Lilly Conference
COLLEGE AND UNIVERSITY TEACHING AND LEARNING

CONFERENCE PROGRAM

INNOVATIVE STRATEGIES TO ADVANCE STUDENT LEARNING

Asheville, North Carolina | August 6-8, 2018

Welcome to Lilly-Asheville!

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

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

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

Best,

Todd Zakrajsek, Ph.D.
Conference Director

Conference Information

Name Badges

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

Evaluation of Sessions and Conference

Assessment is important. We encourage you to complete the paper/pencil session evaluations following each concurrent session. Place your completed evaluation in the envelope provided at the front of the room. Conference staff will collect the completed session evaluations. PLEASE do not evaluate sessions electronically in Guidebook. Session evals will be scanned and emailed to presenters. We do care about your conference experience; if you have any concerns during the conference, please come to the conference registration desk and speak to an ITLC staff member.

Meals/Guest Meals

Your conference registration includes: an afternoon snack on Thursday; breakfast, lunch, afternoon refreshments, and a reception on Friday; and breakfast and lunch on Saturday. Name badges are required for entrance to meals. Unfortunately, due to space limitations, it is not possible to have individuals pay for meals as a guest and dine with you or to join us for the reception. However, Asheville, often referred to as "Foodtopia" is home to a community of culinary collaborators. There are nearly 300 restaurants in Asheville, some within walking distance of the hotel.

Book Raffle

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

Social Media

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

Networking

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

Acknowledgments

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

We also appreciate our Cosponsoring Institutions. Early in the planning stages, cosponsors pledge to bring a minimum of five participants to the conference as well as to assist with program development and selection of speakers.

Reviewers

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

2018 Lilly-Asheville Reviewers:

Maria E. Christian, *Northeastern State University*

Michelle Gricus, *Hood College*

Daphene Koch, *Purdue University*

Tom Mierzwa, *University of Maryland, College Park*

Paulchris Okpala, *California State University, San Bernardino*

Chris Penna, *University of Delaware*

Susan M. Radius, *Towson University*

Gail Rice, *Loma Linda University*

Kimberly Van Orman, *University at Albany*

Jody Vogelzang, *Grand Valley State University*

Linda White, *LeMoyne-Owen College*

Sue Wick, *University of Minnesota*

Special Thanks

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

Plenary Presenters

Michael Palmer

Michael Palmer is the Director of the University of Virginia's Center for Teaching Excellence. His scholarship centers on teaching consultation techniques, graduate student professional development, course design initiatives, and the impact intense professional development activities have on teacher practices. He won the 2014 POD Network Innovation Award for work on a valid & reliable syllabus rubric, the 2015 Robert J. Menges Award for Outstanding Research in Educational Development for work on student perceptions of syllabus, and the 2016 POD Network Innovation Award for work on a highly interactive, online learning environment for course design.

Kathrine Rowell

Katherine R. Rowell is a sociology professor at Sinclair Community College where she has practiced a "learning-by-doing" educational approach. For over 20 years, she has taught at a wide variety of institutions of higher education including universities, liberal arts colleges, historically black colleges and universities, and community colleges and has worked with students from all diverse backgrounds. In recent years, she served as the founding director of the Center for Teaching and Learning at Sinclair Community College. Katherine has won numerous awards for teaching excellence, including the Outstanding Community Colleges Professor oft he Year from the Carnegie Foundation and Case Foundation. She has been included in "Who's Who Among America's Teachers" four times and was one of 15 community college faculty chosen for a Fulbright group study abroad trip to develop curriculum for the Midwest Institute for International Education.

Todd Zakrajsek

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

Session Abstracts and Outcomes

In alphabetical order by the lead presenter's last name

How Do You Prepare Students to Work in Small Groups?

Donna J. Bailey - *Walden University*

Because of the increased interest in engaging students in their learning, instructors rely on small group work. Common approaches will be examined.

Abstract: Unfortunately, many instructors are not aware that there is a body of research that specifically focuses on the processes that small groups depend on to function successfully. Even more, unfortunately, higher education is frequently cited for not preparing students to function in teams. This session is designed to share some of the insights that I have come to realize with colleagues so we can work together to continue to improve the use of group work to foster experiences that can be transitioned to a student's other experiences that require functioning in groups.

Session Objectives: (1) Describe how other participants manage small group approaches in the context of preparation, implementation, and evaluation. (2) Identify conceptualizations from the literature on small group work that could facilitate an evaluation of your approach. (3) Explain one strategy that you will use to improve/enhance your current approach.

Track/Themes: Creating Communities of Learners, Service/Experiential Learning

Session Type: 50-Minute Concurrent Session

Using Video Discussion Forums to Increase Student Connectedness

Michelle Bartlett - *North Carolina State University*

Come learn how using online video discussion forums can be used to increase students' perceptions of community and connectedness in the online classroom.

Abstract: The session starts with an introduction to video discussion forums, in this example we will use FlipGrid. FlipGrid is a free online video discussion tool. We will discuss how video discussion forums increase students' perceptions of 'sense of community' in the online classroom. Participants will complete a FlipGrid profile and explore the Discovery Library. Next, participants will interactively create a Topic board and respond to each other's online video forum. Participants will leave with the tools needed to create, facilitate, and embed an online video discussion forum.

Session Objectives: (1) Recognize how using video discussion forums increases students' perceptions of 'sense of community' in the online classroom. (2) Create a Grid in FlipGrid and add a Topic. (3) Know how to submit completed requirements to embed a link in an online classroom.

Track/Themes: Engaging/Motivating Students, Teaching Online

Session Type: 20-Minute Concurrent Session

Grading Professionalism: Motivating Student Participation by Flipping the Script

Michael Berntsen - *University of North Carolina at Pembroke*

I will discuss how instructors can use how student professionalism is graded in culinary arts and music courses to motivate student participation in any course.

Abstract: One of the most successful ways to motivate student participation is to avoid grading their participation. After studying how students are assessed in culinary arts and music courses, I have applied the focus on grading student professionalism in order to inspire more student participation. In culinary arts and music courses, students are rated on their equipment or instrument cleanliness, general appearance, and how they move within their respective spaces. These focal points, and others, have inspired me to create my own criteria for Professionalism Points in my courses, which has increased student participation in first-year and upper level courses.

Session Objectives: (1) Apply new ways of motivating student participation within classes or in online ones. (2) Use practical assessment tools for grading students' classroom performances. (3) Think more about how to create student-engaged approaches in developing student assessments.

Track/Themes: *Academic Success, Engaging/Motivating Students, Innovative Pedagogical Approaches*

Session Type: 20-Minute Concurrent Session

Exploring Student Satisfaction in Distance Learning Environments

Cindy Boyles and Kyle Dempsey - *University of Tennessee, Martin*

The current research compares three types of classroom settings (face-to-face, classroom-based video conferencing, and computer-based video conferencing) and how those affect student satisfaction.

Abstract: As university's turn to distance learning technology, educators are concerned about an equitable experience between different classroom settings. The current research compares three classroom settings to determine effect on student satisfaction. The results of phase one indicate that students are significantly less satisfied in classroom-based video conferencing settings. The results of phase two reveal strong correlations between overall class experience and class, professor, technology, and DL Tech. Suggestions regarding how to better engage students in video conferencing classrooms are discussed.

Session Objectives: (1) Recommend strategies to use in distance learning classroom settings to engage students thereby increasing student satisfaction. (2) Adapt classroom activities to improve student satisfaction in a distance learning classroom. (3) Predict distractors in distance learning classrooms that decrease student satisfaction.

Track/Themes: *Engaging/Motivating Students, Teaching Online, Teaching w/ Classroom Technologies*

Session Type: 20-Minute Concurrent Session

Incorporating Blended Learning in Higher Education

Daniele Bradshaw - *Liberty University*

In this poster presentation, I will discuss advantages, considerations, strategies, literature, and specific personal experiences with blended learning in a university class setting.

Abstract: Blended learning incorporates varied teaching and learning strategies. If implemented carefully, the blended learning approach may facilitate the educational experience for professors and students. By incorporating blended learning in a residential class, I provided flexible learning opportunities, maximized time for collaborations, and incorporated additional technology resources. The blended learning approach required increased student progress support and planned in-class interactions. During this poster presentation, I will provide more information on blended learning.

Session Objectives: (1) Learn about blended learning. (2) Reflect on approaches and research for blended learning. (3) Share thoughts on blended learning.

Track/Themes: *Course/Curriculum Design, Innovative Pedagogical Approaches*

Session Type: Poster Presentation

Using Online Discussion Boards to Maximize Student Learning and Satisfaction

Sasha Cervantes - *Governors State University*

This presentation will provide specific suggestions to enhance student experience based on psychological mechanisms for how students process and retain information.

Abstract: Digital learning management systems (LMS) are being increasingly integrated into the curriculum for on-campus courses. Courses do not need to be hybrid to require the use of an LMS for contact between students and professor and to meet the needs for multiple forms of evaluation. This presentation will provide specific suggestions for designing and implementing online discussion boards with on-campus and on-line courses grounded in cognitive psychological theory. These suggestions will be accompanied by concrete examples of successful and unsuccessful approaches to best illustrate how this instructional practice can be used most effectively to enhance student learning.

Session Objectives: (1) Develop online discussion boards that utilize at least one cognitive mechanism to enhance student comprehension. (2) Make an informed decision about the form of instruction to provide for the use of these forums. (3) Balance intrinsic and extrinsic motivational factors to increase engagement and course satisfaction.

Track/Themes: Course/Curriculum Design, Engaging/Motivating Students, Teaching Online

Session Type: 20-Minute Concurrent Session

Designing for Student Success: Outcomes Through Participating in an Alt-Textbook Program

Diane Chapman - *North Carolina State University*

Requiring students to purchase expensive textbooks has negative consequences. Explore an existing alt-textbook program, tips for instructors, and begin to plan for your own implementation.

Abstract: Textbook costs have outpaced inflation by 300% over the last 30 years, and it's reported that 7 out of 10 students have forgone purchasing college textbooks because of cost. One university's Alt-Textbook Project empowers faculty to innovate pedagogically, enhance access for students to high-quality, tailored educational materials, and reduce the financial burden of expensive textbooks. Doctoral students experienced their off-campus, executive format, face-to-face course without the requirement to purchase a textbook. In addition to redesigning the course using strictly digital resources, the redesign also allowed the instructor to re-examine and realign the readings with the course objectives and learning outcomes.

Session Objectives: (1) Describe the process and goals of an alt-textbook program. (2) Make evidence-based decisions on whether or not alt-textbook course redesign will work for you course. (3) Map out a plan for eliminating the requirement for students to purchase expensive textbooks for your course.

Track/Themes: Academic Success, Course/Curriculum Design, Innovative Pedagogical Approaches

Session Type: 20-Minute Concurrent Session

Learning by Playing II: Continuous Improvement Through Feedback

Dennis Chen - *Belmont University*

Building upon the 2017 Lilly session, "Learning by Playing", participants will engage in an experiential learning exercise and utilize a feedback process to continuously improve.

Abstract: During the 2017 Lilly–Asheville conference, the "Learning by Playing" session was offered sharing various methods of experiential learning. It was well received with evaluations averaging 4.7/5 for content and presentation. This year's session will build upon the prior session by sharing how student feedback has been collected on several of the experiential learning exercises and how this feedback can be used to improve student learning and improve the learning exercise. Session attendees will participate in a new experiential learning exercise engineered for the session, participate in giving feedback for the exercise, and conduct initial analysis of this feedback.

Session Objectives: (1) Discuss and observe various methods to bring experiential learning into the classroom and have participated in an experiential learning exercise engineered for the session. (2) Have participated in feedback process (designing, collecting, and analysis) for the learning exercise. (3) Return to their institution with ideas about how to introduce experiential learning within their curriculum and how to continuously improve the activities through a student feedback process.

Track/Themes: Course/Curriculum Design, Engaging/Motivating Students, Innovative Pedagogical Approaches

Session Type: 50-Minute Concurrent Session

Lessons from Oz: Using Transformational Leadership to Advance Student Learning

Maria Christian and Kari Henry Hulett - *Northeastern State University and Oklahoma State University Institute of Technology*

This presentation explores the traits of transformational leadership and examines corresponding teaching strategies, which instructors can use to advance students' deeper learning.

Abstract: Transformational leadership can be used to significantly impact the outcomes of any endeavor. In the classroom, this style of leadership can be used to support student learning. Using The Wizard of Oz as a framework for the discussion, the presenters will elaborate on transformational leadership principles and their implementation in the classroom through the application of research-based teaching strategies. Participants will engage in a survey activity to identify their leadership strengths, which contribute to their individual teaching effectiveness. In groups, participants will share and discuss relevant successful approaches they use within their own teaching practices.

Session Objectives: (1) Identify transformational leadership traits. (2) Reflect on personal transformational leadership characteristics. (3) Recognize research-based teaching strategies that align to personal leadership strengths.

Track/Themes: Engaging/Motivating Students

Session Type: 50-Minute Concurrent Session

Educational Gaming: The Design of a Pharmacy ESCAPE Game

Angela Clauson and Angela Hagan - *Belmont University*

An innovative "ESCAPE" exercise to assess student capability to work in teams and think critically

Abstract: We designed an innovative, active-learning exercise to assess student competency in a variety of skills and settings encountered during a pharmacy student's last year of experiential learning. Our exercise was modeled after the commonly seen "Escape Room" games, and could be used in many different teaching environments. Each room is set up to guide the students towards various clues to demonstrate competence of different learning objectives. Accomplishing each learning objective moves the team closer to meeting the overall room objectives to eventually "escape". We will discuss our exercise, and how it can be implemented in various teaching environments.

Session Objectives: (1) Describe an innovative way to assess student competency in a variety of skills and settings. (2) Determine the logistical and financial needs required to plan a similar activity. (3) Determine the types of knowledge and skills best assessed by this type of activity.

Track/Themes: Engaging/Motivating Students, Innovative Pedagogical Approaches

Session Type: 20-Minute Concurrent Session

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

Milt Cox - *Miami University*

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

Abstract: There is a new discipline in higher education that features the scholarship of teaching and learning (SoTL). The presenter of this workshop is an editor-in-chief of a journal that publishes the scholarship of teaching and learning. He will define and discuss the ongoing cycle of scholarly teaching and the scholarship of teaching and learning. In addition, participants will discuss seven steps that can transform a teaching, learning, or institutional problem or opportunity into SoTL. We will discuss a template that can assist the planning of a SoTL project that could lead to a SoTL publication.

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

Tracks: *Creating Communities of Learners, Faculty Development*

Session Type: 50-Minute Concurrent

Sustaining or Initiating Your Faculty Learning Community Program

Milt Cox - *Miami University*

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

Abstract: Many colleges and universities have faculty learning communities (FLCs) as part of their faculty/educational development programs. Research results about the effectiveness of FLC impact on faculty and staff participants, student learning, and implementation strategies are helpful in designing, implementing, and sustaining FLCs. At our table we will discuss 16 recommendations for building and sustaining FLCs and FLC programs. We will provide opportunities for participants to ask questions about FLCs and meet others who are working with initiating or facilitating FLC Programs on their campuses.

Learning 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.

Tracks: *Creating Communities of Learners, Faculty Development*

Session Type: Round Table Discussion

Giving Better Feedback: Promoting Students' Metacognitive Development

Patrick Cunningham - *Rose-Hulman Institute of Technology*

Using our feedback framework we will construct contextualized approaches for providing ongoing impactful feedback to students which is necessary for metacognitive growth.

Abstract: Metacognitive skills are important for positive learning outcomes. Still students struggle to engage and develop them, and faculty struggle to teach and assess them. When combined with an intentional metacognitive intervention in technical settings, our research shows that students are more engaged and will adapt metacognition strategies that work for them. In this session, participants will work with sample student responses related to their metacognitive awareness and practice generating formative feedback using our B-ACE feedback framework. Significant time will be devoted to formulating approaches for giving feedback in contexts identified by participants.

Session Objectives: (1) Describe where conversations about metacognition can and do happen with students. (2) Construct potential feedback to support student development as a learner. (3) Formulate manageable and scalable approaches to giving feedback to support student metacognitive development.

Track/Themes: Academic Success, Engaging/Motivating Students

Session Type: 50-Minute Concurrent Session

Writing in the Discipline: Learning the Discourse of Professional Communities

Chrystal Dean - *Appalachian State University*

This presentation delineates three assignments that can be used as a model for instructors of WID courses wishing to exemplify writing from diverse professional communities.

Abstract: In this presentation, I will delineate the three assignments used in my junior-level Writing in the Discipline course (WID) where majors focus on the discourse of their specific discipline. My goal with this set of assignments is to expose my pre-service teachers to the diverse ways they will engage in future professional communities: a supervisee (student), colleagues (other teachers), and a supervisor (principal). Naturally, not all WID courses are education specific, but the activities delineated here are generalizable in the sense of writing examples that imitate the types of professional writing majors will encounter in their future profession.

Session Objectives: (1) Examine an assignment model for supporting your students' professional writing in the discipline. (2) Identify benefits and possible constraints of writing in the discipline based assignments. (3) Generalize this model for use in supporting your students in their future professional writing.

Track/Themes: Course/Curriculum Design, Engaging/Motivating Students, Innovative Pedagogical Approaches

Session Type: 20-Minute Concurrent Session

Research on Fire! Using Fire Tablets to Increase Research Interest

Amber DeBono - *Winston-Salem State University*

Undergraduate students used Amazon Fire Tablets to collect data for their research projects. Preliminary results indicate students are interested in graduate school, but not research.

Abstract: Although extensive research indicates iPads increase student excitement about research and motivates students to learn, iPads are unaffordable for many undergraduate-focused and minority-serving institutions. However, Amazon Fire tablets provide a similar experience at a fraction of the iPad price. Our pre-test findings suggest a disparity between students' interest in research and interest in graduate school, which we predict will be lessened by using the Fire tablets. Participants will learn the pros and cons to using this technology in the classroom. The study's results will be applicable to any discipline that requires students to collect data. This work was coauthored by Breonte Guy and Tevin Williams.

Session Objectives: (1) Determine if using Amazon Fire tablets will be a useful tool to increase interest in research for their students. (2) Learn how to use Amazon Fire tablets in a Research Methods and Statistics classroom. (3) Learn the pros and cons to using Amazon Fire tablets in the classroom.

Track/Themes: Engaging/Motivating Students, Multiculturalism/Diversity/Inclusion, Teaching w/ Classroom Technologies

Session Type: 20-Minute Concurrent Session

Turning Online Learning into a Game

Kyle Dempsey and Cindy Boyles - *University of Tennessee, Martin*

This data-driven session centers on using a self-paced game format to guide students through an online course. Easily implemented examples and results are given.

Abstract: This session presents an approach to low-risk quizzing that mimics game characteristics with the ultimate goal of increasing engagement and success in online classes. We will present data analyses that demonstrate the effectiveness of this approach as well as differentiate the factors within the task that are most closely tied to overall learning. Attendees will participate in game-based demonstrations as well as discuss strategies for using this methodology in their own classes.

Session Objectives: (1) Implement a game-based learning environment into their own course. (2) Assess the effectiveness of their game-based course. (3) Determine which of their courses would be appropriate for this type of curriculum enhancement.

Track/Themes: Innovative Pedagogical Approaches, Teaching Online

Session Type: 50-Minute Concurrent Session

Factors Impacting Student Ratings of Courses and Instructors

Ann Diker - *Metropolitan State University of Denver*

A historical (10-year) analysis of student, instructor, and course attributes that impacted course and instructor ratings in an introductory general education science course.

Abstract: Students sometimes make registration decisions using ratings of courses and instructors. Ten years of historical data from an introductory nutrition course was analyzed to determine student, instructor, and course attributes that impacted course and instructor ratings. Ratings for the course overall were impacted by course delivery (online vs. lecture), faculty attributes (gender, highest degree, tenure-track status), and student grade in the course. Ratings for the faculty member's contribution to the course were impacted by faculty gender, highest degree, and tenure-track status.

Session Objectives: (1) Identify student, instructor, and course attributes that impact ratings of courses/instructors. (2) Discuss the importance of effect size, particularly when analyzing large data sets. (3) Explore potential avenues to minimize differences in course and in.

Track/Themes: Assessment

Session Type: Poster Presentation

Podcasting: Instructor, Expert, and Student-Generated Content

Kathy Dixon - *Arizona State University*

Podcasts increase student attention to course materials; through listening to instructor-generated lectures, discussions with content experts, and student development of podcasts of unique course content.

Abstract: During this session, the presenter will share information on the use of podcasting in the classroom with instructor-generated podcasts, expert-generated podcasts, and student generated podcasts. The discussion will include podcast formats, podcast equipment and technology, and solutions for the barriers to implementing podcasts. Examples of three types of podcasts used with in-person and online courses will be demonstrated. The attendees will brainstorm how podcasts can be used in their classroom and develop a student-generated podcast during the session.

Session Objectives: (1) Identify the types of podcasts which can be used in the classroom. (2) Discuss barriers and corresponding solutions for the use of podcasts in the learning process. (3) Develop a podcast using easily accessible technology.

Track/Themes: Innovative Pedagogical Approaches

Session Type: 50-Minute Concurrent Session

Are Multiple Choice Exams and Critical Thinking Mutually Exclusive?

Ellen Duke and Kelly Patkus - *Johnson & Wales University*

This interactive, multi-disciplinary presentation will show participants how to effectively write multiple-choice questions that will improve student learning and increase critical thinking.

Abstract: There is a misconception in academia that multiple choice questions are inherently easy and do not require critical thinking to answer. Writing higher order multiple choice questions is possible, but it can be difficult for any type of instructor. In this session, participants will pick up tips and strategies that can be used to write more effective multiple choice test questions. Through interactive techniques and idea sharing, this seminar will be useful for anyone who regularly gives assessments in class to measure academic success. Attendees will leave with the knowledge and tools which will help them become better test writers.

Session Objectives: (1) Create multiple-choice test questions that require higher-order thinking to answer. (2) Utilize best practices for creating multiple choice exams to assess critical thinking. (3) Analyze test questions and distinguish ranking order on Bloom's Taxonomy.

Track/Themes: Academic Success, Assessment, Student Learning

Session Type: 50-Minute Concurrent Session

Personalizing the Online Experience

Emily Faulconer - *Embry-Riddle Aeronautical University*

Being an online learner can sometimes feel like you're just a number. This round-table will present "tried and true" strategies to personalize the online experience.

Abstract: For both students and instructors, it is easy to be anonymous behind a computer screen. Student success is linked to instructor presence in an online course. The literature offers a variety of strategies for establishing presence and personalizing the online learning experience. In this session, we will discuss strategies from the front lines so participants can walk away with a list of "tried and true" strategies to implement in their own courses.

Session Objectives: (1) Identify strategies from the literature that personalize the online experience. (2) Discuss the "front lines" experience of implementing.

Track/Themes: Teaching Online

Session Type: Round Table Discussion

Video Trailers for General Education Courses

Emily Faulconer - *Embry-Riddle Aeronautical University*

Video trailers for general education courses framed the course in the context of transferable skills. Presenters discuss key resources, best practices, and student opinions.

Abstract: Dozens of institutions use video trailers to advertise their courses. The purpose is often to "sell" the course to prospective students. However, this video can be leveraged as a tool in general education courses to frame the major transferable skills developed in the course that will be critical in their career. This presentation outlines the journey taken by an interdisciplinary team at one institution to implement this tool in key general education courses. The presenters highlight best practices and critical resources. The impact of this video was measured using end of course evaluations.

Session Objectives: (1) Identify the best practices in Course Trailers (2) Conceptualize the transferability of skills developed in general education courses to up.

Track/Themes: Engaging/Motivating Students, Innovative Pedagogical Approaches,

Session Type: 20-Minute Concurrent Session

Writing Intensive Courses Revised: Applying Hybrid Learning Techniques

Erica Fleming and Jessie Driver - *Pennsylvania State University*

The presenters will describe their hybrid structure introduced into Business Writing classes and workshop hybrid strategies for other writing-intensive courses across the curriculum.

Abstract: Hybrid learning in residential classes, (taking some class components online), is taking place across disciplines in various ways. These strategies are proving to be successful in increasing student engagement by creating real-world environments in the classroom. The presenters will share their pitfalls and successes from Fall 2017 and Spring 2018, when they introduced a hybrid structure into Business Writing classes. They will workshop some strategies with attendees for introducing a hybrid structure to writing-intensive classes across the curriculum.

Session Objectives: (1) Evaluate your writing-intensive course's potential to improve student outcomes through hybrid learning. (2) Assess opportunities to increase student engagement through hybrid learning. (3) Identify tech resources (both free-to-use online and university resources) that aid in incorporating online components to your residential courses.

Track/Themes: Engaging/Motivating Students, Innovative Pedagogical Approaches, Teaching Online

Session Type: 50-Minute Concurrent Session

Different by Design: Taking a Metacognitive Approach to Active Learning

Stephanie Foote - *John N. Gardner Institute for Excellence in Undergraduate Education*

Participants will leave the session with strategies and approaches they can implement to take a metacognitive approach to designing active learning in their classes.

Abstract: Although existing research documents the impact of active learning (Ambrose et al., 2010; Bonwell and Eison, 1991), the focus is often on collecting and implementing techniques. While it is tempting to "plug and play," to be effective, active learning needs to be examined in the larger context of student learning (Weimer, 2018). Taking a metacognitive approach to active learning can help faculty prepare students make the most of active learning experiences while helping them become self-directed learners (Pelley, 2014). This session will focus on strategies and approaches faculty can take to use metacognition to design and implement active learning.

Session Objectives: (1) Describe the relationship between metacognition and active learning. (2) Understand several approaches to engaging students in active learning that fosters metacognition and metacognitive awareness in students. (3) Identify ways in which they can use metacognition to design and implement active learning in their classes.

Track/Themes: Course/Curriculum Design, Engaging/Motivating Students, Innovative Pedagogical Approaches

Session Type: 50-Minute Concurrent Session

Scaling HIPs Down to Foster Student Learning and Engagement

Stephanie Foote - *John N. Gardner Institute for Excellence in Undergraduate Education*

Participants will leave the session with a plan and resources to design, redesign, or enhance a course or program to incorporate one or more HIPs.

Abstract: High-impact practices (HIPs) have become commonplace in American higher education, although several HIPs (e.g., first-year seminars, learning communities, common intellectual experiences) are aimed at early college students, national data indicate students are not participating in these experiences equally (NSSE, 2014). With the goal of designing courses across the curriculum to intentionally introduce and engage students in HIPs, this interactive session will lead participants through a process of scaling HIPs "down" to their individual classes. Participants will leave the session with a plan and resources to design, redesign, or enhance a course or program to incorporate one or more HIPs.

Session Objectives: (1) Describe the basic elements and characteristics of "quality" HIPs. (2) Understand several innovative teaching pedagogies and approaches to foster deep and integrative learning that is consistent with participation in HIPs, as well as best practices in HIPs. (3) Create a preliminary plan to incorporate one or more HIPs or HIP elements into their academic course(s) and/or program(s).

Track/Themes: Engaging/Motivating Students

Session Type: 50-Minute Concurrent Session

Students' Perception of TBL in a Biomedical Literature Evaluation Course

Jeneva Garland - *Belmont University*

Evaluation of pharmacy students' perceptions of team-based learning following implementation of the flipped classroom learning model in a biomedical literature evaluation course.

Abstract: As healthcare becomes more collaborative, students must exhibit excellent communication skills. Previous studies show positive student attitudes toward team-based learning (TBL) in pharmacy courses, yet literature is lacking for its use in biomedical literature evaluation courses. Third-year pharmacy students' perceptions (n=61) were evaluated following TBL in a biomedical literature evaluation course. Most students (68.33%) felt TBL increased understanding, and 85% believed teamwork assisted their learning. Despite finding favor in the method, only 38.3% preferred TBL over lecture. Findings suggest students consider TBL an effective learning strategy for a biomedical literature evaluation course, but do not prefer TBL over lecture.

Session Objectives: (1) Describe implementation of the flipped classroom model in a biomedical literature evaluation course. (2) Examine the attitudes and perspectives of pharmacy student learners concerning the use of team-based learning in a biomedical literature evaluation course. (3) Gain an understanding of pharmacy students' opinions regarding the benefits and complications associated with team-based learning.

Track/Themes: Creating Communities of Learners, Course/Curriculum Design, Engaging/Motivating Students

Session Type: Poster Presentation

Promotion of Student Engagement with Case Study Presentations in an Online Course

Beverly Gish and Dale Hilty - *Mt. Carmel College of Nursing*

Passive and active learning modules (ALM) were presented to graduate online nursing students. Statistical findings demonstrate the students were significantly engaged with the ALM (p=.002-.022).

Abstract: Online learning environments are challenged to develop strategies that will engage students, to improve student retention and maximize student achievement. Different online learning strategies require assessment to determine their effectiveness at enhancing student engagement. In the passive learning modules, the students simply read the case studies in each module. In the active learning modules, there was case study presentation and discussion by the students. Using SPSS 25, the dependent t-test found significance among three engagement common factors (p=.019, cognitive; p=.002, deep learning; p=.022, engagement skills). Findings demonstrate the students were significantly engaged in the active learning modules.

Session Objectives: (1) Become familiar with the differences in student engagement between passive and active learning. (2) Become familiar with the active learning design using case study and discussion. (3) Become familiar with the four common factor engagement scales used to assess student engagement.

Track/Themes: Academic Success, Assessment, Student Learning, Teaching Online

Session Type: Poster Presentation

Relationship Among Self-Efficacy, Attachment Style, & Competitive Greatness, BSN Nursing Students

Beverly Gish and Dale Hilty - *Mt. Carmel College of Nursing*

Correlational and Independent t-test analyses revealed significant relationships and effects for self-efficacy, attachment style, and competitive greatness for BSN students. Further research appears warranted.

Abstract: Researchers have used self-efficacy to investigate online learning, physical therapy, diabetes type 2, work engagement, teacher education, exercise behavior, chemotherapy treatment, Alzheimer disease, counseling, clinical reasoning, and online shopping. Study 1 explores the relationship between self-efficacy and attachment style because these constructs may influence BSN student-patient professional relationships. In Study 2, self-efficacy scores divided BSN students into two groups (high versus moderate-low scores) to examine BSN student scores on attachment style and competitive greatness. Correlational and Independent t-test analyses revealed significant relationships and effects for self-efficacy, attachment style, and competitive greatness for BSN students. Further research appears warranted.

Session Objectives: (1) Gain knowledge and comprehension of the value of the self-efficacy, attachment style and competitive greatness constructs. (2) Have an increased awareness of the relationship of how the constructs may have an influence on student and patient satisfaction ratings. (3) Have an interest in researching these constructs with their undergraduate students.

Track/Themes: Continuous Self-Improvement

Session Type: Poster Presentation

How to Listen, so Students will Talk

Mckelle Hamson and Mindy Menn - *Texas Woman's University*

Student-led discussions enrich the classroom environment when instructors create a safe space for students by actively listening and validating participation.

Abstract: Student-led discussions enrich the classroom environment, allow students to take control of their learning, and have the potential to enrich the overall educational experience for both students and instructors. The learning environment is critical for improving student-led discussions because students will only participate if they feel safe and validated. In this session, we will cover how instructors can improve face-to-face and online classroom discussions by learning how to actively listen to students, developing questions which encourage discussion, and how to use low-cost or free resources to increase participation.

Session Objectives: (1) State two ways to improve classroom discussions. (2) Identify one lesson/module in which to implement a student-led discussion. (3) Identify one lesson/module in which to implement a student-led discussion create an action plan to improve learning environments to encourage participation in classroom discussions.

Track/Themes: Engaging/Motivating Students, Teaching Online

Session Type: Poster Presentation

Many Logs to Build a Bonfire: Embracing the Diversity of Our Students

Sharon Hawkins and Connie Beal - *Sinclair Community College*

In this active learner participatory session we will employ techniques to identify biases as well as methods to counter act biases that may impede inclusive learning environments.

Abstract: Diversity in the college classroom literature is filled of lists of what to do to make your classroom inviting - and what not to say or do in choosing words or texts as to not exclude students. In this presentation we open a space

and invoke techniques for faculty to examine their authentic self, revealing how and why we react to some students with implicit bias and how that implicit bias impedes dialogue and inclusiveness. Our interactive circle of inclusion produces reflection about building blocks of personal social identity in relation to race, religion, gender and class and embraces the practice of holding space with mindful listening.

Session Objectives: (1) Discuss the relationship between learned perspective on identity, diversity, inequality, social, economic, political bias on ability to sustain implicit bias in classroom. (2) Reflect on foundational building blocks of personal social identify in relation to race, religion, gender, class. (3) Return Demonstrate Holding a mindful space in listening.

Track/Themes: Multiculturalism/Diversity/Inclusion

Session Type: 50-Minute Concurrent Session

Flipping Environmental Physics to Promote Quantitative Literacy Across Disciplines

Nicole Hill - *Greenfield Community College*

Discuss experience in flipping the classroom using both Blackboard and Moodle platforms, incorporating peer instruction and just-in-time teaching strategies, and assessing quantitative literacy in physics.

Abstract: Introductory physics is a powerful tool for students to establish quantitative problem solving strategies. Environmental Physics was developed as an entirely flipped course that utilizes peer instruction and just-in-time (JIT) teaching to make physics more accessible to students across disciplines. Outside of class, students review posted material online and then complete conceptual JIT questions. While in class, short lectures are focused on concepts missed by students in their JIT responses. Then, students develop a deeper comprehension of the material by working in groups to discuss and apply physics concepts to Earth system processes and solve real environmental and sustainability problems.

Session Objectives: (1) Describe the structure of a flipped classroom. (2) Explain how to incorporate peer instruction and just-in-time teaching strategies into a lesson. (3) Summarize MAUVE, a simple quantitative problem solving and grading strategy.

Track/Themes: Assessment, Student Learning, Innovative Pedagogical Approaches, STEM

Session Type: Poster Presentation

Nursing Panel and Innovative, Interdisciplinary, Collaborative Non-nursing Course Teaching Strategy

Dale Hilty and Ann Waterman - *Mt. Carmel College of Nursing*

The nursing panel interdisciplinary teaching strategy socializes beginning nursing students in a realistic perception. The communication process promotes mutual respect, caring attitude and active learning.

Abstract: A nursing panel strategy is one way to close the gap in the literature related to best practices in socializing beginning nursing students. Articles were found about socialization of students to the profession of nursing but they were typically with students who were taking nursing and /or clinical courses (Ware, 2008). Nursing panel experience is a based on a quality improvement educational intervention which lasts 90 minutes. Data analysis is qualitative. This innovative, interdisciplinary (social science and RN faculty) teaching approach assists students in developing authentic nursing knowledge and perceptions derived from student evaluations and reflection papers.

Session Objectives: (1) Gain knowledge and comprehension of the value of the nursing panel strategy. (2) Gain a realistic perception of the role and function of this teaching strategy. (3) Implement this teaching strategy.

Track/Themes: Assessment, Student Learning, Engaging/Motivating Students, Innovative Pedagogical Approaches

Session Type: Poster Presentation

Effectively using Web 2.0 Tools in Online and Hybrid Classes

Andrea Hogan - *Grand Canyon University*

This presentation will explore ways instructors can incorporate Web 2.0 tools in hybrid and online classrooms to increase learner outcomes.

Abstract: The use of Web 2.0 tools in higher education can increase student engagement and active learning while encouraging a sense of community in students. This presentation will detail how Web 2.0 technology like FlipGrid, LOOM, REMIND and Poll-Maker can be integrated into hybrid and online learning environments to increase student learning outcomes. The author will explore ways Web 2.0 tools can be used as a platform for formative assessment techniques and demonstrate how Classroom Assessment Techniques (CATs) can be successfully integrated into classroom uses of Web 2.0 technologies. Furthermore, the benefits of pairing the Web 2.0 technology will be discussed.

Session Objectives: (1) Understand and effectively use the Web 2.0 tools discussed in the presentation. (2) Demonstrate ways Web 2.0 tools can be used for classroom assessment techniques. (3) Understand the benefits Web 2.0 tools bring to higher education.

Track/Themes: Assessment, Student Learning, Teaching Online, Teaching w/ Classroom Technologies

Session Type: 50-Minute Concurrent Session

The Podcast Package: How to Minimize the Technology Curve and Maximize Student Learning

Teri Horton - *University of Michigan, Ann Arbor*

Ready to try a podcast assignment? Learn how to design a "Podcast Package" so students can focus on learning outcomes and not the technology.

Abstract: Have you been thinking about creating a podcast assignment for one of your classes but worry about how students will manage the technology? This session will explore how to create a workflow and "package the supporting resources" to minimize students time on the technical aspects and allows students to focus on the learning outcomes. To create a "Podcast Package," we will discuss suggested assignment and rubric criteria, the components of a workflow document with links to supplemental resources, and how to support students throughout the process.

Session Objectives: (1) Develop assignment criteria based on student learning outcomes. (2) Define assessment criteria for a successful podcast. (3) Design a workflow document to guide students through the technical process of creating a podcast.

Track/Themes: Course/Curriculum Design, Innovative Pedagogical Approaches, Teaching w/ Classroom Technologies

Session Type: 50-Minute Concurrent Session

Engagement Strategies for Student Writing Success

Patricia Huskin - *Texas A&M University, Kingsville*

Campus Writing Initiatives require every instructor to support students' writing. Learn engagement strategies instructors can employ increasing student success and collaboration, and achieving positive outcomes.

Abstract: In courses emphasizing writing, students read and write actively to achieve student learning outcomes defined by faculty for their courses. In these writing intensive courses students often struggle to meet rigorous writing demands and achieve positive outcomes. This session will demonstrate numerous strategies instructors can employ to increase student writing success in courses that focus on writing as a student learning outcome. The design and structure of courses and their assignments, as well as active engagement strategies will be shared and demonstrated. These strategies support students in achieving success in demanding courses and improve the overall writing skills of students.

Session Objectives: (1) Develop a course structure for the best student outcome in their Writing Intensive/writing-focused courses. (2) Develop multiple course writing activities to increase students' learning and engagement, and success. (3) Incorporate multiple active engagement strategies for use in their own Writing Intensive/writing focused courses.

Track/Themes: Academic Success, Engaging/Motivating Students, Writing Intensive/Writing-Focused Course Strategies

Session Type: 50-Minute Concurrent Session

Using Young Adult Literature for First-Year Critical Thinking

Kathy Ivey - *Lenoir-Rhyne University*

An overview of instructional experiences (6 semesters) using realistic young adult fiction in the first-year writing classroom to scaffold assignments and introduce critical thinking.

Abstract: This session provides an overview of instructional experiences using realistic young adult (YA) fiction in a first-year writing classroom. Building a course around YA novels, supplemented with academic texts, has helped students achieve a number of learning outcomes that go beyond encouraging sustained reading time in reluctant readers. These outcomes include helping students develop problem-based questions about texts and think critically about these problems; increasing participation in discussion; understanding how analysis is different from summary; and developing better questions for research. The session will also cover some of the pitfalls of using YA literature in first-year courses.

Session Objectives: (1) Understand the benefits of using YA literature in college courses. (2) Understand supplemental learning activities to support major assignments. (3) Understand some of the pitfalls of using YA literature.

Track/Themes: Academic Success, Engaging/Motivating Students, Innovative Pedagogical Approaches

Session Type: 50-Minute Concurrent Session

Beyond Process?: Skills as Content in the Composition Classroom

Christopher N. Jackson - *Virginia Commonwealth University*

We will explore how content-focused assignments in traditionally process-oriented composition courses can encourage students to take greater responsibility for their own learning.

Abstract: Composition courses in higher education often emphasize process work over product work. While this emphasis is crucial for the development of competency in writing, research, and critical thinking, among other fundamental academic skills, it can also leave students unable to gauge their progress and understanding on their own. In this session, we will explore how inviting students to engage with skills (such as argumentation or notetaking or claim formation) as "content" can motivate students to take greater responsibility for their own learning.

Session Objectives: (1) Rethink the role of content-focused homework assignments in traditionally process-oriented composition courses. (2) Take steps towards defining the "content" of a skills-centered and process-oriented composition course. (3) Create content-focused composition assignments in which students can assess their own work and thereby practice their agency as learners.

Track/Themes: Academic Success, Engaging/Motivating Students, Innovative Pedagogical Approaches

Session Type: 50-Minute Concurrent Session

Using Virtual Reality to Teach Home Environment Assessment Skills

Charity Johansson - *Elon University*

Students use virtual reality to assess homes for fall hazards and accessibility barriers. Study results are shared, along with tips for creating effective VR experiences.

Abstract: Virtual reality (VR) has become more prevalent in education, but many questions remain about VR-based instruction. We developed cases using 360-degree photographs of culturally and socioeconomically diverse homes to teach physical therapy students how to assess home environments for fall hazards and wheelchair accessibility. We compared the use of VR goggles and panoramic computer viewing, assessing effectiveness, usability, realism, and enjoyment. Study results are shared, along with tips for creating effective discipline-independent VR learning activities. Participants view a home environment using VR goggles and their personal smart phones.

Session Objectives: (1) Assess the comparative value of virtual reality and panoramic "street viewing" of 360-degree images. (2) Identify content in their own teaching that would be enhanced by virtual reality learning experiences. (3) Make informed decisions regarding practical aspects of creating a simple VR learning experience, including 360 photography, goggle selection, associated costs, and designing the student experience.

Track/Themes: *Innovative Pedagogical Approaches, Emerging Educational Technologies*

Session Type: Poster Presentation

No More Secrets: Assessment Strategies in High Occupancy Classrooms

Sarah Johnson - *Oklahoma State University*

This presentation presents examples of collaborative problem-based methods of instruction and assessment strategies that support student-centered learning objectives in high occupancy classrooms.

Abstract: Often faculty members in accounting departments have little to no formal background regarding instructional leadership or curriculum design. As a result, classrooms are designed and overseen by individuals who view education from a transmissional approach or scholar academic ideology. With minimal access to training or accountability for pedagogical development, faculty members generally rely on lecture-based methods of instruction. Additionally, formative and summative assessments are generally constructed as multiple choice exams that are poor reflections of student ability. This results in low exam scores propped up by high test score curves. The purpose of this presentation is to showcase collaborative problem-based teaching methods and assessment strategies that support learner-centered ideologies and best reflect what students will encounter as accounting professionals beyond the classroom. Data will be provided that shows student perceptions of courses that require a much more active role when compared to passive roles they hold in more traditional courses.

Session Objectives: (1) Associate collaborative instructional methods and assessment strategies in high occupancy classrooms. (2) Redefine rigor as it relates to assessment in higher education. (3) Formulate perspectives regarding the necessary increase in accountability for faculty development.

Track/Themes: *Assessment, Student Learning*

Session Type: Round Table Discussion

Growing Hybrid: Lessons from Building a Campus Blended Learning Initiative

Cub Kahn - *Oregon State University*

This session offers beneficial takeaways—including effective hybrid teaching practices and faculty learning community practices—gleaned from a successful campus blended learning initiative.

Abstract: A 7-year-old campus hybrid initiative housed in a center for teaching and learning has led to the development of 250+ reduced-seat-time blended courses. This initiative has used multiple methods to develop faculty capacity to design, develop and deliver hybrid courses The centerpiece of this enterprise has been the facilitation of 14 term-long faculty learning communities supporting the redesign of existing courses in a hybrid format. This session will engage participants in discussion of major stages in the implementation of the hybrid initiative, successful strategies in the operation of hybrid learning communities and effective hybrid teaching practices identified in a faculty survey.

Session Objectives: (1) Identify effective practices for teaching in a hybrid format. (2) Describe factors that can contribute to successful hybrid faculty learning communities. (3) Explain stages in the widespread diffusion of hybrid pedagogy within a university.

Track/Themes: Course/Curriculum Design, Innovative Pedagogical Approaches, Teaching Online

Session Type: 50-Minute Concurrent Session

Effects of Growth Mind Set and Grit on Online Learning

Tammie Kauffman - *University of Central Florida*

The presentation explores results of an exploratory study focused on the Growth Mind Set and Grit principle and its effects on online learning.

Abstract: An exploratory study will be presented based on data collected from students in online classes. The students were surveyed using Carol Dwecks' (2006) Growth Mindset scale and Angela Duckworths' (2007) Grit Principle Scale. The purpose of this research is to determine whether the being growth minded or having grit effects a student's success in an online environment. This research is part of a study which has an end goal of an assessment of what type of student will be successful in an online classroom.

Session Objectives: (1) Be familiarized with Dweck's Theory and Duckworth's Grit Principle Theory and their relationship with online learning. (2) Identify the impact of external variables such as careers on a student's impede success in an online classroom. (3) Converse about possible variables that lead to success in an online classroom.

Track/Themes: Effective Online/Hybrid Environments

Session Type: 20-Minute Concurrent Session

Sankofa What? Teaching Social Work Values, Ethics, and Critical Thinking

Ivis King - *Clark Atlanta University*

This pilot study explores student learning, understanding, and application of Afrocentric Perspective to introductory professional helping concepts: Social work values, NASW Code of Ethics.

Abstract: The purpose of an introductory course can vary among disciplines. The one common element is that students most often are acclimated to writing scholarly papers. In social sciences, this means using the APA Style manual most current edition. In absence of a class on writing, students navigate this material, alone, while focusing on the content of the paper. Taking a field trip to the library, project-based learning, small-group discussions, mini-research, and discussion posts of youtube videos provided undergraduate students in an introductory course the skills needed to write a scholarly 8-10 page paper on values, ethics, and the Afrocentric Perspective.

Session Objectives: (1) Incorporate student engagement activities through online discussion posts. (2) Construct course long assignments to build student skill set for scholarly writing requirements. (3) Build a mutual aid learning community among students through social media, and learning management system for a traditional face-to-face course.

Track/Themes: Academic Success,Course/Curriculum Design, Multiculturalism/Diversity/Inclusion

Session Type: Poster

Listening to Students: Transforming Learning and Lives in Education

Donna Knifong - *California State University, Sacramento*

This session will share a special way to enhance understanding, transform teaching, inspire dialogue, and inform advocacy in the name of diversity in education.

Abstract: "Listening to Students" brings the voices of diverse students directly to those who serve them in education. This session will describe an innovative project done at a four-year university and a two-year community college that uses the power of student voices to expand minds, touch hearts, and contribute in profound and meaningful ways to inclusivity, student success, and pedagogical and institutional transformation in a diverse world. The presentation will offer step-by-step guidance for how to do this type of work and discuss the myriad uses and benefits of doing so.

Session Objectives: (1) Learn about a special resource on the many different types of college students, detailing who they are, what they need and the challenges they face in their education, and how we, as educators, can better serve them. (2) Explore how to create or use such work on your own campus and classrooms. (3) Appreciate more fully the real power of student voices and how they can transform our teaching, institution, and lives.

Track/Themes: Academic Success, Engaging/Motivating Students, Multiculturalism/Diversity/Inclusion

Session Type: 50-Minute Concurrent Session

Improving Critical and Creative Thinking in Life Sciences

H. Kenny Kuo - *North Carolina State University*

The design of a course focused on improving the critical and creative thinking skills in the first-year life sciences students.

Abstract: A first-year life science course has been developed to enhance students' critical and creative thinking skills. To evaluate the effectiveness of this course, we implemented Critical Thinking Assessment Test (CAT) at the beginning and the end of the semester. The skills that were assessed in CAT are: 1) evaluate and interpret information, 2) problem solving, 3) critical thinking, and 4) effective communication. A paired-t test was used to determine if there was any significant change in any of the question in the test. Our results showed students had significant improvements in all four aspects of critical and creative thinking ability.

Session Objectives: (1) Learn the design of this course that facilitates the development of critical and creative thinking. (2) Experience 1-2 content examples with case study and discussion. (3) Learn the Critical Thinking Assessment Test result of this course.

Track/Themes: Academic Success, Assessment, Student Learning, Course/Curriculum Design

Session Type: Poster Presentation

The Faculty Member/Instructional Designer Relationship: An Exploratory Study

Joe Martin - *University of Kentucky*

Qualitative analysis of 16 in-depth dyadic interviews of faculty members and instructional designers exploring how their relationship impacts outcomes related to online course design and facilitation.

Abstract: How does the relationship between faculty and instructional designers affect the online course development process? We conducted 16 in-depth dyadic interviews of faculty members and the instructional designers who assist them in an effort to answer this question. Our approach expands previous research by giving equal consideration to the faculty perspective (Pan & Thompson, 2009; Keppell, 2004) and by addressing how the working relationship between the faculty member and instructional designer ultimately influences the final product (Hixon, 2008; Care & Scanlan, 2001). Understanding this relationship is crucial to understanding the success of the final product – an effective and efficient course.

Session Objectives: (1) Better appreciate the importance of professional relationships in higher education. (2) Navigate the complicated and sometimes competing concerns that influence online course design. (3) More clearly identify potential obstacles to the development of online courses, and capitalize upon; existing resources.

Track/Themes: Teaching Online

Session Type: 20-Minute Concurrent Session

Wadsworth: An Online Statistics Course Virtual Companion

Lisa Martin - *Mercy College*

The presentation will describe the theory and use of a virtual companion to engage students in weekly discussions.

Abstract: A challenge in online learning is to create an engaging and informative instructor presence. Toward this aim, Wadsworth, a virtual cat, was introduced as a teacher's assistant in an undergraduate statistics class. Wadsworth, drawn by an avocational artist, presented himself in the discussion each week. The instructor (as Wadsworth) responded to each post and provided clarifications and encouragement. End-of-course surveys were improved from the previous semester. In reflecting on the course, the instructor noted that responding as Wadsworth contributed to a livelier, more student-centered instructor presence in the discussion. Discussion will include the theoretical background for this method.

Session Objectives: (1) Describe the theoretical rationale for the use of an online virtual companion. (2) Describe ideal characteristics in a virtual companion. (3) Create a scenario using a virtual companion with characteristics that enhance student learning.

Track/Themes: Teaching Online

Session Type: 20-Minute Concurrent Session

100% Course Completion Initiative: Faculty as Change Agents

Cathleen McCarron and Sarah Quast - *Middlesex Community College*

Middlesex Community College faculty launched a one-semester pilot to share, document, and reflect on strategies used to achieve 100% student completion in a selected course.

Abstract: In January, 2018, 22 full- and part-time community college faculty representing 16 disciplines launched its 100% Course Completion Initiative (CCI), in which faculty document explicit efforts to retain 100% of the students in one course without sacrificing academic standards. Faculty share via Google Drive individual retention practices including outreach to students outside class time, use of student-friendly technology tools, and connecting students to other services. Faculty are tracking time spent on these efforts and sharing insights on a blog. To date, every course has achieved improvement in retention, and valuable lessons about why students withdraw from courses are being learned.

Session Objectives: (1) Design a faculty-driven course retention program. (2) Determine no-cost platforms to host this program. (3) Adapt strategies for including faculty from multiple disciplines.

Track/Themes: Creating Communities of Learners

Session Type: 50-Minute Concurrent Session

Classroom Assessment Techniques in Online Courses

Mindy Menn and Mckelle Hamson - *Texas Woman's University*

The presenters will systematically outline examples and recommendations for implementing Classroom Assessment Techniques (CATs) as tools to improve teaching and learning in online courses.

Abstract: Classroom Assessment Techniques (CATs) are formative tools any instructor across any discipline and any course level can implement in any course to continuously improve teaching practices and advance student learning. With the increasing role of online-delivered courses and programs in higher education, the presenters of this session will use CAT examples to progressively examine CAT terminology, the benefits and barriers of implementing CATs in online courses, and outline steps to plan, implement, and evaluate CAT projects in online courses. Join our session and leave energized and equipped with practical ideas and techniques to implement in your online courses.

Session Objectives: (1) Identify three benefits of implementing Classroom Assessment Techniques in online courses. (2) Describe three barriers to implementing Classroom Assessment Techniques in online courses. (3) identify one Classroom Assessment Technique for future implementation in an online course.

Track/Themes: *Assessment, Student Learning, Engaging/Motivating Students, Teaching Online*

Session Type: 50-Minute Concurrent Session

Motivating Student Collaboration with Podcast Projects

Andy Miller - *Appalachian State University*

This session highlights the creation of student-made podcasts using free smart phone apps and computer-based recording suites to foster creativity and critical thinking.

Abstract: Collaborative project-based learning has been shown to significantly increase student success. One efficient project is the Podcasts, which are recorded audio stories that incorporate information and music. These mp3 files are easily shareable and can be listened to in a variety of environments. The development of a podcast is a creative process that draws together, creativity, technology, writing, speaking and critical thinking. It can be used for presentations, review modules, debates. Students work in pairs or small groups to research, write, record and produce podcasts. Teachers facilitate collaborative projects with providing structure and clear expectations through a rubric.

Session Objectives: (1) Gain an understanding of the application of podcast lessons in college courses, with a specific case study and student samples. (2) Gain an understanding of podcast creation by writing and recording a podcast using a free smart phone app.

Track/Themes: *Creating Communities of Learners, Engaging/Motivating Students, Innovative Pedagogical Approaches*

Session Type: 50-Minute Concurrent Session

Designing Service Learning Courses and Assessments to Improve Learning Outcomes

Lori Moog - *Raritan Valley Community College*

This workshop offers a practical framework for service learning course development and assessment strategies based on a multi-state, three-year grant project among six community colleges.

Abstract: With increasing demands for accountability in higher education, learning important course development and assessment strategies can positively impact the quality of service learning programs that build students' civic and moral responsibilities to their communities. This workshop offers a practical framework of service learning course development strategies and assessment tools used in a multi-state, three-year grant project among six community colleges. Essay questions and scoring rubric to assess students' service learning outcomes based on five variables are shared as well as findings and reflections on the assessment process. Examples of high-quality and sustainable service learning projects across disciplines are highlighted.

Session Objectives: (1) Gain knowledge about creating high-quality service learning courses and assessment tools for different disciplines that engage students in addressing community issues. (2) Design community engagement activities that foster students' understanding of their roles in and responsibilities to the public good. (3) Apply proven strategies and lessons learned about academically based service learning and assessment as a teaching and learning strategy that leads to student achievement of essential learning outcomes and student agency.

Track/Themes: *Academic Success, Assessment, Student Learning, Service/Experiential Learning*

Session Type: 20-Minute Concurrent Session

Using Professional Identity To Motivate Learning

Teah Moore - *Fort Valley State University*

Cultivating a sense of professional identity stimulated the desire among students to attend class, participate in extra curriculum activities, and perform better on assignments and assessments measures.

Abstract: To increase students' commitment and participation in a course, the instructor spent time developing the students' sense of professional identity. Students were exposed to lectures, materials, readings, and activities that cultivated their personal sense of self. Student participation increased, they sought additional information, and were more willing to be involved in professional development activities, including conducting research. Students' writings, such as written online discussions, evidenced more critical thinking. Lastly, there was 100% attendance in this course.

Session Objectives: (1) Develop a "Why Before What Approach" to student learning. (2) Identify three professional identity strategies. (3) Identify two classroom activities that promote professional identity.

Track/Themes: Engaging/Motivating Students

Session Type: Poster

Studying for Learning: Active Studying Strategies

Katie Morales - *Berry College*

This session will describe the experience of a professor in a small private college to foster active studying by students.

Abstract: Faculty in higher education are including intentional methodologies to incorporate active learning strategies to engage students and promote learning. However, intentional methodologies to promote active studying by the student are less delineated. Following adult learning theory, this session describes intentionally designed active studying activities successfully employed for senior level BSN students enrolled in a private, liberal arts college. The essential features and elements of each activity will be described to enable incorporation into an existing curriculum. These practical, innovative strategies promote active studying to empower and equip the students.

Session Objectives: (1) Describe essential features and elements of intentionally designed active studying activities which may be employed before, during, and/or after class. (2) Consider additional methodologies to empower students to incorporate active studying. (3) Explore how active studying can increase student learning and skill development.

Track/Themes: Assessment, Student Learning, Engaging/Motivating Students

Session Type: 20-Minute Concurrent Session

Bridging the Digital Divide: Engaging Students, Supporting Organizations, Building Communities

Daina Nathaniel and Zachary White - *Queens University of Charlotte*

This presentation focuses on the digital inclusion initiatives that have emerged from the partnership between the Knight School of Communication, Digital Charlotte, and Charlotte area non-profits.

Abstract: Integrating meaningful service learning opportunities into college courses is always challenging as instructors try to balance course content, requirements of service, and expectations of everyone involved. Through systematic partnerships with area non-profits and corporate sponsors, digital literacy classes were designed specifically for the communities needs and yet, mindful of the need to create programs that can be sustained beyond the life of any one class of students. This presentation highlights the benefits and challenges of integrating service learning components throughout the curriculum, and how these experiences can be used as tools for reinforcing program learning objectives.

Session Objectives: (1) Understand pedagogical strategies and practices associated with integrating digital and media literacy into undergraduate curriculum. (2) Identify the pedagogical challenges and opportunities of integrating digital and media literacy civic-engagement into an undergraduate required course. (3) Identify the pedagogical challenges and opportunities of integrating digital and media literacy civic-engagement into an undergraduate, content-based course.

Track/Themes: *Creating Communities of Learners, Engaging/Motivating Students*

Session Type: 20-Minute Concurrent Session

Learning Continues After the Due Date: UDL and Metacognition

Lillian Nave - *Appalachian State University*

Incorporating student self-assessment and reflection opportunities upon completion of assignments increases student learning, agency and self-efficacy.

Abstract: Helping our students reflect upon their learning in class and through assignments encourages them to become self-regulated learners and increases their self-efficacy. Asking our students to reflect upon what they learned while performing a task or completing an assignment, and including this reflection as part of the assessment, encourages metacognitive practices that are essential for students to "Learn How to Learn," one of L. Dee Fink's categories in his taxonomy of significant learning. This session will demonstrate why integrating metacognitive activities for students as part of their assessments can deepen student understanding and create self-motivated, life-long learners.

Session Objectives: (1) Identify areas of student learning that could be improved in their courses. (2) Create appropriate self-regulatory learning questions for students. (3) Modify at least one assignment to include student self-reflection as part of the assignment.

Track/Themes: *Academic Success, Assessment, Student Learning, Engaging/Motivating Students*

Session Type: 50-Minute Concurrent Session

Unpacking Discrimination

Candy Noltensmeyer and Lisa Bloom - *Western Carolina University*

Discussion will review an experiential learning activity on discrimination. Implications of instructor engagement and process as well as student efficacy and experiences will be reviewed.

Abstract: As part of a research study to investigate intolerance on campus, an activity demonstrating discrimination was used in several classrooms. The activity was a replication, in part, of Jane Elliot's famous Brown eye/Blue eye experiment. Often teachers must demonstrate concepts to students but the act of demonstration may often lead to personal challenges. The round table discussion will quickly review the process of the activity but primarily focus on the researchers' experiences in using discrimination as a teaching tool.

Session Objectives: (1) Describe the Brown eye/Blue eye experiment. (2) Understand the challenges of activities using discrimination for instructors. (3) Discuss the appropriateness of methods to teach challenging concepts.

Track/Themes: *Engaging/Motivating Students, Multiculturalism/Diversity/Inclusion, Service/Experiential Learning*

Session Type: Round Table Discussion

Does Time to Complete an Online Assignment Matter?

Christine Ouma - *University of Cincinnati, Blue Ash*

This study examines the relationship between in-class exam performance and online quiz scores and settings (time taken to complete the quiz and number of attempts).

Abstract: This study examines the relationship between in-class exam performance and online quiz score and settings in an Elementary Statistics course. Preliminary findings indicate that a positive correlation exist between exam performance and time it took to complete the first quiz attempt. Whether or not the student completed the assignment last-minute had no impact on their quiz scores nor in-class exam performance. Lastly, number of attempts on the online quiz had no correlation with the in-class exam performance, indicating that allowing for multiple attempts does not necessarily correlate with mastery of the material.

Session Objectives: (1) Identify the characteristics of students who are likely to be unsuccessful in the course. (2) Determine the optimum number attempts that should be allowed in an online quiz. (3) Identify the characteristics of students who are likely to be successful in the course.

Track/Themes: Academic Success, Assessment, Student Learning

Session Type: Round Table Discussion

What Happened to the E's?

Michael Palmer - *University of Virginia*

In this session, we'll discuss the salient features of transparency, consider evidence supporting its impact, and connect the underlying features of transparency to motivation theory.

Abstract: While the A-F letter system we use to assign grades is a relatively recent development, questions that swirl around it are not: what do letter grades actually measure; do they differentiate between students; do they help students gauge and improve their learning; are they motivating; and, why don't we assign E's? Following a brief history of grading, we'll explore specifications grading—a grading scheme that allows students to choose the grade they want to earn in a course based on the amount of effort they want to put in. In theory, this innovative scheme promotes and supports deep learning, provides helpful and actionable feedback, and fosters motivation and engagement. Drawing on data from a multi- instructor study, we'll consider if specifications grading does these things in practice (and reclaims the missing E's).

Session Objectives: (1) Recognize the drawbacks, challenges, and limitations of traditional grading schemes. (2) Define the salient features of specifications grading. (3) Consider ways to incorporate specifications grading or a subset of features into your own courses.

Session Type: Plenary Presentation

A Visual Tool Supports Learners to Test Out Effective Learning Strategies

Iglika Pavlova and Meg Horton - *University of North Carolina, Greensboro*

We introduce a visual tool to expose learners to metacognitive and study strategies, which they then try out repeatedly in reflective cycles in class.

Abstract: Many learners are not aware of effective learning strategies or experience a variety of barriers to trying them out (Stanton et al., 2015). We developed an "Attitudes and Actions" infographic that presents in an accessible way a menu of strategies derived from the cognitive science literature (Bjork et al., 2013) and implemented it as part of a comprehensive design to engage students in metacognitive reflection and to support their experimentation with learning strategies throughout the semester. Join our session to learn about our approach and to brainstorm ideas on how to best support our students in becoming lifelong learners.

Session Objectives: (1) Describe major findings from research on learning, memory, and metacognition. (2) Use a visual tool to engage students in cycles of reflection, planning, and trying out. (3) Propose possible modifications to the visual tool or its use for their own classrooms.

Track/Themes: Assessment, Student Learning, Engaging/Motivating Students, Multiculturalism/Diversity/Inclusion

Session Type: Round Table Discussion

Frameworks to Structure Imagination of Technological Futures: Design-Based Learning

Matthew Peterson and Deborah Littlejohn - *North Carolina State University*

Presentation of a speculative design project that asked students to anticipate technological change and imagine alternate technological futures, followed by a workshop to construct a conceptual framework for investigations in design-based learning activities.

Abstract: The designerly means of prototyping is a powerful pedagogic tool for engaging lateral thinking and developing speculative imagination—beneficial 21st-century skills for students across multiple subjects and at any level of instruction. Furthermore, design prototyping for future technological conditions casts issues of culture, society, and cognition in high relief for student inquiry. We present and engage participants in a process of speculative design aimed at imagining technological futures. Following a brief case study on the use of eye-tracking for computer control, we demonstrate how a well-designed conceptual framework can productively guide students in investigations that develop skills in creativity and lateral thinking. Participant activities involve specifying opportunities and developing frameworks that are appropriate for design-based learning strategies.

Session Objectives: (1) Specify opportunities in technology development and speculate on social, cultural, and cognitive implications therein. (2) Structure student imagination to maximize learning outcomes with a formalized conceptual framework. (3) Facilitate and lead open-ended student exploration of technological futures through creative prototyping.

Track/Themes: Innovative Pedagogical Approaches, STEM,

Session Type: 50-Minute Concurrent Session

Uncertainty: A Vehicle for Student and Faculty Development

Mike Pinter - *Belmont University*

We consider some frameworks that incorporate uncertainty as an intentional device for supporting student learning and faculty development.

Abstract: Participants will initially learn about stages of adult development that appear in teaching/learning and higher education literature. We will consider some frameworks that incorporate uncertainty as an intentional device for supporting student learning and faculty development, identifying connections to critical thinking and knowledge formation. Session participants will encounter examples of knowledge uncertainty in a variety of disciplines, including "teaching and learning" as a discipline, and will generate examples for use in their courses. In addition to applying the ideas to our students and courses, we will apply them to our continued growth and development as faculty members.

Session Objectives: (1) Identify key stages in adult development as described in higher education literature. (2) Develop ideas for interjecting elements regarding knowledge uncertainty into courses or into faculty development work. (3) Apply ideas about uncertainty and adult development to their own professional development.

Track/Themes: Course/Curriculum Design, Engaging/Motivating Students, Innovative Pedagogical Approaches

Session Type: 50-Minute Concurrent Session

Contextualized Courses for Student Success: History of Western Medicine, Disease, and Public Health

Benjamin Pugno and Dea Boster - *Columbus State Community College*

This session details the strategies that went into the development of a survey-level contextualized history course sequence that targets STEM and Allied Health student populations.

Abstract: In this session participants can learn about the creation of our two-course survey sequence in the history of Western medicine, disease, and public health. They will also learn how we have piloted the courses in two sections at our institution. These courses are the first survey-level medical history courses, and they provide an interdisciplinary, contextualized learning experience for students that, ultimately, could be a valuable option for general-education credit at other colleges and universities. Faculty will see in this session an example of how contextualized courses can help meet the challenges of student success. As STEM fields and academic pathways in science and allied health programs become more common, such a survey sequence provides a more connective and contextualized option for students in the health sciences, encouraging active development of critical analysis and interpretation skills, the cornerstones of humanities education.

Session Objectives: (1) Obtain knowledge about the NEH Humanities Initiatives in Community Colleges Grant and the types of opportunities that are available for unique curriculum development. (2) See how we structured our contextualized courses to encourage a specific community of learners to engage with a subject matter in which many in that community struggle and to increase student success within that educational environment. (3) Learn about some of the class exercises that seemed to work with the material and engage the student community that we targeted.

Track/Themes: *Academic Success, Course/Curriculum Design, Engaging/Motivating Students*

Session Type: 20-Minute Concurrent Session

Close the Gap: Real-Time Class Evaluations Using Google Technologies
Mark Rowe - *Ohio University*

Learn how daily class evaluations using Google technologies provide transparent real-time feedback for continuous course improvement. Session participants will experience a live demonstration.

Abstract: Traditional course evaluations help to improve future offerings but provide no opportunities for the present. Challenged by a generation with instant access to everything, Google technologies are leveraged to create surveys with real-time data analysis and feedback for everyone. This transparent approach supports continuous improvement and enhances the student's transformative experience, through participation in an iterative course design process. During the session, participants will experience a live interactive demonstration of the system, along with resources and strategies for adoption in their learning communities.

Session Objectives: (1) Describe the benefits and challenges of the system concerning student engagement and technology issues. (2) Discuss how to handle feedback in real-time and in post-processing. (3) Identify how to use the approach in different environments to increase active student engagement and implement positive course design changes.

Track/Themes: *Course/Curriculum Design, Engaging/Motivating Students, Teaching w/ Classroom Technologies*

Session Type: 20-Minute Concurrent Session

Practical Course Management: Using Basecamp Software to Manage Your Course
Mark Rowe - *Ohio University*

Learn how managing your course like an agile project supports student accountability and team cohesion through collaboration tools. Session participants will experience a live demonstration.

Abstract: The use of effective communications, accountability, and collaboration are foundational elements for success in PBL and TBL learning environments. Basecamp's collaboration and project management software facilitates a shared faculty-student team experience through message boards, file sharing, scheduling, and to-dos. During the session, participants will experience a live interactive demonstration of the system, along with resources and strategies for adoption in their learning communities.

Session Objectives: (1) Describe the benefits and challenges of the system concerning student engagement and technology issues. (2) Discuss how to run activity reports and collaborate transparently. (3) Identify how to use the approach in different environments to increase active student engagement and accountability.

Track/Themes: *Creating Communities of Learners, Engaging/Motivating Students, Teaching Online*

Session Type: Poster Presentation

The Importance of Teacher and Student Empathy in Student Success

Katherine Rowell - *University of Virginia*

This presentation will explore research on the importance of teacher and student empathy in increasing student learning and success.

Abstract: All too often, faculty focus on technology and pedagogical strategies in improving teaching and learning. In recent years, new and compelling research has been published examining the often noted "affective" domains of student learning. This presentation will explore new and exciting research on the importance of teacher empathy and student empathy in increasing student learning and success. Participants will learn about research on teacher empathy as well as have an opportunity to explore their empathy index.

Session Objectives: (1) Learn about the research on teacher empathy in the college classroom, the relationship to student success, and the role of student empathy in creating a sense of belonging. (2) Analyze your own levels of teacher empathy. (3) Explore ways you can increase both your "teacher" empathy while at the same time increasing student empathy and belonging in your courses.

Session Type: Plenary Presentation

Converting the Large Lecture into a Blended Class and the Impact of Pre-Class Preparation

Jeff Sarbaum - *University of North Carolina, Greensboro*

Learn how a traditional large lecture was converted into a blended class with evidence showing pre-class assignments positively impact exam performance.

Abstract: Learn how the UNCG Economics Department converted a traditionally large lecture class into a hybrid design. The new class involves a multimedia WordPress website with embedded assessments on nearly every page, a large lecture, and a recitation. Multiple recitations taught by multiple instructors creates an opportunity to conduct pedagogy research. We assessed whether having due dates before class versus after class impacted exams scores. We found about a third of a letter grade improvement for the due date before class students in the second and third quartiles of the ability distribution, but little impact on high- or low-ability students. This work was coauthored with Christopher Swann, PhD, and Marie Hull, PhD.

Session Objectives: (1) Visualize a multifaceted course redesign. (2) Understand evidence based student behavior in response to suggested vs required due dates. (3) Realize evidence based justification for assigning pre-class work.

Track/Themes: *Assessment, Student Learning, Course/Curriculum Design, Innovative Pedagogical Approaches*

Session Type: Poster Presentation

Return(s) to Storytelling

Jeff Sarbaum - *University of North Carolina, Greensboro*

Engaging stories are an effective teaching tool when properly thought through. Learn how to create an effective story for your classroom.

Abstract: Students' ability to understand and retain new concepts depends to a great extent on whether they are able to translate the new information into something familiar. Storytelling is one method of bridging the gap between new and familiar material. Effective storytelling requires some planning and forethought but the extra effort can earn big payoffs in student engagement and retention.

Session Objectives: (1) Explain the elements of a good story. (2) Understand the teaching value of a good story. (3) Design their own teaching story.

Track/Themes: *Teaching "Unplugged"*

Session Type: 50-Minute Concurrent Session

Painfree Collaborative Learning with Free and Easy Formative Assessment Tools

Scott Seagle - *University of Tennessee at Chattanooga*

This session will focus on assessment tools that provide instructors with the ability to engage their students, foster collaborative learning, and make group work rewarding.

Abstract: Typically students hate group work and we know why. Having dealt with slackers and/or absentee colleagues in our own group projects, we understand their frustrations. However, the benefits of working in groups is valued as a high- impact practice that develops critical skills crucial to their success. This session will focus on a couple of assessment tools that provide instructors with the ability to engage their students with active learning strategies designed to foster collaborative learning and make group work rewarding.

Session Objectives: (1) Identify formative assessment tools to easily engage their students. (2) Relate the frustrations and benefits of collaborative learning. (3) Implement formative assessment techniques for group work in their courses.

Track/Themes: *Assessment, Student Learning, Engaging/Motivating Students, Teaching w/ Classroom Technologies*

Session Type: 20-Minute Concurrent Session

Using the Reflective Judgment Model to Enhance Civic Learning, Civic Discourse, and Civic Engagement

Murray Skees and Lisa Yount - *University of South Carolina Beaufort and Savannah State University*

This presentation shows that King and Kitchner's "Reflective Judgment Model" can be used to facilitate "higher-order" thinking in students, demonstrating the ability to think about and evaluate their own epistemic assumptions.

Abstract: An unsettling characteristic of our civic landscape today appears to be a diminishing capacity for the average citizen to actually engage in meaningful civic and political discourse with someone whose views differ from her own. Yet our students appear eager to get involved in their communities and even in initiatives with a more global focus but to effectively do so, they need to only be civically literate, but also epistemically self-aware. We show that King and Kitchner's "Reflective Judgment Model" can be used to facilitate "higher-order" thinking in students, demonstrating the ability to think about and evaluate their own epistemic assumptions.

Session Objectives: (1) Articulate what obstacles exist to meaningful and productive dialogue with individuals whose social and cultural background differs from their own. (2) Explain how epistemic self-awareness grounds we can understand about others' views and values as well as what we can say about our own standpoints. (3) Envision how implementation of the King and Kitchner's "Reflective Judgment Model" can facilitate "higher-order" thinking in students, demonstrating the ability to think about and evaluate their own epistemic problems as a necessary step in understanding and empathizing with the position and attitudes of others whose backgrounds are quite different from their own.

Track/Themes: *Academic Success, Creating Communities of Learners, Innovative Pedagogical Approaches*

Session Type: Poster Presentation

Evaluation of Generational Influences Among Pharmacy Students and Experiential Preceptors

Susan Smith and Megan Coleman - *Wingate University*

This presentation will highlight the influence generational categories may have on patterns and commonalities that exist among pharmacy students and their respective experiential pharmacist preceptors.

Abstract: Pharmacy students and experiential preceptors responded to multiple-choice survey questions aimed at evaluating generational characteristics. The questions focused on six key areas: preferred learning/teaching style, view on the role of career/work, communication style, view of technology, outlook on life, and personal characteristics. Each response option corresponded to a generational category (Veteran, Baby Boomer, Generation X, Millennial). Students and preceptors were asked to first apply each question to themselves. Students were then asked to apply the question to their preceptor, while preceptors applied the questions to students. Information was collected to analyze aggregate student responses, preceptor responses, and matched student/preceptor pairs.

Session Objectives: (1) Describe the common characteristics of each generational category. (2) Discuss the impact generational stereotyping may have on instructors' teaching styles. (3) Identify opportunities to integrate knowledge about students' strengths, learning styles, and psychological types with their generational perspectives.

Track/Themes: *Innovative Pedagogical Approaches, Service/Experiential Learning*

Session Type: 20-Minute Concurrent Session

Technology and Student Engagement: Best Strategies Across Disciplines

Karrie Snyder - *Northwestern University*

Educational technologies are increasingly used to encourage student engagement during class. This session will discuss best strategies and challenges for using in-class technologies.

Abstract: Despite many options today, it can be challenging to incorporate technology into class in a way that encourages student engagement and active learning. Student participation has been shown to be related to many positive student outcomes. Technology (including youtube videos, library resources and publisher's content) can be a way to keep students engaged. However, the use of technology in class does not guarantee positive learning outcomes. The goal of this roundtable is for faculty from across disciplines to share their practical strategies for using technology to meet learning and participation goals, and discuss what works and potential challenges.

Session Objectives: (1) Better understand the benefits and challenges of using technology in the classroom. (2) Learn best practices in regards to encouraging student engagement through the use of classroom technologies from other faculty members. (3) Think critically about how classroom technologies help meet a course's learning goals.

Track/Themes: *Engaging/Motivating Students, Innovative Pedagogical Approaches, Teaching w/ Classroom Technologies*

Session Type: Round Table Discussion

Can Active Learning Increase Women's Self-Efficacy in STEM?

Aarthi Sridhar - *Duke University*

We review the literature on women's lower self-efficacy levels in STEM classes and the merits of using active learning to improve women's self-efficacy levels.

Abstract: Retention rates of women in STEM majors continue to be relatively low. One cause of this has been the lower levels of self-efficacy that women have in STEM courses. This session reviews the literature on this topic, suggesting that active learning may improve women's self-efficacy levels, and, hence, retention rates. We present findings from experimental teaching sessions that used "clickers" (classroom response systems) as an active-learning pedagogy designed to improve self-efficacy. Findings from this experiment are explained, and we also demonstrate how this specific pedagogy can be easily adapted by session participants.

Session Objectives: (1) The impact of pedagogical practices on self-efficacy levels of women in STEM majors. (2) How the use of clickers (classroom response systems) affects students' self-efficacy levels in introductory STEM courses. (3) How to implement clickers in the classroom.

Track/Themes: STEM, Teaching w/ Classroom Technologies

Session Type: 50-Minute Concurrent Session

Making a Case for Reusable Learning Objects

Stephanie Stancil and Michelle Bartlett - *North Carolina State University*

Reusable Learning Objects provide an opportunity for the work of students and instructors to improve future course iterations for continuous improvement in teaching and learning.

Abstract: Learn how to use students' work to improve future iterations of your course for continuous improvement in teaching and learning. Your students can use their class assignments to grow academically and professionally while allowing for course improvement, as well. Reusable learning objects provide an opportunity to leverage the challenging work that both instructors, and students, put into a course. It also increases students' practical application of course concepts and promotes growth via the opportunity for multiple feedback loops. We will discuss what a reusable learning object looks like and explore how it can be incorporated into new and existing courses.

Session Objectives: (1) Understand reusable learning objects. (2) Identify opportunities to incorporate reusable learning objects. (3) Create a plan for converting a current assignment into a reusable assignment.

Track/Themes: Assessment, Student Learning, Engaging/Motivating Students, Innovative Pedagogical Approaches

Session Type: Round Table Discussion

Social Learning: A Reflective Practice in Faculty Development

Shantell Strickland-Davis - *Central Piedmont Community College*

A facilitated discussion about social learning theory as a framework and foundation for faculty development in higher education.

Abstract: Faculty development plays an important role in higher education, supporting and providing opportunities for faculty growth. An effective faculty development model should improve faculty skill and knowledge, influence perceptions of their abilities, and provide them with opportunities to share and learn from one another. There are few studies that speak to the effectiveness of specific models and how said model(s) may influence faculty efficacy. In this session, the presenter will discuss social learning theory as a theoretical framework, and the results of a study that implemented a program grounded in opportunities for building on, and improving faculty efficacy.

Session Objectives: (1) Describe the theory behind social learning and how it is applicable to faculty development programming. (2) Recognize the influential sources of faculty efficacy to bring about desired student outcomes. (3) Utilize recommendations and best practices for developing faculty programming grounded in social learning theory.

Track/Themes: Creating Communities of Learners, Preparing Future Faculty

Session Type: 20-Minute Concurrent Session

Creating a Cohesive Community in an Online Environment

Nancy Szwydek - *Purdue University Global*

Facilitating a cohesive community in an online environment among a diverse population presents unique challenges. An awareness of the challenges and best practices are explored.

Abstract: Student diversity presents challenges in forming a cohesive community in a traditional classroom, and should not be considered more challenging, but different, in online education. Educators are the catalysts that initiate the spark necessary to facilitate student connectivity which, in turn, enhances success in courses and throughout the educational journey. The talents and experiences of individual learners should be leveraged in the classroom, which will lead to positive outcomes. This session will explore areas in online courses where student strengths could be assessed. Best practices for creating a cohesive community in an online environment will be discussed and shared.

Session Objectives: (1) Identify a minimum of two challenges in creating a cohesive community in an online environment. (2) Initiate a minimum of two strategies to facilitate community cohesiveness. (3) Identify at least two methods to utilize personal strengths of individual learners to facilitate a cohesive and positive learning environment.

Track/Themes: *Engaging/Motivating Students*

Session Type: 50-Minute Concurrent Session

Collaboration in Assessing Educational Technology and Innovative Course Redesign

Traci Temple and Chris Willis - *North Carolina State University*

Strategies, practices, and examples for sustaining a holistic approach to a culture of assessment in a distance education support unit at NC State.

Abstract: Assessment in Distance Education and Learning Technology Applications at NC State has evolved into a team effort for identifying the ways in which the impact of innovative technologies and teaching practices have in solving instructional challenges and building student success. Creating a culture of assessment in a service-oriented environment requires communication, collaboration, and faculty buy-in. This poster diagrams a holistic approach to a culture of assessment.

Session Objectives: (1) Discuss ways to build a culture of assessment in a service-oriented for blended and online learning. (2) Describe various ways instructional designers and assessment staff work with faculty to measure the impact of innovative technologies and teaching practices have on building student success. (3) Discuss examples of successful strategies for building student success in large undergraduate courses.

Track/Themes: *Academic Success, Assessment, Student Learning, Teaching Online*

Session Type: Poster Presentation

Putting the ACT in Active Learning: Theory and Practice

Theresa Thomas - *Blue Ridge Community College*

Learn to make lectures more engaging and experience activities that will motivate students to get more engaged with the material in your course.

Abstract: Why are students so disengaged during course lectures? With all of today's distractions, teach your students how to be a part of their own learning. During this session, attendees will be immersed in ACTive learning. They will learn how to make lectures more engaging and how to use activities in your classroom that will motivate and encourage students to get actively involved in their courses and have a deeper learning of the material. Learning techniques such as, "Coach & Player," Appointment clock and many more. The activities are appropriate for lecture or flipped classrooms in any discipline.

Session Objectives: (1) Understand the definition of active learning and why it works. (2) Supplement their lectures with easily implemented engagement tips. (3) Incorporate active learning techniques into their own lessons immediately.

Track/Themes: *Creating Communities of Learners, Engaging/Motivating Students, Innovative Pedagogical Approaches*

Session Type: 50-Minute Concurrent Session

Helping Students Avoid Plagiarism and See Value in Research Findings

Jill Walls - *Ball State University*

The Translation Project assignment was developed to facilitate students' ability to identify research findings, avoid plagiarism, and see connections between research and practice.

Abstract: Studies suggest that plagiarism in higher education is on the rise due to a lack of knowledge/understanding, increase in competitiveness, and access to online resources. Students preparing for careers in "helping professions" might struggle to see value in research, particularly if their program does not require research-based coursework. The Translation Project assignment was developed to facilitate students' ability to identify and understand research findings, avoid plagiarism, and see connections between research and practice. Conference participants will learn about the components of this assignment, how it can be tailored to their discipline, and tips for assessing student learning.

Session Objectives: (1) Understand the basic components of the Translation Project assignment. (2) Understand how the assignment is implemented and how student learning is assessed. (3) Tailor the basic framework of this assignment to be useful for the courses they teach.

Track/Themes: Academic Success

Session Type: Poster

Using Dotstorming for Brainstorming with Faculty, Students, and Applicants

Carrol Warren, Michelle Bartlett, and Peter Hessling - *North Carolina State University*

Using online brainstorming for student applicants, online graduate courses, and faculty retreats to form task-forces. Participants learn how to create and facilitate a Dotstorming session.

Abstract: Online brainstorming can be used in a variety of ways. This session will cover the use of online brainstorming in an orientation session for new doctoral students, in an online graduate course, and with faculty during a faculty retreat to form task forces. This session will walk participants through how to create a Dotstorming session through interactive buzz groups. Participants will also brainstorm and discuss how to facilitate a Dotstorming session face-to-face and online.

Session Objectives: (1) Understand how Dotstorming can successfully be used for faculty, students, and student applicants. (2) Create a Dotstorming session. (3) Understand how to facilitate a Dotstorming session face-to-face and online.

Track/Themes: Academic Success, Teaching Online, Emerging Educational Technologies

Session Type: 20-Minute Concurrent Session

Building and Evaluating Reflective Practices for STEM and Non-STEM Internships

Jacqueline Williams - *North Carolina A&T State University*

This research examines a reflective learning process used during STEM/Non-STEM undergraduate internships whereby learning artifacts are collected, selected, reflected, and connected through journaling and vlogging.

Abstract: Incorporating critical reflection using technology tools that are familiar to "digital natives" provides an opportunity for all students to enhance learning outcomes. Using theory-driven reflective practices, assignments include journaling and vlogging. The end benefit of this research project is the scaffolding built for critical reflection pedagogies and skill building experiences for students that are empirically tested and portable to traditional coursework and post-graduation employment. In addition, this research project provides an assessment process to measure the effectiveness of reflective learning in STEM/Non-STEM internships

Session Objectives: (1) Teach knowledge management model. (2) Modify journaling and vlogging assignments for their specific teaching practices. (3) Assess pre- and post- reflective practices and learning outcomes.

Track/Themes: STEM

Session Type: Poster

Making MUSIC with Technology-Enhanced Competency-Based Education

Chris Willis and Traci Temple - *North Carolina State University*

Guided by Jones' (2017) MUSIC Model, this session will chronicle implementation of student competency tracking in a community-based clinical rotation of veterinary medical training.

Abstract: The College of Veterinary Medicine launched an Equine Primary Care clinical rotation for fourth year veterinary students, employing campus- and community-based clinical training in a hybrid distributive model of veterinary education. Students spend time with faculty practicing clinical skills, then enter a preceptorship supervised by an equine veterinarian. Analysis revealed several challenges including unclear expectations, lack of standardized assessments, and preceptors' lack of pedagogical training. As such, an app was embedded within Moodle to facilitate interactive training/learning and competency tracking. Jones' (2017) MUSIC Model frames insights on implementing and assessing competency-based educational methods using student feedback for continued improvements.

Session Objectives: (1) Recall the 5 key elements of the MUSIC model, and how they are demonstrated in community-based clinical training. (2) Understand the challenges competency-based educational models can face before, during, and after implementation. (3) Begin to apply best practices in competency-based education and assessment to their own course projects.

Track/Themes: Assessment, Student Learning, Course/Curriculum Design, Competency-Based Education

Session Type: Poster Presentation

Using Reflective Writing to Assess Critical Thinking Course Design

Kerrin Wolf and Emmanuel Small - *Stockton University*

This session explores the value and challenges of using reflective writing exercises to evaluate critical thinking course design in a variety of business studies courses.

Abstract: This session will explore the value and challenges of using reflective writing exercises to evaluate critical thinking course design in a variety of business studies courses using the results of a semester-long research study. First, we will discuss the importance of defining critical thinking and using that definition to effectively design assessments and activities that will contribute to students' critical thinking skills development. Then, the session will demonstrate the value of using reflective writing to assess course design by discussing the results a semester-long research study that evaluated the use of reflective writing exercises in five distinct business studies courses.

Session Objectives: (1) Identify a detailed definition of critical thinking that is applicable to their own courses. (2) Visualize how their own course designs promote the development of critical thinking skills by developing a course learning map. (3) Use student reflective writing exercises as a tool to assess whether their course designs effectively contributed to students' development of critical thinking skills.

Track/Themes: Assessment, Student Learning

Session Type: 50-Minute Concurrent Session

Building on Best Practices in Team Teaching: Engaging the Constituents

Cecile Yancu, Deborah Farmer, and Amber DeBono - *Winston-Salem State University*

Team teaching is a common practice in education today. Presenters will offer evidence-based suggestions designed to engage and motivate both students and instructors.

Abstract: Team teaching is a common practice in American universities. If done effectively, research shows that team-teaching helps students learn and brings diversity to the classroom; it has the potential to model professional behavior and even professionalism in disagreement. This mixed-methods study is built on the idea that on-going open communication is key for successful team teaching. Data were collected to assess student attitudes towards team teaching and whether integrating multi-directional communication promotes a more positive or empowering experience for all constituents engaged in team teaching. Results showed that when students and instructors form partnerships, the experiences of both are improved.

Session Objectives: (1) Distinguish from among the six main modes of team teaching. For example, participants will be able to distinguish between team-teaching and co- or sequential teaching. (2) Build a team-teaching classroom community. In effect, participants will learn how to recognize and address both faculty-centered barriers to a positive experience and student concerns about being. (3) Develop methods to work together to actively engage students in the learning process by adding "High Impact Practices", such as Service Learning and applied exercises, to their instructional repertoire.

Track/Themes: Creating Communities of Learners, Engaging/Motivating Students, Service/Experiential Learning

Session Type: 20-Minute Concurrent Session

Is This Going To Be On the Test? : Addressing Common Student Questions

Todd Zakrajsek - *University of North Carolina*

In this session, we will identify ways to address some of the most frustrating questions students ask in a way that results in more positive outcomes.

Abstract: There are several frustrating questions that students ask, regardless of the discipline being taught. As faculty, we are perplexed, irritated, and perhaps even humored by these questions. In this session, we will look at several of these questions in a new light, with a focus on ways to use the concepts behind these questions to advance learning. In some cases, we will look at the learning theory behind the question so we are better prepared to respond to their queries. In other cases, we will look at ways to help the student to reframe their questions in a more positive and productive way.

Session Objectives: (1) List five common questions asked by students in ways that frustrate faculty. (2) Explain to students the educational theory behind some of the teaching components they often find frustrating. (3) Describe to students ways to reframe their questions in a way that is more productive.

Session Type: Opening Plenary Presentation

Dynamic Lecturing: Evidence-Based Strategies to Enhance Lecture Effectiveness

Todd Zakrajsek - *University of North Carolina*

We will discuss foundational studies regarding active learning, examine components of the effective lecture, and identify new ways to integrate lectures with active learning strategies.

Abstract: Although there have been many calls to eliminate the lecture, there is actually no research to support that claim. That said, the research does clearly and consistently indicate that learning is hindered when a faculty member lectures all of the time, or lectures poorly. It is time to shift the focus from teaching to learning, and stop claiming that a teaching approach itself defines good learning. In this session, we will discuss foundational

studies regarding active learning, examine components of the effective lecture, and identify new ways to integrate lectures with other educational strategies to create meaningful experiences for our students. This workshop will be facilitated in an active and engaged format, mirroring what the literature indicates is effective for effective learning environments.

Session Objectives: (1) Describe the important components of an effective lecture. (2) Integrate at least one new active/engaged strategies into an existing learning session. (3) Explain the foundational components of all learning, regardless of the teaching strategy used or situation in which the learning is to occur.

Session Type: Closing Plenary Workshop

The Scholarly Teacher

Applying Evidence-Based Strategies to Enrich Student Learning

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

The fundamental goals are to:

• Provide a venue to share with and learn from colleagues.

• Inspire readers to try something new, tweak a teaching strategy, or to validate that what they currently do is based on sound practice.

• Direct readers to additional resources.

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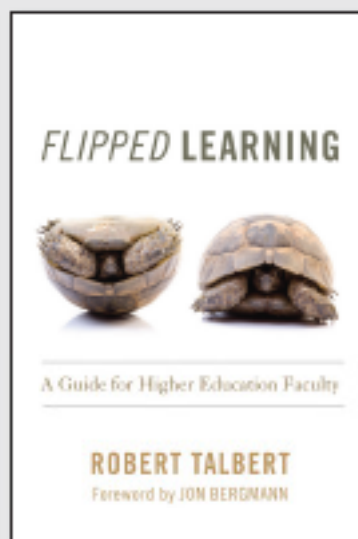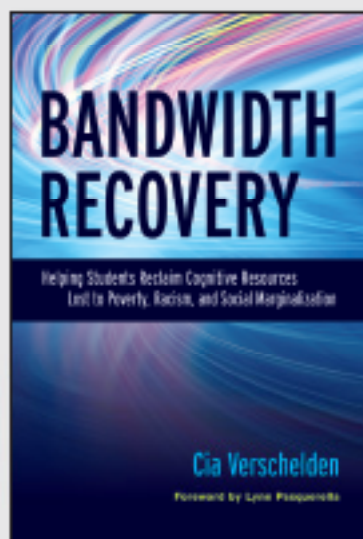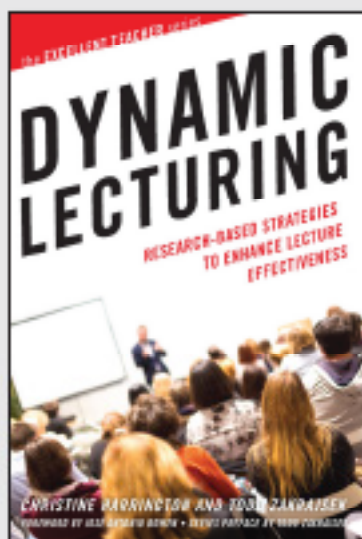## Bloom's Cognitive Taxonomy Slider

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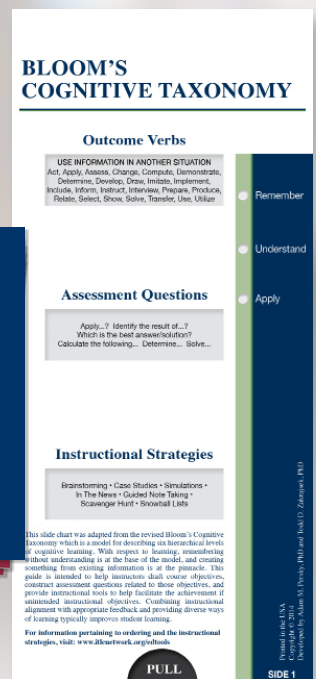
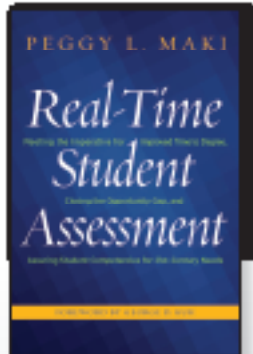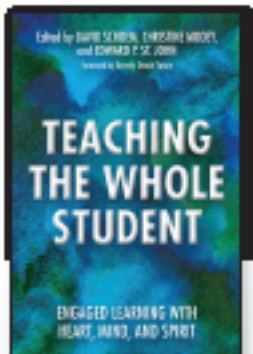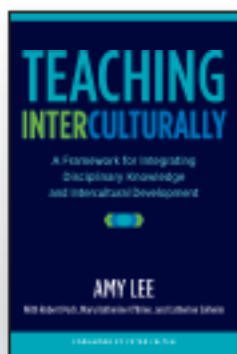**For more information, visit: educationalblueprints.com**

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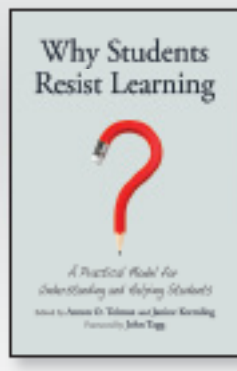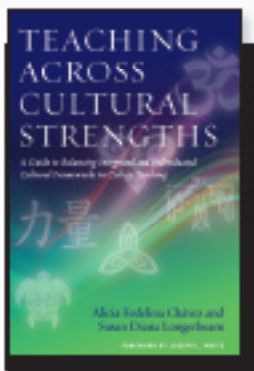
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