to learn valuable lessons and strategies for your campus!

Keywords: Assessment, Global, Core

Subtheme: Assessment; Course/Curriculum (Re)Design

In order to prepare students to confront the ongoing challenges of a globalized world, many institutions have incorporated global learning as curricular components of undergraduate education. The present workshop outlines efforts to assess an institution-wide global perspectives program within a liberal arts university. Using a mixed methods approach, the presenter surveyed student opinions regarding global attitudes and instructor performance, conducted focus groups with students, surveyed faculty online, and conducted on-on-one interviews with instructors. In addition to these findings, attendees will be given practical recommendations to design, implement, and evaluate similar programs as well as strategies for overcoming barriers.

Outcomes:

1. Summarize the role of global learning in the core curriculum within liberal art institutions.
2. Describe the benefits of using a variety of mixed methods assessment strategies for core initiatives.
3. Identify key recommendations for creating, implementing, and assessing, a campus-wide global learning program at your institution.

14 d)

Creating a Community of Exceptional Educators at the University of Alabama

Laura McNeill, The University of Alabama

Kimberly Tomeny, The University of Alabama

Key Statement: Gain practical insights into establishing a center for teaching and learning to promote instructional excellence in higher education.

Keywords: Center for Teaching and Learning (CTL), Faculty Development; Evidence-based Teaching

Subtheme: Other

A center for teaching and learning (CTL) was recently established to promote high-quality instruction and student learning across a large campus community. We will provide a detailed account of the development of the center, focusing on practical aspects and lessons learned for CTL practitioners. Key steps included

formalizing a task force, securing stakeholder support, and determining the center's structure, staffing, and aims. Insights highlight the importance of involving diverse perspectives, ensuring faculty-centered programming, and leveraging technology to enhance teaching and learning.

Outcomes:

- 1. Identify key steps in establishing a CTL.*
- 2. Discuss strategies for securing stakeholder support and involving diverse perspectives.*
- 3. Apply insights and lessons learned to enhance their own CTL or faculty development initiatives.*

14e)

Creation of a Classroom, Grade Level, or School Poetry Club

Greta Freeman, USC Upstate

Key Statement: This session shares a step-by-step guide for developing a multitude of innovative classroom teaching strategies supporting a classroom, grade level, or school wide poetry club.

Keywords: Reading, Engagement, Collaboration

Subtheme: Instructional Methods

Based on real-life experiences teaching middle school students who felt “left behind,” this session details how a poetry club supports communication, collaboration, social-emotional learning, attendance, behavior, reading and other content skills, and self-confidence. Research shows that group activities such as academic clubs provide opportunities for students to build relationships, as well as grow their knowledge, skills, and abilities academically, socially, and emotionally. This dynamic educator and school leader, through experiential and illustrative presentation, will provide participants with tangible and valuable information to support students, teachers, and schools through engaging, current, and unique instructional strategies. An instructional guide will be provided.

Outcomes:

1. Generate an outline for creating and maintaining a poetry club.

2. Analyze strategies for poetry club success.
3. Fill a metaphorical toolbox with instructional strategies for immediate implementation in a classroom or school setting.

14 f)

Curating & Cultivating Instructional Spaces For Critical Learning Within Global Communities

Mona Ivey-Soto, Belmont University

Jeanne Gilliam Fain, Lipscomb University

Key Statement: This session will provide participants an opportunity to critically analyze instructional practices and enhance their abilities to leverage the assets present with culturally and linguistically diverse communities of praxis.

Keywords: Critical Literacy, Funds of Knowledge, & Global Instructional Practices

Subthemes: Classroom Community/Culture

Experiential Learning

This session will provide participants an opportunity to critically analyze instructional practices and enhance their abilities to leverage assets present within culturally and linguistically diverse communities. We will share two instructional approaches that undergird our work. The first approach includes a focus upon place-based immersion opportunities that brings learners into communities reducing power differentials and hierarchies that exist between future educators and the communities they will serve. The second approach examines global literature that intentionally amplifies underrepresented voices. Educators use multimodal response to critically examine layers of texts and visuals to highlight asset-based strengths present within linguistic and cultural communities.

Outcomes:

1. Identify Yosso's Community Cultural Wealth model (2005) and which forms of cultural capital are present in their communities of practice

2. Consider how to leverage mutually beneficial partnerships in their own communities that engage educators in the work of examining their identity, power and privilege and reduce dynamics of bias and disconnection.
3. Critically evaluate examples of specific global literature and multimodal responses from educators while simultaneously critically analyzing instructional approaches developed to intentionally leverage assets within culturally and linguistically diverse communities.

14 g)

Developing Quality Online Courses Quick Using a Rapid Design Model

Lydia Frass, University of South Carolina

Key Statement: Colleges are continuously seeking ways to develop high-quality online education. Join us as we discuss one rapid design summer cohort model designed for maximum impact.

Keywords: Online Course Development, Rapid Course Design Models, Team-Based Course Development

Subtheme: Course/Curriculum (Re)Design
Online/Hybrid/Hyflex Instruction

In response to the growing demand for high-quality online education, faculty are continuously seeking effective strategies for rapid development and support of online courses and programs. This abstract presents a program tailored around a summer cohort model of team-based course development. In an approach rooted in collaborative efforts and the idea of shared courses for continuous delivery, teams engage in training sessions and consultations focused on rapid course design methodologies and effective pedagogical strategies. Join us to discuss program outcomes and key program features such as template-based design, hands-on workshops, ongoing design support, ongoing professional development, and a resource repository.

Outcomes:

1. Explore ways to support faculty and academic departments in online course development.
2. Discuss effective strategies to use rapid development framework to create high-quality online courses.
3. Discuss best practices and pedagogical frameworks for teaching online.

14 h)

Different By Design: Scaling Efforts to Improve Curricular Transparency

Stephanie M. Foote, Gardner Institute and Stony Brook University

Brandon Smith, Gardner Institute

Rob Rodier, Gardner Institute

Key Statement: This session will describe the approach and outcomes of a national community that blends improvement science and curricular analytics to identify opportunities for curricular redesign.

Keywords: Curricular redesign, curricular transparency, continuous improvement

Subtheme: Course/Curriculum (Re)Design

This session will describe the outcomes of a national Curricular Analytics Community that engages institutional teams with a set of curricular analytics tools and improvement science-informed process that can be applied to identify opportunities for curricular change. The goals of the CAC are to improve curricular transparency, reduce complexity, and create more equitable educational outcomes. Designed as a Networked Improvement Community, the CAC engages faculty and staff in “practitioner research” allowing them to learn from and with each other. Participants will leave with strategies and resources they can adapt and to create their own institutional community focused on curricular redesign.

Outcomes:

1. Describe curricular complexity.
2. Compare and contrast improvement science-based approaches to ameliorate curricular complexity and create transparency.

3. Employ the resources from the session to consider the development of their own curricular redesign community.

14 i)

Enhancing Critical Thinking, Visual Communication, and Career Preparedness with Generative AI in Higher Education

Thomasena Shaw, Bridgewater State University

Key Statement: This poster explores how integrating generative AI tools into college education enhances enhances critical thinking, visual communication skills, and career preparedness through diverse perspectives and immersive experiences.

Keywords: Generative AI, Technology in the Classroom, Immersive Experiences

Subtheme: Instructional Methods;
Technology in the Classroom

This poster explores the integration of generative AI platforms to enhance critical thinking, strategic visual communication skills, and career readiness in college classrooms. Using tools like GPT-3 for in-depth analysis, DALL-E for creative visual expression, and OpenAI's Codex for problem-solving, students engage in more immersive learning experiences. Via these platforms, educators can potentially create more dynamic learning experiences that help students navigate increasingly complex academic and professional landscapes.

Outcomes:

1. Understand how generative AI platforms like ChatGPT can enhance critical thinking skills through in-depth analysis and problem-solving exercises.
2. Explore the creative capabilities of DALL-E and other AI tools to express complex ideas visually and effectively.
3. Connect how immersive learning experiences, facilitated by generative AI platforms, help students navigate complex academic and professional environments.

14 j)

Examining Problem Context Role in Improving Student Programming Success

Rudy Bedeley, Belmont University

Key Statement: In this study, we examine problem context role to investigate if engaging students in meaningful context would make a difference in their programming course success.

Keywords: Programming, Student success, Context

Subthemes: Indirect Instruction,
Experiential Learning

Students perceive programming to be taught in a very abstract manner making it difficult to relate to, and lack of ability to help people. In this study, based on grounding from situated learning theory, we examine if engaging students in meaningful context would make a difference in the programming course success. Thus, we explore the following research questions: a). Do involving students in programming projects with social context increase their task satisfaction, confidence in performance, intrinsic motivation, IT identity and the level of programming self-efficacy? b) How does the students' perception about the project context impact these outcomes?

Outcomes:

1. At the end of the session, participants will investigate whether working on a programming task helps students improve their programming self-efficacy, intrinsic motivation, and IT identify by comparing a pre- and post-survey conditions.
2. Examine how programming self-efficacy, motivation, IT identity impacts solution quality, confidence in performance, and task satisfaction, and whether or not the project context moderate these relationships.
3. Learn and adapt new approaches to teaching programming courses in a way that is easier for students to understand and apply.

14 k)

Experiences Using the HyFlex Teaching Delivery Format With Undergraduate Students

Kim Buch, University of North Carolina Charlotte

Key Statement: This poster reports faculty experiences and student perceptions of using the hyflex delivery format in a large undergraduate psychology course.

Keywords: Teaching Delivery Formats, Hyflex Format, Lessons Learned

Subtheme: Online/Hybrid/Hyflex Instruction
Technology in the Classroom

Hyflex is an instructional delivery format that presents the components of hybrid learning in a flexible course structure that gives students the option of attending sessions in the classroom, participating online, or doing both (Lee, 2022). Although hyflex offers students maximum flexibility, there is limited research on how students perceive it in relation to other delivery formats. This paper describes the use of hyflex in a large undergraduate psychology course, its challenges for faculty, and its perceived benefits for students. Lessons learned, as well as student survey findings, will be presented and discussed.

Outcomes:

1. Learn how to develop and deliver a large undergraduate course using the hyflex delivery format.
2. Envision ways in which our approach might be adopted or adapted for use with a range of courses across diverse academic disciplines.
3. Apply lessons learned from our experiences to ensure successful transfer of our approach to achieve similar results.

14 l)

Exploration of Strategies to Increase Black Parents Trust in Schools

Charlitta Hatch, University of North Carolina at Charlotte

Key Statement: Increased trust from Black parents in schools can lead to stronger partnerships and outcomes for Black students. 100+ Black parents share practices. Let's discuss!

Keywords: Diverse Children's Books, Culturally Responsive Pedagogy, Parent Engagement

Subtheme: UDL DEI

The purpose of this research is to provide an innovative approach to increasing trust among Black parents and educators of elementary aged Black boys. Representation matters at home and at school. The images that students are exposed to create the narrative of who children are and can be. Black parents know the risks of labels being placed on their Black sons and the impact of the school-to-prison pipeline. This causes Black parents to have a lack of trust in the educational system regarding their sons. Can an increase of diverse books and classroom materials help Black parents trust educators more?

Outcomes:

1. Assess the impact of diverse children's books in the classroom.
2. Discuss culturally relevant and responsive pedagogies and how it applies in the classroom.
3. Review 4 recommendations from Black parents and develop tactical implementation plans.

14 m)

Exploring AI Tools and Syllabus Impact in Higher Education Assessment

Jialin Yan, University of Rochester

Key Statement: Explore the integration of artificial intelligence (AI) tools in higher education assessment and their influence on syllabus design for improved learning outcomes.

Keywords: AI Tools, Higher Education Assessment, Syllabus Design

Subtheme: Assessment

Integrating artificial intelligence (AI) into assessment technologies holds great promise for higher education. AI-powered systems streamline continuous feedback integration, utilizing diverse artifacts. A well-crafted syllabus acts as a course blueprint, shaping structure and enhancing quality. It delineates student and instructor roles throughout the term. This presentation explores the practical use of AI tools in higher education assessment, specifically their impact on syllabus design. Through MAXQDA qualitative analysis, we study various syllabi to reveal AI tools' implications on assessment strategies and curriculum development, this

study analyze various syllabi to uncover the implications of AI tools on assessment strategies and curriculum development.

Outcomes:

1. Understand the role of AI tools in higher education assessment.
2. Evaluate the impact of AI tools on syllabus design and student learning
3. Identify best practices for integrating AI tools into assessment and curriculum planning.

14 n)

Impacting Nursing Students' Influenza Vaccine Decision-Making

Chad Hallyburton, Western Carolina University

Key Statement: Nurse influenza vaccination acceptance impacts patient health outcomes and healthcare effectiveness. Come learn how classroom-based undergraduate research can boost nursing students' vaccine knowledge and intentions.

Keywords: Vaccine Hesitancy, Nursing, Undergraduate Research

Subtheme: Course/Curriculum (Re)Design; Instructional Methods

Course-Based Undergraduate Research (CURES), traditional mentored undergraduate research, and Scholarship of Teaching and Learning (SoTL) are often pursued as separate areas of focus, but when combined, can have a synergistic effect on student engagement and pedagogical advancement. Additionally, this three-pronged approach can more efficiently utilize instructor/researcher time and resources. This poster describes how a CURES-based classroom project, supported by traditional undergraduate research students and evaluated via SoTL, impacted pre-Nursing student influenza vaccine knowledge, boosted their understanding of how healthcare worker vaccination reduces healthcare-associated infections, and influenced their attitudes towards employer-based vaccine mandates for healthcare workers.

Outcomes:

1. Describe the logistical combination of Course-Based Undergraduate Research (CURES), traditional mentored undergraduate research, and Scholarship of Teaching and Learning (SoTL) to increase student engagement and facilitate pedagogical advancement..
2. Analyze changes in pre-Nursing student knowledge, beliefs, and intentions, after completing a class project focusing on healthcare worker vaccine decision-making.
3. Investigate opportunities to utilize CURES, traditional mentored undergraduate research, and SoTL to improve pedagogy in a range of disciplines.

14 o)

Improving Student Engagement by Cultivating a Community of Student Voice

Madeline Grimes, University of North Carolina at Charlotte

Key Statement: There is a student-engagement crisis in our schools. By utilizing student voice in our classroom policies and instruction, we can re-engage our most vulnerable students.

Keywords: Student Voice, Engagement, Urban Education

Subtheme: Classroom Community/Culture
Instructional Methods

Recently, feelings of disconnection from school have increased, and students from traditionally marginalized communities are at the greatest risk. This disconnection can manifest in disengagement from classwork and the school community. Through a review of the literature, we see that eliciting student voice increases feelings of belonging, allows us to hear and utilize what will interest students, and provides opportunities for choice; all of which have been linked to improved engagement. This presentation will demonstrate the RAFT (i.e.g, Role, Audience, Format, Topic) strategy as an example of how to make small changes in your classroom policies and instruction in order to increase student voice.

Outcomes:

1. Describe the current crisis around student engagement.

2. Understand the power and importance of utilizing student voice.
3. Utilize the RAFT strategy to immediately start implementing more student voice and choice in their classroom.

14 p)

Inquiry-Based Learning Project to Prepare Students for Natural Resource Careers

Ashley Tanner, Texas A&M University-Kingsville

Key Statement: Natural resource professionals not only need to know field skills, but how to apply them effectively. Inquiry-based learning projects can teach both.

Keywords: Inquiry-Based Learning, Experiential Learning, Classroom Culture

Subthemes: Experiential Learning; Instructional Methods

Field skills are essential for natural resource professionals, yet students often struggle to effectively apply these skills to real-world problems. To address this challenge, we integrated a semester-long research project into an undergraduate natural resources course on vegetation monitoring. This inquiry-based approach used local, natural resource management tools (prescribed fire and grazing) to engage students in the research process, allowing them to apply field skills and build additional skills in data collection, analysis, and communication. This presentation will discuss the project structure, learning objectives, and outcomes that reinforced classroom learning and prepared students for natural resource careers.

Outcomes:

1. Analyze strategies to connect classroom learning to field skills.
2. Assess the benefits of using local, industry-relevant tools (such as prescribed fire and grazing) to engage students in inquiry-based learning.
3. Discuss best practices and common challenges for implementing similar, inquiry-based learning experiences in other natural resources programs.

14 q)

Integrating Musculoskeletal Curricula Shifts the Culture of Faculty and Learner

Jodie Rush, Medical University of South Carolina

Gretchen Seif, Medical University of South Carolina

Key Statement: Through adopting an integrated approach, we shifted the structure and culture of the MSK curricula and improved the teaching and learning experience.

Keywords: Integrated Curricula, Active Learning, Faculty and Learner Satisfaction

Subtheme: Course/Curriculum (Re)Design

Integration of the Musculoskeletal DPT Curricula improves the teaching and learning experience through implementation of active learning strategies.

Methods: Provided asynchronous lecture and lab content with formative feedback prior to release of synchronous materials in learning management system.

Measurements included learner surveys and comparisons of exam scores.

Results: Learners in the integrated curriculum showed increased engagement with asynchronous content and a higher mean on the final examination compared to traditional curricula learners.

Conclusions: Integrating the MSK curricula through increased active learning shifted both faculty and learner culture, resulting in increased active learning, improved exam scores, and increased course satisfaction.

Outcomes:

1. Summarize the benefits of an integrated curriculum for both learner and faculty.
2. Describe multiple strategies to assist in course design or redesign for implementation of an integrated curriculum.
3. Generate an active learning strategy to incorporate into curriculum that fosters student practice.

14 r)

Investigating SoTL Productivity Following Establishment of an Interprofessional Research Lab

Brad W. Willis, University of Missouri

Key Statement: Establishment of an interprofessional and theory-informed SoTL lab was associated with an increase in SoTL productivity among health and wellness faculty.

Keywords: Scholarship of Teaching and Learning, Faculty Development, Program Assessment

Subtheme: Assessment; Instructional Methods

In efforts to promote best practices in higher education, this study examined if SoTL productivity, defined as peer-reviewed presentations and publications, increased after establishment of an interprofessional and theory-informed SoTL lab. Grounded in the four-frame model of organizational analysis, this study included 11 lab members with backgrounds in physical therapy, medicine, exercise science, and psychology. Results indicated a significant increase ($p=.02$) in the annual number of SoTL products by members one year after lab establishment compared to the two-year annual average of SoTL products before lab establishment (Post: Total=28, $M=2.54$, $SD=3.69$; Pre: Total=9.0, $M=0.81$, $SD=1.56$), demonstrating a large effect ($r=0.7$).

Outcomes:

1. Describe theory-informed organizational analysis strategies to establish and promote a SoTL lab.
2. Discuss the benefits of an interprofessional and theory-informed approach when promoting SoTL productivity.
3. Identify strategies to enhance SoTL efforts across departmental and institutional settings.

14 s)

Lessons Learned from a Multi-Site Research Study

Cindy Johnson, University of West Georgia

Kathleen Morales, University of West Georgia

Key Statement: We will discuss successes and challenges experienced in a multi-site research study focused on combining e-learning and virtual simulation on student knowledge and attitudes.

Keywords: Multi-site research, E-learning, Virtual simulation

Many things should be considered when planning a study that requires collaboration across organizations and systems. This paper will share lessons learned as we completed a funded multi-site study focused on the combination of e-learning and virtual simulation on knowledge and attitudes of nursing students toward person-centered dementia care. The use of multi-site research allows for collaboration between researchers with expertise in various areas of nursing. However, the journey can be complex and requires careful planning and resources to be successful.

Outcomes:

1. Identify key factors contributing to successful collaboration in multi-site.
2. Demonstrate the ability to assess and address challenges commonly encountered in multi-site research studies.
3. Understand the benefits and limitations of multi-site research, enabling them to make informed decisions and optimize outcomes in their own collaborative research initiatives.

14 t)

Navigating the Z-Shift Paradigm After The Great Experiment of 2020

Sarah Rist, Ohio University

Key Statement: COVID-19 created a natural global laboratory with multifaceted effects. Recommendations based on empirical research may help navigate the Z-Shift after The Great Experiment of 2020.

Keywords: Student Well-being, Inclusive and Flexible Learning Models, Workforce Preparedness

Subthemes: Classroom Community/Culture
Resiliency/Self-Care/Mindfulness

Quantitative and qualitative data were collected from traditional-aged postsecondary students. The findings from this empirical research indicate that there has been a shift in how today's Generation Z learners view online and hybrid learning and their ideal way to take college classes. In addition, the results suggest

that students who engage in positivity practices are generally happier individuals. Developing flexible and inclusive learning cultures, as well as promoting consistent practices of positivity methods, are shown to improve overall well-being levels that can lead to healthier student populations, greater academic success, increased retention, and higher graduation rates.

Outcomes:

- 1. Describe and compare student-centric learning models and methods that encourage students to become more engaged and active partners in their learning journey.*
- 2. Design a plan to create more flexible and inclusive courses by leveraging 3-5 tips/best practices suggested from recent research findings.*
- 3. Model and infuse positivity practices into courses/learning communities to promote higher well-being levels and equip learners with positive psychology techniques.*

14 u)

Peak Experiences Predict Academic Outcomes Using Linguistic Analyses of Emotional Writing

Kevin Bennett, Penn State University Beaver Campus

Key Statement: The words that students use to describe emotional moments can reveal clues about classroom motivation. Positive word choices are associated with greater academic success.

Keywords: Peak Experiences, Linguistic Analysis, Academic Outcomes

Subtheme: Experiential Learning

Classroom Community/Culture

The words that people use in everyday life reveal clues about their psychological states. Across multiple semesters, introductory psychology students were asked to write about their peak experiences in life. A peak experience is a transcendent moment of pure joy that stands out from everyday events. The Linguistic Inquiry and Word Count (LIWC-22) program was used to analyze the connection between the emotional content of writing samples and academic

performance among college students. (N=256). Peak experiences with a positive emotional tone were associated with higher course grades ($r = .16, p < .05$).

Outcomes:

1. Explain how the self-selection of words by students in peak experience writing provides insight into personality and academic motivation.
2. Describe how a linguistic analysis works and why this is a valuable tool for unlocking new perspectives on the psychology of student success.
3. Design novel ways to extend this research that will provide a deeper understanding of why some students excel while others struggle.

14 v)

Self-Reflection Exercises Guiding Students Through a Metacognition Practice

Shannon Scotece, Western Governors University

Key Statement: Recognizing the experiences of marginalized faculty and maintaining support are essential for improving the experience of marginalized faculty and students. Join me in examining impactful stories and practices.

Keywords: support, marginalized, faculty

After under-performing on high-stakes assessments, we often hear students say, “I felt confident before the test, I do not know what happened.” To help first-year students think about their preparation, I created a Self-Reflection Exercise for an American Politics course with questions about how they studied, what resources they used, and what guidance they feel is needed. This process helps students pause to think about their learning and challenge assumptions about what strategies work best. The results from the Self-Reflections also provide insight to how students are navigating the material so I can make targeted suggestions to support their learning.

Outcomes:

1. Discuss the value of metacognition in student learning.
2. Design self-reflection exercises for students who have attempted high-stakes exams.

3. Reflect on ways educators can empower students to take control of the learning process and think concretely about what will help them succeed.

14 w)

The Contribution of Problem-Based Learning in Physical Education Teacher Education

Isabel Mesquita, University of Porto

Maria João Almeida, University of Porto

Key Statement: Problem-based learning in physical education teacher education fosters student-centered knowledge construction and develops critical thinking, teamwork, creativity, and decision-making skills.

Keywords: Problem-Based Learning, Active Learning, Student-Centred Approach

Subthemes: Indirect Instruction

Instructional Methods

This study presents the pedagogical practice implemented in the curricular unit of Didactics (Physical Education Teacher Education), based on problem-based learning in conjunction with other active and interactive pedagogical strategies. This pedagogical approach was developed in five progressive phases: 1) Formulation of problem scenarios; 2) Implementation of flipped classroom; 3) Cooperative Learning; 4) Experiential Learning; and 5) Inter-group Discussion and Proposal of the Class Problem Solution. Multiple skills were developed in the students: reflection, critical thinking, teamwork skills, creativity, and decision-making abilities. These skills were considered crucial for achieving a better content understanding and responsibility for their own learning.

Outcomes:

1. Consider the use of problem-based learning as a useful pedagogical approach in physical education teacher education.
2. Recognize problem-based learning as a student-centred approaches, based on active and interactive pedagogies that promote the construction of knowledge by the student.

3. Acknowledge the relevance of problem-based learning in developing multiple personal and social skills for students, such as reflection, critical thinking, teamwork skills, creativity, and decision-making abilities.

Enjoy Dinner and Evening on Your Own!

LILLY CONFERENCES

ITLC | International Teaching
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Wednesday
August 7th, 2024
Daily Schedule



CONFERENCE PROGRAM

Conference Overview

Wednesday August 7th

7:00 AM - 9:45 AM

Conference Help Desk

7:00 AM -7:50 AM

Buffet Breakfast - Name tag required

8:00 AM - 8:30 AM

Roundtable Discussions

8:40 AM - 9:50 AM

Breakout Sessions

10:00 AM - 11:00 AM

General Session

Plenary Presentation:

Todd Zakrajsek, University of North Carolina
at Chapel Hill

WEDNESDAY AUGUST 7

15 a-i

Round Table Discussions

8:00 AM - 8:30 AM

Burghley B

15a

Dancing With Robots: Embracing AI Tools to Increase Student Engagement and Enhance Student Learning

Sara Villanueva, University of Texas at Austin

Key Statement: Industry experts confirm that Artificial Intelligence (AI) in higher education is here to stay. Students already utilize generative AI in completing college coursework. Faculty must discuss creative ways to leverage AI tools to increase student engagement and enhance student learning. Come join the conversation!

Keywords: Artificial Intelligence, Higher Education, Creative Pedagogy

Subtheme: Technology in the Classroom

Instructional Methods

Industry experts confirm that AI in higher education is here to stay. University students already utilize generative AI to help draft essays and complete assignments. Therefore, faculty must come from behind the curve to find ways to incorporate AI into the curriculum and leverage the benefits of AI as we seize this opportunity for deeper learning. The purpose of this roundtable discussion is to share insights around the benefits of using AI in the college classroom, while also building a shared repository of creative ideas, methods, and assignments that will lead to increased student engagement and enhanced student learning.

Outcomes:

1. Describe the various benefits—to both students and instructors—of using AI in the university classroom.
2. Consider, assess, critique shared ideas on how to incorporate AI as a teaching tool.

3. Utilize insight gained in the session to fearlessly create a plan to incorporate AI-related assignments into their own teaching.

15b

Examining the Role and Value of Career Influencers on Campus

Michael J. Stebleton, University of Minnesota-Twin Cities

Key Statement: You may be a career influencer—and not know it. Career influencers support student decision-making through intentional engagement and interaction around the role of work.

Keywords: Career Development, Future of Work, Experiential Learning

Subtheme: Experiential Learning
Indirect Instruction

Preparing college students to make thoughtful decisions about the role of work in their future lives should be a collective, campus-wide effort. Tomorrow's students will likely need support negotiating significant shifts in the workplace, and this effort involves intentional and meaningful interactions with students from multiple educators, or career influencers. Topics will incorporate current trends and demographics of future work and outline how faculty, instructors, staff, and administrators can employ strategies to become career influencers, providing needed support to students. Examples will be provided as to how faculty and educators can infuse work-related messages into the curriculum through experiential learning.

Outcomes:

1. Describe current shifts in trends and demographics as they relate to the world of work.
2. Define the concept of career influencers and outline how educators can play this important role to support student career decision-making.
3. Create a space to discuss how participants can integrate the career influencer concept into their individual and collective initiatives on campus.

EXCELlent Self-Grading Spreadsheets

Raluca Clendenen, Belmont University

Key Statement: Advantages of using self-grading EXCEL spreadsheets that provide instantaneous feedback for students and assignments from three different courses that made this successful will be presented.

Keywords: EXCEL Self-Grading Spreadsheets, Technology, Instantaneous Feedback for Students

Subtheme: Grading/Ungrading/Providing Feedback to Students
Technology in the Classroom

In this session I will describe how self-grading Excel spreadsheets can be used to provide instantaneous feedback for students. We will look at assignments from three different courses (Quantitative Methods in Business, Quantitative Literacy & Reasoning, and Elementary Statistics) in which I have successfully implemented self-grading spreadsheets. We will discuss advantages of using these assignments as well as challenges associated with developing and evaluating such assignments. Student feedback on the positive effects for their learning from the assignments, obtained via in-semester formative review and end-of-semester course evaluations, will be shared.

Outcomes:

1. Identify the benefits of using EXCEL spreadsheets to “excel” in your classes.
2. Appropriately select and apply quantitative methods and models, with the use of computer software to solve business, financial problems.
3. Interpret and utilize key takeaways and being able to apply the examples to your courses.

Incorporating Digital Literacy through Collaborative Website Design

Aaron Cole, The University of North Carolina at Pembroke

Key Statement: The presentation introduces a versatile collaborative project for students that builds digital literacy skills by creating a collective portfolio website to publish their work.

Keywords: Collaborative Portfolio,
Digital Literacy,
Student Engagement

Subtheme: Instructional Methods
Technology in the Classroom

The presentation introduces a collaborative project that results in the creation of a website to house student work. The project requires students to practice digital literacy and website design skills by working with the full-class or small-groups to develop a website as a digital portfolio and publication of an assignment chosen by the instructor. The aim is to develop these specific skills which are more crucial in our technology-driven economy while also emphasizing the importance of sharing work beyond the classroom, engaging students with broader communities. The presentation focuses on discussing the potential benefit of the project across disciplines.

Outcomes:

1. Develop a deeper understanding of digital literacy education.
2. Examine a specific project format that can be utilized to reinforce digital literacy and motivate students through publishing their work.
3. Explore the possibilities for adapting this project format across various disciplines.

15e

Leveraging ChatGPT in Our Assignments and Assessments

Minna Ng, Duke University

Key Statement: *ChatGPT has pros and cons, but it's integral to our students' and teaching environment. Let's harness its benefits for improved learning outcomes!*

Keywords: *ChatGPT, Student Experience, Assignments and Assessments*

Subtheme: Technology in the Classroom
Course/Curriculum (Re)Design

Explore ChatGPT's role in shaping engaging assignments and assessments for our courses. This roundtable highlights practical examples, showcasing how ChatGPT enriches student learning experiences. Prepare to share your experiences, both positive and negative, and to brainstorm together in this interactive session. Discover outcomes such as understanding ChatGPT's adaptability across disciplines, crafting personalized assignments and assessments, and refining the feedback processes. Join the conversation to effectively integrate ChatGPT in your teaching practices, fostering a collaborative and innovative educational environment for both educators and students.

Outcomes:

1. Enhanced understanding of ChatGPT's adaptability across disciplines.
2. Acquisition of skills in crafting personalized assignments and assessments.
3. Improved ability to refine feedback processes for effective teaching practices.

15f

Leveraging Chocolate to Engage Students

Debarati Ghosh, Hillsborough Community College

Krista Noren-Santmyer, Hillsborough Community College

Key Statement: Chocolate is more than a sweet indulgence; it leverages engagement and curiosity with STEAM interdisciplinary pedagogy, fostering collaboration and innovation.

Keywords: Student Engagement, Interdisciplinary, Experiential Learning

Subtheme: Course/Curriculum (Re)Design
Instructional Methods

Chocolate can be an effective avenue for engaging an audience's attention. Using chocolate as a focal point, faculty members can foster collaboration and

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innovation in their teaching practices. Chocolate interweaves our culture, literature, history, and the sciences. Professional development centered on chocolate can deepen faculty understanding of the interdisciplinary links through this topic. Workshops can be designed to explore scientific principles underlying chocolate production. Discussions on chocolate production's cultural, historical, and socioeconomic influence provide insights into interdisciplinary connections and real-world applications. Overall, leveraging the science of chocolate enhances engagement, stimulates curiosity, and promotes effective teaching strategies, making meaningful learning experiences.

Outcomes:

1. Identify methods used to foster connectedness in faculty professional development.
2. Explain how to implement teaching strategies that foster connectedness and engagement.
3. Illustrate ideas from traditional approaches toward innovation about introducing experiential learning within the curriculum and improving the activities through engagement.

15g

Students' understanding and Perceptions of the career impacts of AI

Thomasena Shaw, Bridgewater State University

Key Statement: The session presents research on student perceptions of the impact of AI's on job markets and careers, findings inform curriculum enhancement suggestions for increasingly competitive AI-integrated workplaces.

Keywords: Artificial Intelligence, Technology in the Classroom,

Subtheme: Course/Curriculum (Re)Design; Technology in the Classroom

This session explores students' understanding and perceptions of AI's career impacts. Through empirical investigation, the session outlines how students view AI's influence across various career domains and their preparedness for an AI-centric job market. By gaining insights into students' views on AI's role in reshaping job markets, educators can identify effective strategies to enhance student readiness for AI-driven career paths. This knowledge is crucial for developing educational programs that not only impart

AI knowledge but also prepare students for the evolving demands of AI-integrated workplace

Outcomes:

1. Gain insight into students' understanding of AI and its implications for future careers.
2. Understand students' perceptions of the role of AI in reshaping job markets.
3. Identify strategies to enhance students' readiness for AI-driven career paths.

15h

Sustaining and Initiating Faculty Learning Communities

Milt Cox, Miami University, Emeritus

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

Keywords: FLCs, Faculty Development, Sustaining FLCs

Subtheme: Faculty Development

SoTL

Many colleges and universities have (FLCs) as part of their faculty/educational development programs. Research results about the effectiveness of FLC impact on faculty and staff participants, student learning, and implementation strategies help in designing, implementing, and sustaining FLCs. We will discuss 16 recommendations for building and sustaining FLCs and FLC programs. Participants can ask questions about FLCs and meet others who are working with initiating or facilitating FLC programs on their campuses.

Outcomes:

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

15i

Using Open Educational Resources to Simplify Your Course Design

114

Paula Rodgers, Northern Virginia Community College

Key Statement: Simplify your course design by creating, or adopting, Open Educational Resource (OER) materials. This can reduce student frustration and allow real-time updates to content based on student comprehension.

Keywords: Open Educational Resources, Course Design, Instructional Improvement

Subtheme: Course/Curriculum (Re)Design
Instructional Methods

Research has shown that using Open Educational Resources (OERs) lowers the cost barrier to higher education, but did you know it can simplify your course design? While implementing OER materials, you can align course content with pedagogy, course objectives, and student assessments. By removing extraneous information, you can better streamline your course material, making it easier for students to navigate the course content. OER can be updated in real-time to fit the needs and structure of your course. Join us as we explore some common obstacles in designing, adopting, and implementing OER resources.

Outcomes:

1. Create a plan to align pedagogy and course content by creating or adapting OERs.
 2. Differentiate among methods for creating and adapting open resource images.
 3. Describe how real-time editing of course content can be used to improve student comprehension.
-

Concurrent Session 16

8:40 AM - 9:20 AM

16a Burghley A

Teaching Unprepared Students: Strategies for Success and Retention in Higher Education

Kathleen Gabriel, California State University, Chico

Key Statement: Since COVID, unprepared student numbers have greatly increased; success and retention rates have fallen, but teaching-professors can meet the challenges and impact overall success.

Keywords: Achievement; Opportunities; Measured Success

Subtheme: Teaching Strategies; Assessment

During the past decades, colleges have steadily increased their diversity, and since COVID, we have also seen higher numbers of unprepared, struggling students. College retention and graduation rates have dipped, and the "graduation gap" among various student categories remains unacceptable.

As teaching-professors, we are challenged to meet the needs of our students while at the same time maintain high standards. Teaching-professors can make a difference in helping students make tremendous gains so that they can meet the academic rigors of higher education. We can help them feel empowered in their learning and engaged in their college classes.

All students, even peripheral students, can reach higher levels of academic performance and course completion. Nine specific ways to accomplish the goal of improving student success will be discussed in this presentation. We will cover specific ways to increase students' skills, increase engagement, and assess their learning progress.

Outcomes:

1. Teach their students three effective ways to increase their vocabulary and reading comprehension.
2. Implement three engaging learning activities no matter the subject you teach.
3. Utilize three formative assessment tools to gauge students' progress in learning.

“I’m Prioritizing My Mental Health”: Developing Pedagogy for the Trauma Generation

Sue Trout, Belmont University

Jason Lovvorn, Belmont University

Meg Tully, Belmont University

Key Statement: This presentation explores the perceived trauma and mindset of Gen Z and offers best practices for responding as teachers in the college classroom.

Keywords: Gen Z, Pedagogy, “Trauma Generation”

Subtheme: Course/Curriculum (Re)Design

Resiliency/Self-Care/Mindfulness

Gen Z students exhibit consistent problems in the college classroom, some tied to perceived pandemic trauma (Sharaievska et al., 2022; Song et al., 2022) and some tied to culture and generational mindset (Cickovska, 2020; Miller & Mills, 2019). Such classroom issues include excessive absences, low resilience, missed deadlines, and skipped assignments. Using current Scholarship of Teaching and Learning (SoTL) literature as well as survey data drawn from multiple classes, this presentation (a) explores Gen Z students’ educational perceptions, particularly those involving the post-COVID classroom (Frank, 2021), and (b) suggests what teachers can do to adjust perceptions and help students navigate classroom challenges.

Outcomes:

1. Identify key classroom challenges connected to Gen Z learners.
2. Interpret such challenges in the context of recent history and Gen Z culture.
3. Devise educational practices that facilitate Gen Z learning and professional development.

Advancing Customized Learning in Student-led Large Class Project

Cheryl Kane, University of North Carolina at Charlotte

Key Statement: Students in a large class create a customized skill development process in preparation for their career in a multiple component, semester long transformative project.

Keywords: Student-Led, Customized Learning, Large Class

Subtheme: Experiential Learning
Instructional Methods

Students in a large class engage in a customized skill development process in preparation for their career by having them self-identify which communication skills they feel most inhibit their desired level of personal success. Most often selected: introversion; inability to persuade; managing conflict; effectively saying 'no;' public speaking; leading a meeting; more effectively balancing gender-anchored work environments. In a multiple component, semester long project they conduct secondary research, interact with professionals in business settings, journal their journey, use peer-review and self-reflect, then report to class how they advanced their skills in oral, written, verbal, nonverbal, and presentation communication skills.

Outcomes:

1. Learn how to design a student self-directed, customized semester long project for large class courses.
2. Envision ways to engage students in self-identification of specific skills they most need to improve upon to be effective and feel excited in their interpersonal skill development.
3. Draw upon lessons learned from a decade of large-class projects seeing students excited and proud of their personal transformation, developing effective individual skills that transfer fluidly from academics to their chosen career path.

16d Stuyvesant

Giving Thanks: Using Gratitude to Increase a Sense of Belonging

Stacey S. Souther, Cuyahoga Community College

Key Statement: This session discusses the effect of gratitude on belonging and provides sample campus activities and classroom assignments. Attendees will leave with ideas they can implement.

Keywords: Gratitude, Belonging, Community

Subtheme: Classroom Community/Culture
Resiliency/Self-Care/Mindfulness

This session will explore how gratitude can increase student belonging—both for the overall campus and the classroom community. After briefly discussing how student belonging is vital for student success, the presenter will dive into the effect of gratitude on student belonging. Then, the presenter will provide sample campus activities and classroom interdisciplinary assignments that utilize the concept of gratitude to build a culture of acceptance and belonging. Finally, attendees will be provided the opportunity to brainstorm how to incorporate the provided activities and assignments (or to develop their own ideas!) on their own campuses and/or in their classrooms.

Outcomes:

1. Discuss why belonging matters to students' success and retention.
2. Describe the effect of gratitude on student belonging

List sample campus activities and classroom interdisciplinary assignments utilizing the concept of gratitude.

16e Amherst

Benefits of Cross-Discipline Project Based Learning (CDPBL)

Vishnu Reddi, University of Nebraska-Lincoln

Key Statement: Cross-Discipline Project-Based Learning (CDPBL) satisfies the needs of the students of the 21st century. Come and check it out!

Keywords: Scaffolding, Service-Learning, Teamwork

Subtheme: Experiential Learning
Course/Curriculum (Re)Design

Although enrollment in engineering has been increasing, the field is faced with high attrition rates. There has been overwhelming evidence of the benefits of effective group work for exercises that require problem-solving. The benefits include improved material retention, development of higher-order cognitive skills, and better performance (Finelli et al., 2015). Recent research in STEM-related fields suggests that students with high self-efficacy show greater cognitive engagement in related tasks (Pintrich, 2003).

There is also mounting evidence that we, as a society, are benefited by our diversity. While diversity may traditionally have been inferred as gender or race, the term is better understood in a context that includes differences in the thought processes utilized by various individuals, with diverse educational and cultural backgrounds. It has been found that diversity increases the potential for creativity, problem-solving, and financial results for companies (Usher & Barak, 2020). “It is now common knowledge that students’ attitudes and beliefs towards what they learn significantly affect the degree to which they value and use what they learn in practice” (Al-Hammoud et al., 2017).

Outcomes:

1. Analyze strategies from the session that may help them improve their courses.
2. Differentiate elements of the research that may prove useful in improving curriculum.
3. Connect strategies that they use in their courses to the new generation of students.

Concurrent Session 17

9:30am - 9:50am

17a Burghley A

Enhancing Course Development with Generative AI

Thomasena Shaw, Bridgewater State University

Lisa Bergson, Bridgewater State University

Key Statement: Explore how Generative AI can transform course development. Bring your laptop and a course description for an engaging, interactive session.

Keywords: Course Development, Course Assessment, Artificial Intelligence

Subthemes: Course/Curriculum (Re)Design; Technology in the Classroom

Preparing students for an AI-driven future involves collaboration and critical evaluation of AI-generated content. In this session we will explore the potential generative AI presents to revolutionize course development. Bring your laptop and a course description for an interactive experience. Learn how to set objectives, design assessments, create lesson plans, and develop rubrics using AI. Ethical considerations will also be discussed.

Outcomes:

1. Recall key concepts related to AI-driven course development.
2. Apply AI tools to design course objectives and assessments.
3. Critically evaluate the ethical implications of using AI in course design.

17b Vanderbilt I

Ungrading Strategies for Engineering Education Integrity and Critical Thinking

Andrea Giorgioni, Penn State York

Key Statement: Engineering students focused on achieving good grades can use online shortcuts. Ungrading and class activities can help prevent this behavior and enhance their intrinsic motivations.

Keywords: Ungrading, Assessment, Critical Thinking

Subtheme: Grading/Ungrading/Providing Feedback to Students
Course/Curriculum (Re)Design

Academic integrity can be a concern in engineering education, where the prevalence of technology and online resources presents unique challenges to traditional assessment methods. Furthermore the emergence of artificial intelligence (AI) tools has made it increasingly convenient for students to seek quick solutions to engineering problems, raising doubts about the genuineness of their effort with the consequent lack of development of critical thinking skills. This presentation will outline a possible response to these challenges: redesigning a

course that encourages the students' intrinsic motivations by introducing ungrading and course activities that shift the student focus to the mastery of the subject.

Outcomes:

1. Outline the purpose of ungrading with possible benefits and challenges.
2. Describe course activities that are suitable to ungrading.
3. Show how ungrading can be used to improve the students' mastery of the subject.

17c Vanderbilt II

The Video-Delay Feedback as a Student-Centered Strategy in Physical Education

Maria João Almeida, University of Porto

Isabel Mesquita, University of Porto

Key Statement: This study explores the use of digital technology in student-centered pedagogy for teaching gymnastics, highlighting increased student engagement and social skills.

Keywords: Digital Technology, Interactive Tools, Student Learning

Subtheme: Technology in the Classroom

Grading/Ungrading/Providing Feedback to Students

This study aimed to analyze how students perceived the impact of implementing student-centered pedagogical strategies using digital technology on the acquisition of gymnastics skills. Fifty-nine 10-grade physical education students (32 girls, aged 15-18) participated in a 14-lesson unit based on Peer Teaching principles. One of the working zones provided video-delay feedback on the student's performance for analysis by the students and their peers. The students' insights were recorded through focus-group interviews. Data were analyzed through thematic analysis. The results emphasized increased engagement in learning, peer interaction, self- and group commitment, and personal and social responsibility.

Outcomes:

1. Consider the integration of innovative technology-assisted learning tools, such as mobile devices, tablets, and laptops, in physical education classes.
2. Acknowledge that the adequate use of technology as a pedagogical tool also has the potential to better prepare students for the challenges of societal life, given the inherent association of today's world with digital technology.
3. Recognize that by utilizing digital devices alongside interactive tools, students can assume a more proactive role and occupy a central position in the learning process, facilitating more meaningful, engaging, dynamic, inclusive, and rewarding learning experiences.

17d Stuyvesant

Revolutionizing Lifespan Psychology Education: Integrating Gamification, Interactive Learning, and Service-Learning Portfolios as Signature Assignments

Amie Muldong, West Coast University

Beth Chamberlain, West Coast University

Key Statement: Explore the integration of gamification and interactive activities within lifespan psychology and enhance student engagement through service-learning portfolios as a transformative educational tool.

Keywords: Gamification, Engagement, Service-Learning

Subtheme: Course/Curriculum (Re)Design

Classroom Community/Culture

This presentation delves into the revitalization of Lifespan Psychology courses, spotlighting the fusion of gamification, interactive learning activities, and a pivotal service-learning portfolio. It seeks to captivate students and enrich their grasp of psychology's complexities throughout human development. The initiative introduces gamification to boost engagement through competitive elements and rewards, while interactive activities encourage active involvement and practical application, linking theory with real-life scenarios. The cornerstone, a service-learning portfolio, facilitates the application of psychological theories in

community services, fostering empathy and ethical insight. Highlighting this course's transformation, the session will outline its pedagogical framework, execution, and initial outcomes on student participation and achievement.

Outcomes:

1. Acquire strategies for effectively integrating gamification and interactive learning into Lifespan Psychology courses to increase student engagement and motivation.
2. Learn how to design and implement a service-learning portfolio that facilitates the application of psychological concepts in real-world settings, enhancing students' empathy and ethical understanding.

Gain insights into assessing the impact of these educational innovations on student learning outcomes and overall course effectiveness, equipped with tools for continuous improvement.

Closing Plenary
10:00 am - 11:00 am
Burghley A

Using Generative AI to Engage Students and Promote Deep Learning

Todd Zakrajsek
University of North Carolina Chapel Hill

Key Statement: This plenary addresses actionable strategies for leveraging GenAI to promote deep learning and also a better understand as to when AI may impede students' educational journey.

GenAI presents significant challenges and also significant educational opportunities. This session will focus on ways in which GenAI can bolster and deepen the educational experience. GenAI is not just another tool; it's a transformative opportunity to tailor learning experiences to each student's unique needs, opening new avenues to learning like never before. This plenary address will delve into actionable strategies for leveraging GenAI to enhance learning, ensuring students see possible educational benefits and also better understand when it may impede their educational journey. Join me in reshaping the narrative, focusing on GenAI as a catalyst for deep learning and even more engaged teaching.

Outcomes:

1. Explain 3 core aspects of learning and how AI can be used to address those core areas.
 2. Explain in which situations and why AI might impede critical thinking.
 3. Integrate into a course at least one new AI assignment designed to deepen student learning.
-



Thank you for joining us!

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- the person who introduced you to the conference
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How to Prepare a Proposal

Develop

- Title (10 words)
- Key Statement (25 words)
- Keywords (3 words)
- Abstract (175 words)
- 3 Outcomes
- Session Timeline
- References

Submit Online

Review Process

- Proposals are blinded
- Packets are batched weekly
- Reviewers have 2 weeks to complete evaluations
- Programming decisions emailed by Director

Programming Decisions

- Double-blind peer review
- Rolling basis
- Using criterion-based evaluation
- Limit 2 proposal submissions per lead presenter
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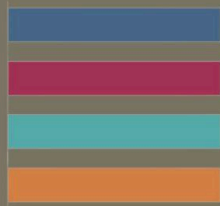
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It started when I was around 6 years old...

I used to “teach” in my room at home. The stuffed animals and dolls were my students. My bedroom door had a sign on it that read #208. My “name” was “Miss Monroe,” a tribute to the 1970s Charlie’s Angels...

I have always wanted to teach.

Fast forward to today. I teach as a university professor at Vanguard University: a small, private, liberal arts university in Orange County, California. I’m also dean of teaching and learning, allowing me to collaborate with other faculty in improving all of our teaching and support efforts that allow students to thrive in their learning. My passion is in continually becoming more effective facilitating learning for my students. I’m also fortunate to get to coach faculty in my dean role and connect with faculty from all over the world through the Teaching in Higher Ed community.

Bonni Stachowiak



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Upcoming Events

Conference on Advancing Teaching & Student Learning

October 9-11, 2024

Park Place Hotel & Conference Center

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Conference on College Teaching

Hosted by Miami University

November 21 - 23

On the campus of Miami University

Lilly Original- Oxford, Ohio

Conference on Teaching for Active & Engaged Learning

January 9 - 11, 2025

DoubleTree by Hilton Mission Valley

ITLC Lilly San Diego, California

Conference on Evidence-based Teaching & Learning

May 19 - 21, 2025

ITLC Lilly Austin, Texas

DoubleTree by Hilton Hwy 35 North

