

# Lilly Conference

**Austin, Texas**

January 7-9, 2016

## EVIDENCE-BASED TEACHING AND LEARNING

Conference Workbook and Program

HOSTED BY THE:

**ITLC** | INTERNATIONAL TEACHING  
LEARNING COOPERATIVE, LLC







## Welcome - we're glad you're here!

For over 35 years, the Lilly Conferences on College and University Teaching and Learning have provided opportunities for the presentation of the scholarship of teaching and learning. Individuals from a variety of disciplines have gathered at Lilly Conferences to discuss issues related to teaching and student learning. Over the years, thousands of conversations among a diverse population of teachers have focused on sharing ideas, debating issues, and forming lasting friendships. We sincerely hope this conference extends that fine tradition.

Please note that you are part of a truly remarkable gathering of individuals. Those around you have a deep commitment to student learning and we trust the conversations over the next few days, and the new friendships formed, will influence you for years to come. Casual conversations in the lobby, during the reception, or during a walk to restaurants can be as informative and uplifting as scheduled sessions. As you attend sessions, pay attention to not only the content of the session but also the delivery of the message. Seek out those with interests similar to your own and build new professional contacts. It is our hope that as the conference unfolds, participants will develop a sense of community that will become future friendships and collaborations. This sense of connection and community is referred to as the Lilly Conference Spirit!

Our conference theme, "Evidence-Based Teaching and Learning" reflects the importance of scholarly teaching. The conference also has subthemes, identified to reflect the newest challenges and accomplishments with respect to student learning. The subthemes focusing our discussions consist of: Academic Success; Assessment/Student Learning; Creating Communities of Learners; Course/Curriculum Design/Redesign; Engaging and Motivating Students; Innovative Pedagogical Approaches; Multiculturalism/Diversity/Inclusion; Online Learning and Teaching; Service/Experiential Learning; STEM; and Teaching Well with Classroom Technologies.

We are pleased to be in Austin again this year and are encouraged that 230 attendees have come from 105 different institutions to participate in the event. The program showcases 3 plenary speakers, 76 concurrent sessions, 7 round-table discussions, and 13 poster presentations.

In the hundreds of hours of work completed to make this conference possible, right at the forefront was the concept of a close-knit "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. 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, Austin is the live music capital of the world, and ranks in the top 10 cities for BBQ! It has gained popularity as a travel destination by foodies, music lovers, families and hipsters. Spend an evening with a few of your new colleagues to check out what this great city has to offer.

Best,

A handwritten signature in black ink, which appears to read "Todd".

Todd Zakrajsek, Ph.D.  
Conference Director



## Acknowledgments

Thank you to our presenters and participants who have made the commitment to come to Austin 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.

**2016 Cosponsors:** Austin Community College, Idea Center, Jossey Bass, Life University, Scholarly Teacher, Schreiner University, Southern Methodist University, Stylus, University of the Incarnate Word, The University of Texas at Austin, The University of Texas System Academy of Distinguished Teachers.

### 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.

**2016 Reviewers:** Lynne Anderson (National University), Ryan Baltrip (Southern Baptist Theological Seminary), Pamela Barnett (Trinity Washington University), Spencer Benson (University of Macau), Amanda Brindley (University of California, Irvine), Jan Byers-Kirsch (Central Washington University), Stephen Carroll (Santa Clara University), Mick Charney (Kansas State University), Summer Cherland (GateWay Community College), Sarah DeHaas (Juniata College), Matt DeLong (Taylor University), Jacqueline Dewar (Loyola Marymount University), Marcia Dixon (Indiana University-Purdue University, Fort Wayne), Mary Etienne (Trinity Washington University), Bonnie Farley-Lucas (Southern Connecticut State University), Rebecca Foco (UMass Lowell), Lou Foltz (Warner Pacific College), Linda Friend (Wake Tech), Ellen Goldman (The George Washington University), Laurie Grupp (Providence College), George Gubba (Mary Baldwin College), Heather Haverback (The Catholic University of America), Oren Hertz (Johnson and Wales University), Linda Hodges (University of Maryland Baltimore County), Karen Kackley (PennState), Stephanie Kemery (University of Indianapolis), Daphene Koch (Purdue University), Rich Minoff (University of the Sciences), Carl Moore (The University of the District of Columbia), Rebecca Munmunbonnerjee Chakraborty (Northwood University), Sal Meyers (Simpson College), Jane Nickerson (Gallaudet University), Enrique Ortega (California State University, Dominguez Hills), Maryann Pasda DiEdwardo (University of Maryland University College), Mildred Pearson (Eastern Illinois University), Christopher Penna (University of Delaware), Susan Radius (Towson University), Gail Rice (Loma Linda University), Lorayne Robertson (University of Ontario Institute of Technology), Estrella Romero (Riverside Community College), Gwendolyn Scott-Jones (Delaware State University), Karen Sides (Schreiner University), Brian C. Smith (Graceland University), Jeff Thomas (University of Southern Indiana), Bridget Trogden (Mercer University), Michelle Wang (Borough of Manhattan Community College), Victoria Wangia (University of Cincinnati), Jan Worth-Nelson (University of Michigan-Flint), Christopher Ziemnowicz (University of North Carolina at Pembroke), and John Zubizarreta (Columbia College).

### Special Thanks

Our gratitude goes out to Milt Cox and Laurie Richlin. Laurie founded the regional Lilly Conferences on College and University Teaching, which have each grown into national conferences, and we thank her for planting those seeds from which so many have benefited. Milt Cox founded the original Lilly Conference on College Teaching over 35 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.



## 2015 Plenary Presenters



### Todd Zakrajsek

Todd Zakrajsek is an Associate Professor in the Department of Family Medicine and former Executive Director of the Academy of Educators at the University of North Carolina, Chapel Hill. 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, including board membership at Lenovo Computer, and sits on editorial boards for journals in the area of teaching and learning. He also directs five Lilly Conferences on

College and University 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 has co-authored two books, *The New Science of Learning* (2013) and *Teaching for Learning* (2015).

### How Teaching Is Changing and Where We Are (or may be) Headed

*Thursday, Jan. 7 at 1:30pm*



### C. Edward Watson

Eddie Watson is the Director of the Center for Teaching and Learning at the University of Georgia where he also teaches courses on College Teaching, and is a Fellow in the Institute for Higher Education. Eddie has over fifteen years of experience in faculty and instructional development and has won numerous teaching and leadership awards.

His publications have focused on active learning and exemplary teaching practice in traditional as well as technology-enriched settings. He was recently quoted in the *New York Times*, *CNN*, and *University Business Magazine* regarding current teaching and learning issues in higher education. Eddie is also the founding Executive Editor of

the *International Journal of ePortfolio*, the Co-Executive Editor of the *International Journal of Teaching and Learning in Higher Education*, and serves on several boards.

### What Do We Really Know About How People Learn?

*Friday, Jan. 8 at 1:00pm*



### Kathleen Gabriel

Kathleen F. Gabriel, is an assistant professor at California State University, Chico in the Professional Studies in Education Department. She began her career as a high school teacher and advisor to student organizations. She was selected as a mentor teacher for her district, and received the "Teacher of the Year" award. Kathleen implemented an academic support program for at-risk college students at the University of Arizona where she was a faculty development specialist. She also served as the Director of Disabled Student Services at College of Siskiyous, a community college in Northern California. Kathleen

published the book, *Teaching Underprepared Students: Strategies for Promoting Success and Retention in Higher Education*, and is currently working on her second book.

### Connect, Believe, and Engage: Techniques for Promoting Student Learning and Success

*Saturday, Jan. 9 at 8:15am*



## 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. Networking is one of the most valued aspects of this conference. 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. Your name badge is necessary for entrance to sessions and access to conference meals and refreshments.

## Length of Sessions

We strive to build a program offering a variety of session lengths (20 minutes, 50 minutes, and 75 minutes) and session formats (round-table discussions, concurrent sessions, poster presentations, and plenary presentations). The 50 and 75 minute session lengths were purposely implemented as they are the most common lengths of college class sessions.

## Attending Sessions

Scheduling rooms for sessions is one of the most difficult of all conference tasks. We do our best to schedule topics, rooms, and presenters in ways to maximize conference space. There may be occasions when sessions draw many more participants than expected. In those instances, please be patient about the seating and/or consider another concurrent session. For sessions in which you are particularly interested, we strongly suggest you arrive as early as possible.

## Making Greener Choices - we hope you join our efforts

We continue to evolve into a “greener” conference by making conscious decisions to curb waste and reduce our environmental impact. Firstly, we strive to reduce waste by consciously ordering food and beverages as accurately as possible. As a result we *do not* over order food for meals or breaks. While we want everyone to have the opportunity to enjoy a refreshment we make a significant impact on the environment when we avoid over ordering. Secondly, we significantly reduce paper consumption by reducing print materials. We reduced the information found in typical conference programs to a minimal amount of information necessary to navigate through the conference experience. Session abstracts are online for richer details. Additionally, we ask presenters to submit handouts electronically to be linked to session abstracts, rather than bringing multiple hard copies of handouts to their session. We do ask that any extra handouts be placed at a resource table. Stop by and browse. You may find a hand out of interest to you from a session you didn’t attend.

## Evaluation of Sessions and Conference

In keeping with our theme of Evidence-Based Teaching and Learning, assessment is important to us. We encourage you to complete session evaluations following each concurrent session; and to complete an overall conference evaluation following the conference. 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.



## Conference Workbook

We continue to build on the concept of a dynamic conference workbook that serves as a useful tool for your personal reflection and navigation during your conference experience and as a handy resource to maximize the application of what you gained during the conference. This is *not* intended to be a traditional conference program. There is a self-guided organizational planner designed to aid you in thinking about how you will implement what you are learning at the conference. It serves as a resource to organize your notes, contacts and plans for integrating new information into your classrooms. You will find daily schedule of events and listings of individual concurrent sessions with learning objectives in the second part of the workbook

## The Award for Outstanding Poster

This year we again present the Award for Outstanding Poster. The award includes \$200 in credit toward a registration at the **2017 Lilly Conference in Austin** for the winner AND \$200 credit to be given by the poster winner to any ONE person who has never been to a Lilly Conference on College and University Teaching.

## Meals/Guest Meals

Your conference registration includes an afternoon snack on Thursday and breakfast, morning coffee, lunch, afternoon refreshments and a reception on Friday and 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, there are several restaurants within walking distance of the conference hotel.

## Book Raffle

Through kind donations from Stylus Publishing and Jossey-Bass Publishing, we have approximately \$500 in value of books to give away to conference participants this year. You received book raffle tickets with your conference registration materials. *Tear each ticket along the perforated edge, place half the ticket in the envelopes next to the books you most desire to win, and keep the other half with you as it will be necessary to claim the book.* 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 3:00 pm at the registration desk. Book winners will be posted at the registration desk by ticket number.

## Copy Centers

If you need to print a file or make additional photocopies for your session, there are two photocopy centers within a mile of the hotel. FedEx Office Print & Ship Center is 6406 N Interstate 35 Frontage Road #1210 and Office Depot is at 816 Tirado Street.





EVIDENCE-BASED  
TEACHING AND LEARNING

# CONFERENCE WORKBOOK





# Instructions for Using the Conference Workbook

## A Message from the Conference Director

I look forward to attending conferences with a wide variety of sessions, facilitated by talented faculty members who seem to have no end to their wisdom and experiences. I always leave such conferences exhausted from extensive networking and learning, and at that same time energized, with a feeling of hope and renewal. For all their value, and it is extensive, conferences do have a decided drawback. Time and again I have returned from conferences with many handouts, resources, web references, and business cards; these are often put into a pile with the expectation of things to come, yet all too often the valuable information is not put into practice.

As a result, I developed this workbook as a framework for your conference experience to coincide with your professional goals. The purpose of this workbook is to help you detail and organize information gained, articulate ideas to be further developed, and identify contacts for intentional networking. Just as we teach our students, the more you put into an experience, the more you will get out of it. Within this workbook, you are asked to complete several assignments and reflections throughout the conference. Tasks such as the One-Minute Paper, Goal Setting, and Daily Reflections are included to help you apply what you learn during conference sessions to your classroom and your teaching philosophy/pedagogical approach. Set aside time to purposefully progress through the workbook as part of your conference experience. As you complete the workbook, you will develop an individualized action plan for improving your teaching.

The conference offers many presentations and round-table discussions. It can be easy to become overwhelmed from information overload. We encourage you to pace yourself. Develop a daily schedule that balances attending sessions with time for reflection.

I trust you will find the conference professionally stimulating and informative. I hope over the next few days, this workbook allows you the opportunity to think seriously about your teaching and how your students best learn. To begin your conference experience please find a quiet place and complete the One Minute Paper, found on the next page.

Best,





## One Minute Paper

Set your phone to the stopwatch function or find a clock with a second hand. Give yourself one minute to write a response to the following:

What do you hope to gain by attending this Lilly Conference on Evidence-Based Teaching and Learning?



## Application Exercise: Goals and Objectives

Identify three goals or objectives you hope to obtain at the conference that you can apply within the next six months. These can be challenges you currently face with respect to teaching, strategies that you have heard of that interest you, or a desire to find colleagues who share a common interest/passion for a specific topic. Space is also provided to note when resources and individuals are found at the conference pertaining to these items.

### Goal or Objective 1

a. List session title for any sessions that might directly address this goal. You may wish to contact the facilitator of the session at a later time for additional information.

b. Quick notes about new information gained or the titles of sessions that specifically relate to this goal.

c. Record the names of any attendees you talked to related to this item and a few key words or phrases of what was discussed.



Goal or Objective 2

- a. List session title for any sessions that might directly address this goal. You may wish to contact the facilitator of the session at a later time for additional information.
- b. Quick notes about new information gained or the titles of sessions that specifically relate to this goal.
- c. Record the names of any attendees you talked to related to this item and a few key words or phrases of what was discussed.



### Goal or Objective 3

a. List session title for any sessions that might directly address this goal. You may wish to contact the facilitator of the session at a later time for additional information.

b. Quick notes about new information gained or the titles of sessions that specifically relate to this goal.

c. Record the names of any attendees you talked to related to this item and a few key words or phrases of what was discussed.



# Networking

With whom did you speak and wish to have a follow-up conversation at a later time? If you get the person's name and institution, e-mails will be easy to secure online. Try for 10 new contacts at this conference. Use the space below to organize information about the contacts with whom you have exchanged business cards, with during the day. Simply transfer the contact information from the business card to this worksheet. Note: conference tip- when you acquire a business card with the intent of contacting that individual, jot a quick note on the back of the card pertaining to the issue addressed.

Name	Institution/Email	Issue or Reason for Follow-up





# Reflections

## **Quick Reflections for Thursday**

Aside from notes listed above pertaining to your application responses, list here any new ideas formed, concepts considered, musings, or anything else that might prove helpful to you in the future.

## **Quick Reflections for Friday**

Aside from notes listed above pertaining to your application responses, list here any new ideas formed, concepts considered, musings, or anything else that might prove helpful to you in the future.



**Quick Reflections for Saturday**

Aside from notes listed above pertaining to your application responses, list here any new ideas formed, concepts considered, musings, or anything else that might prove helpful to you in the future.



## Action Items

Consider specific things will you do within 2 weeks of the conclusion of the conference. These actions can be based either from your application exercise responses or from your reflections. List at least 5 things you will do upon your return. This is designed to keep the momentum from the conference. These may include individuals to contact, resources to order, or materials to develop.

### To Do List

1.

2.

3.

4.

5.



## Overall Reflections

### Overall Quick Reflection and Metacognition Check

Consider what you felt was the best information you learned over the past few days. If you were to facilitate a workshop on your campus that summarizes the best information you learned at this Lilly Conference, what would be the title of your session? There is a strict 15-word limit on this title.

## Take Home Final Exam

To be completed a few weeks after the conference.

Review your One Minute Paper, Application Items, and Reflections from previous pages.

1. What have (or will) you change in your courses or teaching strategies this winter as a direct result of the Lilly Conference in Austin? What impact do you anticipate these changes will have on student learning?
2. Who have you contacted since the conference and what has resulted from those interactions?
3. Did you send the thank you note to the person providing support for your attendance at the conference? If not, please send your note of thanks at this time.
4. Is there something you will be doing in your class that could be a presentation at a future Lilly Conference?

## Thank You Note

We encourage our participants to send a quick note of thanks to the individual(s) responsible for your attendance. You are welcome to stop by the Conference Registration desk at any time during the conference and select a thank you note, which you may choose to complete on your return trip home. It is particularly helpful to include one or two very specific changes that will be made in the upcoming semester, any anticipated benefit to students, and mention your willingness to offer a workshop on your campus sharing what you learned from this conference. A quick example follows:

*Thank you for the support you provided that allowed me to attend the Lilly Conference on Evidence-Based Teaching and Learning in Austin. I was able to network with colleagues from (list one or two peer or aspiration institutions here). Among many things learned at the conference, I discovered (insert achieved personal conference objective; the following sentence is included as an example) a unique method to assign peer projects that I firmly believe will increase the quality of student work in my senior seminar course and have students to produce more work without greatly increasing the time needed on my part to grade the extra material. Thank you again.*

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# CONFERENCE SCHEDULE







# Agenda Overview

## Thursday

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12:30p - 6:30p Registration Open  
1:30p - 2:45p Plenary Presentation  
3:00p - 3:50p Concurrent Sessions  
4:00p - 5:15p Concurrent Sessions  
5:30p - 6:20p Concurrent Sessions

## Friday

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8:00a - 6:00p Registration Open  
**7:30a - 8:15a Breakfast**  
8:00a - 8:30a Round Table Session  
8:45a - 10:00a Concurrent Sessions  
10:15a - 11:05a Concurrent Sessions  
11:20a - 12:10p Concurrent Sessions  
**12:10p - 1:00p Lunch**  
1:00p - 2:15p Plenary Presentation  
2:30p - 3:20p Concurrent Sessions  
3:35p - 4:25p Concurrent Sessions  
4:40p - 5:30p Concurrent Sessions  
5:30p - 6:30p Poster Session Reception

## Saturday

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8:00a - 4:00p Registration Open  
**7:45a - 8:30a Breakfast**  
8:15a - 9:30a Plenary Presentation  
9:45a - 11:00a Concurrent Sessions  
11:10a - 12:00p Concurrent Sessions  
**12:00p - 1:00p Lunch**  
1:00p - 1:50p Concurrent Sessions  
2:00p - 2:50p Concurrent Sessions  
3:00p - 4:15p Concurrent Sessions  
4:15p - 5:00p Closing Networking Reception







# Evidence-Based Teaching and Learning

Thursday, January 7, 2016

**12:30p - 6:30p**

## REGISTRATION OPEN

1:30p - 2:45p

**Welcome & Opening Plenary Presentation:** How Teaching is Changing and Where we are (or may be) Headed - Todd Zakrajsek - *Phoenix North*

**2:45p - 3:00p**

## BREAK (15 MINUTES)

### ROOMS

Austin

Dezavala

Robertson

DeWitt North

DeWitt South

3:00p - 3:50p

Making Thinking Visible: Three Essential Elements No Class Can Live Without!

- K. Maynard

Streamlining Learning: Best Practices for Structuring Your Online Course

- S. Reavis & Y. Chappelow

Seasons Theories (Bloom's Taxonomy, Knowles' Andragogy, Bruner's Spiral Curriculum) Applied to Online Graduate Research Courses

- T. Kinsey

Presentational Effectiveness for College and University Teachers

- T. Guinn

"Flipping" and Loving It!  
- S. Hankhouse

Turning the Table: Engaging Students Through Flipped Instruction

- L. Heinz & D. Callender

**3:50p - 4:00p**

## BREAK (10 MINUTES)

4:00p - 5:15p

Students' Perspectives on the "First Day" of Online Courses

- M. Osterbur

Cutting the Cord: Learning Without a Monitor

- K. Hattaway, et al.

Motivating Reluctant Students to Read Through a Reader's Workshop Approach

- L. Dryden

Moving from STEM to STREAM: Connecting Critical and Creative Thinking

- M. Stewart

The Signature Course: Reinventing the Core Curriculum at the University of Texas at Austin

- P. Moran Micks & L. Holleran Steiker

**5:15p - 5:30p**

## BREAK (15 MINUTES)

5:30p - 6:20p

Become a Teaching Rockstar: Simple Techniques to Engage & Motivate Students

- G. Childs

Bringing Experiential Learning to the Online Classroom

- A. Neville

The Provost Teaching Fellows Program at the University of Texas

- P. Davis & L. Hall

Integrating Sustainability Into the Curriculum

- M. Venkatesan

Pedagogical Frameworks, Professional Methods, and the...  
- N. Walls

Motivation: Applications of Self-Determination Theory for Pedagogy  
- K. Cordell-McNulty, et al.



# Evidence-Based Teaching and Learning

Conference Schedule

Friday, January 8, 2016

8:00a - 6:00p

REGISTRATION OPEN

7:30a - 8:15a

BREAKFAST - PHOENIX NORTH

8:00a - 8:30a

**Round Table Session:** (See list of names and titles on page 30) - *Phoenix North*

8:30a - 8:45a

BREAK (15 MINUTES)

## ROOMS

8:45a - 10:00a

Austin

"True Grit": Is Resilience Something We Can Teach?

- C. Staley

Dezavala

Visual Pedagogy: Reimagining the Power of PowerPoint

- L. Sisco

Robertson

Interactive Workshop on Transforming the Classroom into a Student-Centered Discovery Space

- D. Dominguez, et al.

DeWitt North

Just-in-Time Mentoring: Supporting the Instructional Development of Junior Colleagues

- J. August

DeWitt South

20 Years of Implementing Community-Based Capstones: Lessons Learned from Engagement and Assessment

- S. Kerrigan & V. Reitenauer

10:00a-10:15a

BREAK (15MINUTES)

10:15a - 11:05a

Using Online Technologies to Transform Classroom Learning

- S. Perez-Hardy

Active Learning + Mastery Learning = Increased Success Rates

- T. Jongky

The Importance of Game Play in Engaging Students in Serious Gaming

- C. Pastore & J. Suss

Transforming the Core Curriculum: Teaching Essential Skills and Experiences Across the Curriculum

- J. Herman & B. Iverson

Integrating Experiential Learning into Digital Media Production

- H. Lee

Boyer Method Revisited: An Approach to Effective Teaching

- O. Dursun-Ozkanca

11:05a-11:20a

BREAK 15 MINUTES)

11:20a - 12:10p

Rethinking the First Two Years at University

- M. McNaughton-Cassill & C. Ross

"Yes, and..." Using Improv Techniques As an Effective Classroom Learning Activity

- L. Nave Goudas

Scholar to Scholar: Faculty Development on a Dime!

- M. Davis

Empowering and Engaging Students Through Team and Project-Based Learning

- N. Zou

Pre- & Post-Test As an Effective Learning Strategy

- A. Reeves

Leveraging Classroom Assessments for Programmatic and Institutional...

- M. Semakula



# Evidence-Based Teaching and Learning

Friday, January 8, 2016

12:10p - 1:00p

## LUNCH - PHOENIX NORTH

1:00p - 2:15p

**Plenary Presentation:** What Do We Really Know About How People Learn? - Eddie Watson - Phoenix North

2:15p - 2:30p

## BREAK (15 MINUTES)

### ROOMS

2:30p - 3:20p

Austin	Dezavala	Robertson	DeWitt North	DeWitt South
Moving from F2F to Online: Strengths, Weaknesses, Challenges and Opportunities <i>- J. Byers-Kirsch</i>	Implementing a Teaching Approach Discovered at Lilly: Recommendations from Implementation Science <i>M. Cox</i>	No More Grading in Your Pajamas: Video Feedback on Assignments <i>- Z. Risoldi Cochrane &amp; A. Friedman Wilson</i>	Establishing a Positive Pathway for Advanced Career Faculty: Implementing Self-Managed Mentoring <i>- R. Kohlenberg</i>	Investigating Use of Reading Strategies of ESL/English Speaking... <i>- D. Hollier, et al.</i> Measuring Service Learning Outcomes and Community... <i>- K. Davis, et al.</i>

3:20p - 3:35p

## BREAK (15 MINUTES)

3:35p - 4:25p

Ready, Aim, Engage: Boot Camp for Student Engagement <i>- M. Thompson &amp; M. Powell</i>	Reflections of Reluctant Researchers: How Changing Instruction Informed Learning <i>- C. Sweeney</i>	Transformative Teaching: Elevating Learning via Service Learning <i>- C. Westland &amp; L. November</i>	Using Goal Attainment Scaling to Measure Professional Development in the Teaching Clinic: An Interprofessional Study <i>- A. Chapleau</i>	Literacy Roadmaps: Engaging Pre-service Teachers in Literacy... <i>- A. Causarano</i> Using Design Thinking to Encourage Creativity in the Classroom <i>- B. Adams</i>
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4:25p - 4:40p

## BREAK (15 MINUTES)

4:40p - 5:30p

Beyond the Multiple-Choice Quiz: Ways to Ensure Students Come to Class Ready to Learn <i>- D. Domizi</i>	Establishing and Maintaining a Culture of Classroom Research <i>- D. Dolan, et al.</i>	Helping Students Understand the Nature of the University: How Academic Disciplines Integrate for a Unified Education <i>- S. Staley</i>	Building Better Pre-Professional and Graduate Students: The Power of Workplace Learning <i>- J. Lowry</i>	"The Year of Social Justice": Creating Community and Increasing... <i>- R. Johnson</i> Instructional Coaching: Improving Student Learning <i>- K. Bradley, et al.</i>
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5:30p - 6:30p

**Poster Reception:** (See list of names and titles on page 30) - Phoenix North



# Evidence-Based Teaching and Learning

Conference Schedule

Saturday, January 9, 2016

8:00a - 4:00p

REGISTRATION OPEN

7:45a - 8:30a

BREAKFAST - PHOENIX NORTH

8:15a - 9:30a

**Plenary Presentation:** Connect, Believe, and Engage: Techniques for Promoting Student Learning and Success - Kathleen Gabriel - *Phoenix North*

9:30a - 9:45a

BREAK (15 MINUTES)

ROOMS

9:45a - 11:00a

Austin

Enhancing Faculty Pedagogy and Student Outcomes Through an Online Community of Learners

- P. Van Slyck & R. Ozz

Dezavala

Self-Efficacious Learners: Helping Students Develop Self-Management Skills for Life Long Learning Success

- D. Camin

Robertson

Fun with Curriculum Alignment (Seriously!)

- K. Aspengren & D. Peterson

DeWitt North

Meeting the Needs of Students with Special Needs: It's Easy

- T. Spencer

DeWitt South

Designing a Student Research-Driven Course: Where Did We Start?

- A. Braseby & K. McDonough

Flipping, Flopping, Tech No and Techno: Building Student...

- A. Bliss

11:00a-11:10a

BREAK (10 MINUTES)

11:10a - 12:00p

Embedded Agents: A Learning Centered Approach to Educational Development

B. Smentkowski

Teaching for Learning: Intentionally Designed Educational Activities to Put Students on the Path to Success

M. Harris

Connected and Plugged In: Creating Communities Utilizing Conversation Circles

- C. Westland & L. November

Master the Basics: Course Design to Promote Alignment of Learning Outcomes, Assignments, and Assessment

- J. Prince

Teaching with Decision Cases for Professional Practice

- L. Scales

Integrating Social Media into the First-Year Experience Course

- C. Garcia & M. Pena

12:00p - 1:00p

LUNCH - PHOENIX NORTH



# Evidence-Based Teaching and Learning

Saturday, January 9, 2016

## ROOMS

	Austin	Dezavala	DeWitt North	DeWitt South
1:00p - 1:50p	<p>Applying Neuroscience to Enhance Learning</p> <p>- <i>A. Overman</i></p>	<p>Faculty Developers Discussion</p> <p>- <i>T. Zakrojssek</i></p>	<p>Low-Tech Tool to Facilitate Communication in Cooperative Learning Workgroups</p> <p>- <i>C. Marchetti &amp; S. Foster</i></p>	<p>International Graduate Students and Academic Culture Shock</p> <p>- <i>R. Senerchia</i></p>
1:50p - 2:00p	BREAK (10 MINUTES)			
2:00p - 2:50p	<p>Moving the Engagement Needle: A Look at Relevance and Usefulness</p> <p>- <i>C. Johnson &amp; S. Dudley</i></p>	<p>Helping First-Year Writers Invent and Revise with Construction Metaphors and Graphic Organizers</p> <p>- <i>K. Ivey</i></p>	<p>Gatekeeping 101: Opening the Gate for ALL Students</p> <p>- <i>H. DiFrancesca &amp; L. Eaton</i></p>	<p>Classroom Leadership Styles: Exploring the Relationship Between...</p> <p>- <i>S. Batiste</i></p> <p>Exploring an Untapped Resource: Teaching Philosophy Statements as...</p> <p>- <i>J. Sievers, et al.</i></p>
2:50p - 3:00p	BREAK (10 MINUTES)			
3:00p - 4:15p	<p>It's Everybody's Job: Building Academic Skills Across the Curriculum</p> <p>- <i>C. Harris</i></p>	<p>Strengthening Learning by Incorporating Desirable Difficulties into Your Teaching</p> <p>- <i>D. Persellin &amp; M. Daniels</i></p>	<p>Creating a Learning Environment that Maximizes Cognitive Resources</p> <p>- <i>C. Verschelden &amp; T. Bhargava</i></p>	<p>Reacting to the Past: Teaching a Student Run Course</p> <p>- <i>L. Mayhew</i></p>
4:15p - 5:00p	Closing Reception - Phoenix North			



## Friday Morning Round Tables

8:00a - 8:30a

Phoenix North

<b>a</b>	The Dynamism of Undergraduate-Teaching Assistants and Innovative Assessment in Service-Learning... - <b>L. Chudzik</b>
<b>b</b>	Lessons for College Teachers from AVATAR (Academic Vertical Alignment and Renewal) - <b>J. Keller</b>
<b>c</b>	New Twist on an 'Old' Technology: Clickers for Testing - <b>M. Hunte-Brown</b>
<b>d</b>	Using Microposts and Blogging to Teach New Media Writing - <b>C. Johnson-Gerendas</b>
<b>e</b>	Getting Comfortable Being Uncomfortable: Student and Faculty Experiences with Media, Race, and... - <b>L. Boussiquot &amp; C. Grey</b>
<b>f</b>	Soaring with the Eagles: Using Academic Coaching to Improve Student Success Course Performance - <b>P. Norwood</b>
<b>g</b>	Updating or Initiating Your Faculty Learning Community Program - <b>M. Cox</b>

## Friday Evening Poster Session

5:30p - 6:30p

Phoenix North

<b>a</b>	Innovating Ethics Education: New Instructional Methods, Resources, and Results from UT Austin's Ethics... - <b>C. Biasucci, et al.</b>
<b>b</b>	Motivating First Time Online Learners - <b>D. Duarte</b>
<b>c</b>	Toward Understanding How Communication-Related Factors Influence College Student Learning and Success - <b>T. Guinn</b>
<b>d</b>	Competency-Based Learning, Gamification, and Peer-Tutoring: A Hybrid Model for Teaching and Learning - <b>V. Johnson</b>
<b>e</b>	Using Wikipedia to Negotiate Meaning in a Composition Classroom - <b>M. Lawson</b>
<b>f</b>	Effect of Pre-Class Work on Student Learning Outcomes in a Flipped-Class Experience - <b>P. Sanchez Diaz, et al.</b>
<b>g</b>	The Manufacturing Integrated Learning Laboratory (MILL) as a Model for STEM Education - <b>M. Ssemakula</b>
<b>h</b>	Student Sketching of Complex Geologic Processes Improves Long-Term Memory Retention, Application and Synthesis - <b>R. Benson</b>
<b>i</b>	Constructing a Concept Inventory: A Case of Stereochemistry - <b>A. Leontyev</b>
<b>j</b>	STEM Courses and Civic Learning: The Good, the Bad, and the Unexpected - <b>M. Tonga</b>
<b>k</b>	The Impact of National Normed Test Requirements on Minority Teacher Education Candidates - <b>R. Roehl</b>
<b>l</b>	Gamification to Enhance News Writing Skills in a Journalism Reporting Course - <b>R. Blom</b>
<b>m</b>	Faculty Learning Communities: Strategies for Success - <b>H. Rodina</b>

EVIDENCE-BASED  
TEACHING AND LEARNING

# SESSION OBJECTIVES







## Welcome and Opening Plenary Presentation

### 1:30pm - 2:45pm **How Teaching Is Changing and Where We Are (or may be) Headed**

Todd Zakrajsek - *University of North Carolina, Chapel Hill*

**Venue:** Phoenix North

In this session, we will play with how “teaching” is changing and how moving from “teaching” to “learning” is making a significant impact on education.

*Abstract:* Society looks radically different than it did just 50-75 years ago. Teaching; however, although different in many ways from two generations ago, is certainly lagging behind other advances. A virtual conference is very different than the types of educational experiences faculty members faced just a few years ago, but what has really changed overall with respect to student learning? New educational buildings on college campuses still include fixed-seat auditorium style classrooms, faculty members continue to lecture, and students expect to have facts handed to them ready to be memorized. In this session we will play around a bit with what is changing in the area of teaching, and how moving from “teaching” to “learning” is finally making a significant impact on education. Where we are headed next is anyone’s guess...but it is going to be exciting!

*Session Objectives:* (1) Explain the contemporary challenges we face when teaching students. (2) Describe current research pertaining to effective teaching strategies. (3) Create at least one new strategy, based on current pedagogical research, that can be incorporated into one of your existing courses.

## Thursday Concurrent Sessions

### 3:00pm - 3:50pm **Making Thinking Visible: Three Essential Elements No Class Can Live Without!**

Katrina Maynard - *Longwood University*

**Venue:** Austin

This presentation examines three essential elements professors can implement in their higher education classroom to engage students and make thinking visible to the learner.

*Abstract:* This presentation will discuss effective methodology of incorporating active learning strategies to facilitate the learning process by making student’s thinking visible. Its focus will be on three essential elements that professors can implement in a pre-service higher education classroom: organizing, reflecting, and representing thinking. A number of different strategies will be discussed to provide concrete examples of how to infuse each element in both the presentation and processing of new material. When strategically incorporated into the design of a course, these three elements can facilitate the process of engaging students and making thinking visible to the learner.

*Session Objectives:* (1) Learn about three essential elements that professors can implement in a higher education classroom: organizing, reflecting, and representing thinking. (2) See examples and models of how these elements can be used in the college setting. (3) Reflect on ways they can incorporate these strategies into their practice.



## 3:00pm - 3:50pm **Streamlining Learning: Best Practices for Structuring Your Online Course**

Serena Reavis and Yiling Chappelow - *North Carolina State University*

**Venue:** Dezavala

In this session, we will discuss research-based strategies for effective visual and structural design and their application within online courses to create a learner-centered environment.

*Abstract:* Designing online courses can be an extensive and tedious task. Creating content in digital format often overshadows organizing the resources within the learning management system, whether it is Blackboard, Moodle, or another LMS. However, effective course design increases student engagement and motivation by reducing cognitive load. In this interactive session, we will discuss research-based strategies for effective visual and structural design and their application within online courses to create a learner-centered environment.

*Session Objectives:* (1) Identify the best practices for organizing an online course. (2) Explain the benefits of organizational strategies in an online learning environment. (3) Create an online learning environment that fosters student engagement.

## 3:00pm - 3:50pm **Seasons Theories (Bloom's Taxonomy, Knowles' Andragogy, Bruner's Spiral Curriculum) Applied to Online Graduate Research Courses**

Thomas Kinsey - *Northcentral University*

**Venue:** Robertson

Blooms Taxonomy, Knowles' Andragogy and Bruner's spiral curriculum were used to develop online doctoral level research courses. Can that approach work in your content area?

*Abstract:* The School of Education at Northcentral University, has recently developed a new online doctoral research sequence. That sequence of courses was built on the application of the following theories: Blooms Taxonomy, Knowles' Andragogy, and Bruner's spiral curriculum. Although these theories are well established, rarely have all three formed the foundation of individual courses as well as a sequence (concentration) of courses. In this presentation, those three theories will be briefly reviewed; and concrete examples from the courses will be presented. Participants will be given the opportunity to apply those theories to their content area.

*Session Objectives:* (1) Enhance understanding of the three theories presented. (2) Become mindful of how those three theories articulate.

## 3:00pm - 3:50pm **Presentational Effectiveness for College and University Teachers**

Trey Guinn - *University of the Incarnate Word*

**Venue:** DeWitt North

An interactive session that emphasizes the importance of communication skills. Participants will leave with tips on how to be more clear, concise, compelling, and confident.

*Abstract:* Communication is central to people's lives, and our success and failures, both personal and professional, are linked to our skills as communicators. To shape opinion, inspire change, and achieve results, we must create persuasive messages and deliver them with impact. This will be an interactive session that emphasizes the importance of educators' communication skills. Attendees will experience a highly interactive session and leave with presentation tips and interpersonal competencies that may enhance effectiveness in the classroom, around the faculty lounge, and in the home. Participants can expect to leave with a fresh perspective on how to be a more clear, concise, compelling, and confident communicator. Bring a positive attitude, and be ready to learn while having a little fun.



*Session Objectives:* (1) Develop communication skills. (2) Increase presentational effectiveness. (3) Boost confidence.

3:00pm - 3:20pm **“Flipping” and Loving It!**

Shannon Hankhouse - *Tarleton State University*

**Venue:** DeWitt South

A quantitative and qualitative examination of course re-design. One professor's experience that changed their entire philosophy of teaching and outlook on education.

*Abstract:* The purpose of this research study was to investigate the effects of course re-design on student performance in CRIJ 3340 Homeland Security with regards to student performance. The research was conducted through the comparison of students' exam scores (exam 1 and exam 2) and final course grades in the redesigned course to students in a traditional lecture class. In addition, a qualitative analysis of students' attitudes and opinions on the supplemental course materials provided in the redesigned course was conducted in an effort to measure student satisfaction with the re-designed course.

*Session Objectives:* (1) Acquire knowledge and understand of what Course-Re-Design entails. (2) Understand the pros and cons of “flipping” a class. (3) Understand the impact of course redesign on student performance and satisfaction.

3:30pm - 3:50pm **Turning the Table: Engaging Students Through Flipped Instruction**

Laura Heinz and Donell Callender - *Texas Tech University*

**Venue:** DeWitt South

Flipping instruction can help students become self-directed learners and take ownership of their education, resulting in more student engagement and deeper content mastery.

*Abstract:* Academic librarians continue to invest in engaging students in meaningful ways that allow students to obtain skills needed to complete an assignment or conduct research. Educators experiment with flipping instruction by delivering content outside of class and in turn ‘homework’ occurs in the classroom. Two academic librarians investigated the possibility of flipping library instruction with a semester long one-hour credit course. They co-taught two sections – one traditional, the other flipped. The course is traditionally taught as lecture-based learning with some active learning interspersed and homework assigned. The flipped section content was delivered through reading assignments and online tutorials.

*Session Objectives:* (1) Learn principles behind flipping instruction from a traditional model. (2) Adapt lessons learned into their own instruction, including the positive and negative aspects. (3) Learn ways their librarian can help them incorporate flipped library instruction into their content without adding work for themselves resulting in deeper understanding of course content.

4:00pm - 5:15pm **Students’ Perspectives on the “First Day” of Online Courses**

Megan Osterbur - *Xavier University of Louisiana*

**Venue:** Austin

Review existing literature on first day activity preferences and our findings regarding online courses, followed by examples of preferred and undesirable “first day” practices.

*Abstract:* The importance of first day practices for student motivation and instructor evaluations is well documented in the pedagogy literature. Existing research on student preferences for first day activities has been focused on traditional classroom experiences,



which have varying applicability to online teaching. Student motivation will be similarly affected by initial experiences with the online classroom yet practices for initial activities varies widely without clear direction on best practices. This research fills that void and provides educators with practical advice on how to improve student motivation by implementing best first day practices when teaching online. If you have a laptop or tablet device, we encourage that you bring it to this workshop.

*Session Objectives:* (1) Understand the background literature on the importance of first day practices. (2) Explain students' preferred first day activities in an online course. (3) Integrate preferred first day activities into a learning management resource with examples specifically for Blackboard.

## 4:00pm - 5:15pm **Cutting the Cord: Learning Without a Monitor**

Karen Hattaway, Barbara Brown, and Sandra McCurdy - *San Jacinto College District*

**Venue:** Dezavala

Participants practice strategies to help novice learners find "golden lines" in course texts, master documentation styles in just 3 hours, and "read" math equations.

*Abstract:* All professors face the problem of teaching novice learners: passive students with poor basic skills, a just-tell-me-what's-on-the-test attitude, and little ability to think critically. At this session, participants will learn to help students find "golden lines" in course texts, master any style of documentation in just 3 hours, and "read" math equations. After discussing how to use these activities for classroom assessment, participants will leave with a folder of additional active learning strategies to try out back in their own classrooms.

*Session Objectives:* (1) Identify characteristics of novice learners. (2) Design paper-based activities focused on critical reading, mathematical thinking, and ethical writing. (3) Evaluate student self-assessments for ways to improve student learning.

## 4:00pm - 5:15pm **Motivating Reluctant Students to Read Through a Reader's Workshop Approach**

Linda Dryden - *Texas Wesleyan University*

**Venue:** Robertson

This session provides an overview of the Reader's Workshop approach, along with effective activities designed to both motivate and engage reluctant readers.

*Abstract:* This session will provide an overview of how to easily establish a Reader's Workshop in your classroom. Participants will engage in a variety of strategies and activities that have demonstrated effectiveness in motivating struggling and reluctant readers. Quality children's literature will also be shared as the various Reader's Workshop approaches are demonstrated.

*Session Objectives:* (1) Receive practical guidelines for establishing a Reader's Workshop in the classroom. (2) Learn innovative strategies for motivating reluctant students to engage in reading. (3) Learn about quality children's literature that motivates reluctant readers.

## 4:00pm - 5:15pm **Moving from STEM to STREAM: Connecting Critical and Creative Thinking**

Mary Stewart - *Florida State University*

**Venue:** DeWitt North

How can we cultivate and assess both creative thinking and critical thinking? How can connections between them advance teaching and learning in the 21<sup>st</sup> century?



*Abstract:* STEM fields are vitally important in higher education today. Adding Art plus an understanding of Resources can provide an even broader base for authentic teaching and learning. This facilitated discussion will engage the entire audience. Informed by participant responses, the following questions can serve as prompts:

- How can we define, cultivate and assess creative thinking?
- How can we define, cultivate and assess critical thinking?
- Divergent thinking encourages exploration and idea expansion; convergent thinking encourages focus. Do you explicitly use either or both?
- What resources can be used to strengthen problem-solving processes? How do they inform the range of possible solutions?

*Session Objectives:* (1) Develop a deeper knowledge of creative thinking and of evidence-based teaching strategies. (2) Develop a deeper knowledge of critical thinking and of evidence-based teaching strategies. (3) Build connections to other conference participants. A facilitated discussion of this kind generates a sharing community that can inform the conference experience as a whole.

#### 4:00pm - 5:15pm **The Signature Course: Reinventing the Core Curriculum at the University of Texas at Austin**

Patricia Moran Micks and Lori Holleran Steiker - *The University of Texas at Austin*

**Venue:** DeWitt South

The Signature Courses employ a distinct academic curriculum. This session will provide information on the development of these core curriculum courses from idea to implementation.

*Abstract:* The Signature Courses at UT-Austin connect first-year students with distinguished faculty members' passion, research and expertise in unique learning environments. By way of these rigorous intellectual experiences, students develop college-level skills in research, writing, and speaking, through an approach that is both interdisciplinary and contemporary. A major initiative in the campus' curriculum overhaul, Signature Courses employ a distinct academic curriculum designed to transform high school students into collegiate thinkers. Using the Signature Course as a model, this workshop will provide tools on how to develop and implement such a course on other campuses, both from a programmatic and pedagogical perspective.

*Session Objectives:* (1) Understand the Signature Course logistical model as a framework to create similar courses on their campus. (2) Understand unique pedagogy of a Signature Course and how to implement as part of their core curriculum. (3) Understand how Signature Courses differ from 'College 101' courses, as they teach transferable skills via faculty member's areas of expertise.

#### 5:30pm - 6:20pm **Become a Teaching Rockstar: Simple Techniques to Engage and Motivate Students**

Gladys Childs - *Longwood University*

**Venue:** Austin

Participants will learn easy and fun pedagogical tools to engage and motivate students from the first day in the class through the last.

*Abstract:* Teaching is very much like an acting performance — you are trying to engage the interests of the students, push them to consider concepts or ideas they haven't thought of before, elicit emotional responses, and make them want more. During this session,





participants will learn pedagogical tools to engage and motivate students from the first day in the class through the last. Through the use of music, conditioning, self-disclosure, magic and more, participants will experience what a typical class can be transformed into.

*Session Objectives:* (1) Learn how to grab students' attention and keep it. (2) Expand pedagogical tools to aid student focus and class buy in. (3) Learn how to develop a classroom milieu that supports student motivation and responsibility.

## 5:30pm - 6:20pm **Bringing Experiential Learning to the Online Classroom**

Audrey Neville - *University of Illinois*

**Venue:** Dezavala

We discuss the theoretical justification for an online version of an experiential learning class, and outline how we created our own online experiential learning course.

*Abstract:* University educators are increasingly expected to provide a general understanding of a subject matter, provide socialization for entry into the workforce, as well as to train students to continue learning throughout their lives. Experiential and online learning each have their advantages and disadvantages in pursuing these different goals, making us more inclined to pursue "blended" options. We explore how ought these learning styles be combined, in order to enhance the strengths and mitigate the weaknesses of both types of learning. We discuss this blending in application to an environmental politics course typically held in Yellowstone National Park.

*Session Objectives:* (1) Become familiar with the technologies we use to build our online version of an experiential learning course (e-Text). (2) Learn more about what goes into building an entirely experiential course within an online structure - timeline, resources, deadlines, etc. (3) Become better-versed in the theoretical justification for making an experiential class into an online class.

## 5:30pm - 6:20pm **The Provost Teaching Fellows Program at the University of Texas**

Patrick Davis and Leslie Hall - *University of Texas, Austin*

**Venue:** Robertson

The Provost's Teaching Fellows Program (PTF) is a community of practice committed to pedagogical excellence and to enhancing both faculty teaching and student learning.

*Abstract:* Our Provost's Teaching Fellows Program is designed to foster faculty collaboration across disciplinary and institutional boundaries, and support specific faculty-led projects to improve teaching and learning. The vision of the Provost's Teaching Fellows is to have a broad, positive and sustained impact on the quality of teaching across the campus through the identification, development and support of talented, forward thinking and service-oriented faculty dedicated to furthering innovative teaching inside and outside of the classroom. In this interactive session, participants will learn about the development of this program and its impact on the broader campus, and will collaborate in envisioning the structure of a comparable program at their home institution.

*Session Objectives:* (1) Understand the structure and function of the PTF Program at the University of Texas. (2) Learn about the professional growth opportunities for PTF's. (3) Learn how the PTF Program impacts the larger campus.



5:30pm - 6:20pm **Integrating Sustainability Into the Curriculum**

Madhavi Venkatesan - *Bridgewater State University*

**Venue:** DeWitt North

Sustainability is the cultural paradigm of the present and future and is a requisite part of the formal education process.

*Abstract:* Sustainability is the cultural paradigm of the present and future and is a requisite part of the formal education process. However, sustainability cannot be taught through a single course; it needs to be adopted across the curriculum and an institution's processes and behavior in order to fully integrate sustainability values into the everyday lives of students. The presentation and discussion will provide participants with multi-stakeholder perspective of the rationale for sustainability integration along with examples of integration at the institutional, discipline and course specific level. Additionally, participants will be provided with materials and resources to start their own integration process.

*Session Objectives:* (1) Appreciate the importance of both the formal and informal curriculum in promoting sustainability education. (2) Understand ways in which general educational objectives, interdisciplinary teaching methods, different subjects and various college/university events may be used to help reorient the curriculum sustainability. (3) Promote across-the-curriculum approaches to sustainability education.

5:30pm - 5:50pm **Pedagogical Frameworks, Professional Methods, and the Resources that Define and Divide Them**

Nicole Walls - *West Texas A&M University*

**Venue:** DeWitt South

This presentation will ask that participants reflect on their professional practices, the frameworks that guide them, and the work of our students as non-professionals with exceptional resources.

*Abstract:* Within and across disciplines, college instructors vary in the criteria they uphold for what makes sources and resources appropriate within the academic-professional context. Hopefully, as the variety and range of possible sources and resources change, criteria do too. The focus of my proposed discussion is related to source legitimacy, but broader, more flexible, and less controversial. My focus is on resources, which I believe deserve more direct attention in our courses than is often given. What kind of attention, and to which resources—these are questions I intend to raise, not answer, though I will share my thoughts, of course, as well as the logistics and results of a pilot assignment that asked first-year writing students to represent and present either a real or ideal system of activities, depending on how they felt about their final projects.

*Session Objectives:* (1) Explore what might count as resources for students within and across disciplines. (2) Consider how their professional methods accommodate student practice.

6:00pm - 6:20pm **Motivation: Applications of Self-Determination Theory for Pedagogy**

Kristi Cordell-McNulty, Jordan Daniel, and Drew Curtis - *Angelo State University*

**Venue:** DeWitt South

This presentation will provide a brief overview of Self-Determination Theory and how these principles can benefit students, instructors, and researchers.



*Abstract:* Self-Determination Theory (Ryan & Deci, 2000) is widely known in the field of motivation and has direct implications for the classroom. According to Self-Determination Theory (SDT) humans have three basic psychological needs: autonomy, relatedness, and competence. When these needs are met we are more likely to be motivated. This presentation will provide a brief overview of SDT and how these principles can benefit students, instructors, and researchers.

*Session Objectives:* (1) Learn the basic principles of self-determination theory. (2) Learn strategies of how to implement the basic principles of self-determination theory in their classrooms. (3) Identify the utility of implementing self-determination theory within teaching research.



## Friday Round Table Session

8:00am - 8:30am, *Phoenix North*

### **A. The Dynamism of Undergraduate-Teaching Assistants and Innovative Assessment in Service-Learning Classrooms**

Lindsay Chudzik - *Virginia Commonwealth University*

Via brainstorming and rivaling sessions, the speaker models how she structures service-learning projects and ultimately measures student success in an experiential learning curriculum.

*Abstract:* While service-learning classes are designed to push students out of their comfort zones to begin thinking of themselves as agents of social change, the feedback given to students must do more than comment on the successes or failures of their work in the community, instead measuring their abilities to reflect on and engage with sources and stakeholders in meaningful ways via collaborations with undergraduate teaching assistants, in-class rivaling, and consistent reflections. With robust scaffolding in place, their learning often is richer than in traditional writing classrooms because they must contend with real audiences and witness the ethical responsibilities and implications of their work.

*Session Objectives:* (1) Explore possible ways introducing service-learning into a writing curriculum can deepen student engagement by discussing models of successful and unsuccessful community literacy projects. (2) Understand various curricular approaches to measuring student success in an experiential learning environment through the introduction of undergraduate teaching assistants, blogging, and group conferencing. (3) Witness how to contend with student biases or resistance through brainstorming and rivaling sessions.

### **B. Lessons for College Teachers from AVATAR (Academic Vertical Alignment and Renewal)**

Jean Keller - *University of North Texas*

Vertical alignment enhances college success in standards-based environments. College members of vertical alignment teams made curricular and pedagogical changes in collaboration with high school colleagues.

*Abstract:* Since 2011, the AVATAR Project has been facilitating regional conversations among high school, community college, university, and workforce partners with leadership from Texas Regional Education Service Center staff and overall direction from the North Texas Regional P-16 Council housed at the University of North Texas. Through reader's theater, participants will experience issues of vertical alignment that have led to changes in curriculum and instruction in college English, mathematics, and chemistry courses and learn about research on vertical curriculum alignment. The AVATAR model defines roles, norms, and critical conversations for action planning to improve vertical alignment in regional P-16 partnerships.

*Session Objectives:* (1) Experience, through reader's theater, some of the issues in vertical alignment of English, mathematics, and chemistry curriculum and/or instruction that arose during high school and college faculty interactions in vertical alignment teams. (2) Learn about changes in curriculum and teaching made by college faculty in response to critical conversations with high school counterparts about students' academic success. (3) Become familiar with research results on vertical alignment of the curriculum, its implications for college teachers to support student engagement, and the AVATAR model for facilitating alignment efforts.

### **C. New Twist on an 'Old' Technology: Clickers for Testing**

Meshagae Hunte-Brown - *Drexel University*

Testing in large classes is challenging. This proven approach using clickers is scalable, has rapid turnaround, minimizes cheating, and has fail-safe alternatives for technology failures.



*Abstract:* There were multiple challenges with testing in our department, especially for classes of up to 700 students, including a decision to discontinue scantron service. For a new spin on an 'old' technique, I began using clickers for testing. This method satisfied 'today's' student as grades are available immediately and fit within the needs of the faculty. The protocol developed is efficient for small and large class sizes, and removed two of the primary burdens of testing: grading and grade dissemination. Additionally, this simultaneously removes opportunities for cheating and ensures alternatives in the event of technology failure.

*Session Objectives:* (1) Solution to challenges associated with test administration especially in large classes. (2) Protocol for use. (3) For anyone with technology anxiety, there is an alternate plan to address any technology failures.

## D. Using Microposts and Blogging to Teach New Media Writing

Carol Johnson-Gerendas - *Texas Wesleyan University*

Students develop essential communication skills and create new media projects using microposts (Tweets-Blogposts) to attract audiences and by incorporating visual-rhetoric strategies for message punch.

*Abstract:* In this session, participants will explore how students develop essential communication skills and create new media projects by employing microposts (Twitter and WordPress blogs) to attract audiences and by incorporating visual rhetorical strategies to give their messages punch. Using the research of Gunther Kress and others, students evaluate the changing affordances of various mobile/tablet/laptop technologies and software interfaces and how platform technology choices constrain or expand the social impact of their micropost messages.

*Session Objectives:* (1) Receive real classroom examples of students using micro-writing. (2) Learn tools and skills necessary for creating meaningful microposts and receive examples of their usage in the classroom for student engagement and critical thinking. (3) Discuss how to incorporate micro-writing in your own classes.

## E. Getting Comfortable Being Uncomfortable: Student and Faculty Experiences with Media, Race, and Intersectionality

Love Boussiquot and Courtney Grey - *Stonehill College*

Our project explores experiences of faculty and students with media resources as a tool to foreground conversations about race, ethnicity, and diversity in general.

*Abstract:* The primary goal of the project was to examine how media, broadly defined to include both traditional media such as television and social media, triggered and facilitated conversations about race and ethnicity in America. We interviewed ten faculty members and ten students. For faculty, we examined (a) types of resources used, (b) how they used media, and (c) how these resources helped students to think more critically of race and ethnicity on media. For students, we looked at (a) the extent to which they had noticed raced patterns in the media, (b) their perceptions of peer reception of race-based stereotypes in the media, and (c) reflections of conversations they had about race and ethnicity in the classroom.

*Session Objectives:* (1) Explore and understand how student-faculty perspectives shape conversations about race in the classroom. (2) Gain an understanding of how students and faculty use media to talk about race in the classroom. (3) Gain insight into the role of students' personal experiences in classroom conversations about race. (4) Interact with communities of activists/journalists/citizens concerned with international/national social issues.

## **F. Soaring with the Eagles: Using Academic Coaching to Improve Student Success Course Performance**

Pamela Norwood - *Houston Community College*

The implementation and results of an academic coaching project designed to improve the performance level of students in a Student Success course will be shared

*Abstract:* The HCC Eagle SOARS Project was designed to provide students enrolled in a Student Success course (EDUC 1300 Learning Frameworks) with yet another level of support in the form of academic coaching. By providing first time in college students with a designated Academic Coach specifically for this course, the SOARS project aimed to improve their academic achievement and progress toward both, course and program completion beginning with the first semester of enrollment. Participants in this session will learn how this project was successfully implemented across several campuses at a large urban community college albeit with limited funding and personnel.

*Session Objectives:* (1) Explore academic coaching as a research-based and proven practice having a clear impact on college retention and completion rates. (2) Operationally define and discuss the components of academic coaching as it relates to a student success course. (3) Examine data resulting from the implementation of the HCC Eagle SOARS Project.

## **G. Updating 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 and implementing FLCs. In this session, we will discuss 16 recommendations for building and sustaining FLCs and FLC programs. This session will provide opportunities for participants to ask questions about FLCs and meet others who are working with initiating or facilitating FLC Programs on their campuses.

*Session Objectives:* (1) Receive 16 recommendations for building and sustaining FLC programs. (2) Learn solutions for questions participants may have about FLCs. (3) Take home resources about working with FLCs.



## Friday Concurrent Sessions

### 8:45am - 10:00am **“True Grit”: Is Resilience Something We Can Teach?**

Constance Staley - *University of Colorado, Colorado Springs*

**Venue:** Austin

Resilience-sometimes described as control, challenge, and commitment-is key to academic success. Explore the what, why, and how of true grit.

*Abstract:* True grit: a famous novel and movie, but what does it have to do with today's students? Grit is “indomitable spirit, pluck.” Students with grit hang in there and tough things out, despite huge obstacles that get thrown up in their faces. Grit explains the difference between two students who fail the same calculus test, but respond very differently. One refuses to ever study calculus again. The other vows to devote more time and study differently. “Calculus won't get the better of me. It will get the best from me!” Can we help students get “academically gritty”? If so, how?

*Session Objectives:* (1) Summarize and apply the prolific research on mindset and resilience. (2) Explore the impact of students' resilience on academic success. (3) Specifically, experience how to help students learn to use setbacks as launch pads.

### 8:45am - 10:00am **Visual Pedagogy: Reimagining the Power of PowerPoint**

Lisa Sisco - *Johnson & Wales University*

**Venue:** Dezavala

Visual Pedagogy: An innovative pedagogical approach, drawing on concepts from cognitive science and rhetorical theory to transform PPT into a compelling visual narrative.

*Abstract:* The pervasive use of PowerPoint in the classroom has resulted in generic, text-heavy presentations that fail to create student engagement. This presentation will explore the resulting backlash against PPT, its causes and draw on recent developments in cognitive science, rhetorical theory and the work of innovative communication experts to maximize PowerPoint's potential as a pedagogical tool. This low-tech and compelling approach integrates images, video and audio to transform PPT from a series of bulleted lists into a compelling visual narrative. Practical tips for using PPT as a teaching tool, media resources, and examples of slide makeovers will be provided.

*Session Objectives:* (1) Understand PowerPoint can be used to increase student retention. (2) Learn techniques and strategies of visual pedagogy. (3) Understand how cognitive science can be applied to create visual pedagogy.

### 8:45am - 10:00am **Interactive Workshop on Transforming the Classroom into a Student-Centered Discovery Space**

Diana Dominguez, Kenneth Roemer, and Catherine Ross - *The University of Texas System Academy of Distinguished Teachers*

**Venue:** Robertson

Through a series of collaborative activities, presenters will guide participants in creating successful and exciting student-centered activities that help students learn how to learn.

*Abstract:* This workshop will highlight transformative teaching and learning opportunities for the college classroom at all levels. Workshop presenters will give brief descriptions of



assignment examples that have been particularly effective in their courses followed by time for attendees to design their own assignment versions in collaboration with each other. This will be followed by time for interactive sharing and discussion about the assignments. These assignments foster deeper critical reading and thinking, to develop effective problem solving, to create fruitful collaborative connections among students, and to help students learn how to learn.

*Session Objectives:* (1) Create new, or modify existing assignments that actively engage students. (2) Effectively manage collaborative student projects or activities. (3) Develop effective assessment strategies for collaborative and project-based assignments.

8:45am - 10:00am

### **Just-in-Time Mentoring: Supporting the Instructional Development of Junior Colleagues**

John August - *Texas A&M University*

**Venue:** DeWitt North

In this interactive workshop, participants will work in groups to apply a mentoring model to fictional case studies in instructor development and share their recommendations.

*Abstract:* Experienced faculty members increasingly are expected to be good mentors, although they are rarely taught the essential skills of effective mentorship. How do we most effectively address situations that arise in the instructional development of our junior colleagues who may be at different career stages and who may have varying academic interests? In this interactive workshop, participants will work in groups to apply Svinicki's model of faculty development to fictional case studies in teaching and learning. Attendees will share their recommendations with the group as a whole, prompting discussion about best practices in mentoring from their own experiences.

*Session Objectives:* (1) Apply a mentoring model to address a variety of challenges that affect the instructional development of early-career faculty members. (2) Identify specific strategies that address barriers to progress in the career-development of instructional faculty. (3) Accept how different mentoring strategies can lead to successful outcomes.

8:45am - 10:00am

### **20 Years of Implementing Community-Based Capstones: Lessons Learned from Engagement and Assessment**

Seanna Kerrigan and Vicki Reitenauer - *Portland State University*

**Venue:** DeWitt South

Portland State University's Capstone Program engages 4,300 students in 230 Capstone courses annually. Celebrating 20 years of implementation and assessment, presenters will share lessons learned.

*Abstract:* 2015 marks the 20-year anniversary of Portland State University's Capstone Program, which engages over 4,300 hundred students in 230 Capstone courses annually. As the nation's largest Senior Capstone, Portland State is well positioned to share lessons learned regarding the challenges and the rewards of teaching these culminating service-learning courses. Our understanding of Capstones is informed by rigorous and evolving assessment practices; and adapted to the needs of students within particular institutional and community contexts. Through an interactive dialogue model, participants will explore how a large urban university has implemented and assessed Capstones as well as the lessons learned on the journey.



*Session Objectives:* (1) Learn best practices regarding teaching and learning of community-based capstones. (2) Receive an overview of the impact that community-based capstones have on students. (3) Gain a set of assessment tools that have proven to be effective to assess student learning.

## 10:15am-11:05am **Using Online Technologies to Transform Classroom Learning**

Sylvia Perez-Hardy - *Rochester Institute of Technology*

**Venue:** Austin

The objective is to gain experience in the effective integration of online tools into a course to better engage the students and enhance their learning.

*Abstract:* There is great focus on the use of online computer based tools to effectively enhance student learning for online students. How can we employ these same tools to more fully engage our students in a traditional classroom setting? Participants will have the opportunity to have an interactive experience in the use of a set of course management tools, and how they can be integrated into the design of a course to promote deeper student learning thereby enhancing the classroom experience. This will be done by modeling the use of the different components in the deployment of a course module.

*Session Objectives:* (1) Select and configure appropriate e-learning tools to enhance active learning in a face to face classroom setting. (2) Organize course content and activities using an online course management environment. (3) Construct a complete course module design within a course management system.

## 10:15am-11:05am **Active Learning + Mastery Learning = Increased Success Rates**

Thuong Jongky - *Heartland Community College*

**Venue:** Dezavala

Participants in this session will engage in using clickers, concept mapping, and group work, as well as analyze a course redesign that has increased success and retention rates.

*Abstract:* Participants in this session will engage in using clickers, concept mapping, and group work as examples of how these activities are used in a biology course. Clickers will be used to introduce the session content. Concept mapping will be used to identify the reasons why concept maps and clickers aid learning. Group work will be used to discuss how success rates in a biology course increased when mastery learning was incorporated into the course, in addition to active learning activities. Participants will analyze a course redesign that has increased success rates as well as retention rates.

*Session Objectives:* (1) Engage in clicker, concept mapping, and group work activities. (2) Analyze success rates in a biology course before and after course redesign. (3) Discuss why course redesign incorporating both active learning and mastery learning improved student success rates.

## 10:15am-11:05am **The Importance of Game Play in Engaging Students in Serious Gaming**

Christopher Pastore and Jack Suss - *Philadelphia University*

**Venue:** Robertson

“How do I win, or am I just doing science?” An example of increasing student engagement by improving game play in a host-predator activity.





*Abstract:* We often use the phrase “active and engaged learning,” but these are two different concepts, best when used together. Active learning has students participating in the learning process. Engaging students involves evoking a desire to achieve something. When gaming, that desire is to win. We used a recent activity teaching genetic diversity in population fluctuations supporting the Red Queen Hypothesis, using a game framework, but did not engage students in “game play.”

*Session Objectives:* (1) Explore the difference between active and engaged learning. (2) Assess elements of game play that promote engagement. (3) Develop a framework for serious gaming.

10:15am-11:05am

## **Transforming the Core Curriculum: Teaching Essential Skills and Experiences Across the Curriculum**

Jeanette Herman and Brent Iverson - *The University of Texas at Austin*

**Venue:** DeWitt North

This session will share how the University of Texas at Austin has transformed its undergraduate general education curriculum through a set of new, across-the-curriculum requirements.

*Abstract:* Over the last several years, our campus has been gradually phasing in the Skills and Experience Flags program, an innovative new component central to the university’s general education curriculum for all undergraduates. This session will discuss the challenges that led us to develop these requirements taught across the curriculum, how the curriculum works, and how we have worked campus-wide to implement this major overhaul of the core curriculum. Participants will discuss the challenges for ensuring a rigorous core at their own institutions, as well as strategies for dealing with these challenges.

*Session Objectives:* (1) Learn about a groundbreaking transformation of the general education curriculum at the UT Austin. (2) Reflect on how to develop, gain buy-in for, and implement a strong general education curriculum at a large research university. (3) Discuss the challenges for ensuring a rigorous, broad education at public universities and develop strategies for overcoming these challenges.

10:15am-10:35am

## **Integrating Experiential Learning into Digital Media Production**

Hyangsook Lee - *Belmont University*

**Venue:** DeWitt South

This session seeks to discuss the process of identifying and aligning learning objectives in digital media production courses with the digital needs of nonprofit organizations.

*Abstract:* Today, digital media plays an increasingly important role in the development of nonprofit organizations, transforming all aspects of their practice—from advocacy to fundraising and campaigning (Mogus, 2014). At the same time however, the majority of nonprofit organizations report that they do not have the people they need to succeed and keep up with increasing digital demands (Communicopia, 2014). This session seeks to (a) discuss the process of identifying and aligning student learning objectives in digital media production courses with the digital needs of nonprofit organizations, and (b) share various lessons learned along the way.

*Session Objectives:* (1) Identify a set of learning objectives in media production courses and the needs of community partners who seek to increase their presence in the digital world. (2) Brainstorm ideas for experiential learning projects that address both student learning objectives and digital needs of community partners. (3) Draft an outline for an experiential learning project.



10:45am-11:05am **Boyer Method Revisited: An Approach to Effective Teaching**

Oya Dursun-Ozkanca - *Elizabethtown College*

**Venue:** DeWitt South

The is centered on how research, teaching, and service continuously reinforce one another and results in engaging students and promoting active learning.

*Abstract:* The presentation revisits the multiple scholarships model proposed by Ernest L. Boyer in *Scholarship Reconsidered: Priorities of the Professoriate* (1990) and talks about a holistic approach to teaching. It is centered on how research, teaching, and service continuously reinforce one another and results in engaging students and promoting active learning.

11:20am-12:10pm **Rethinking the First Two Years at University**

Mary McNaughton-Cassill and Catherine Ross - *University of Texas*

**Venue:** Austin

Promoting academic and social skills building in addition to content mastery in classes taken by students with prior credit who are still “new” to college.

*Abstract:* While dual credit and online courses may afford students college credit, frequently they fail to deliver the knowledge or skills they promise. Students become frustrated because they arrive at college thinking they are more ready for, and farther ahead in college than they truly are. Professors are frustrated because their students’ credentials do not reflect the necessary competence for upper division work. As a result, faculty need to focus more on helping students who are new to their campus, regardless of the credits they bring, develop the academic and social skills necessary to learn and succeed in a college environment.

*Session Objectives:* (1) Recognize the pedagogical dilemmas created when course credit hours are not representative of student academic skill levels and college readiness. (2) Understand the value of combining academic and social skill building with content mastery in classes taken by students with prior credit who are still “new” to college. (3) Investigate ways that faculty can be more engaged in the process of discovering and addressing student skills gaps.

11:20am-12:10pm **“Yes, and...” Using Improv Techniques As an Effective Classroom Learning Activity**

Lillian Nave Goudas - *Appalachian State University*

**Venue:** Dezavala

Improv techniques are a fun and creative way to bring deep learning into your classroom. Come learn how easy this can be for you!

*Abstract:* Improv techniques have been used successfully in all academic subject areas to improve student learning and retention of material (Berk & Trieber, 2009). Any instructor can use these very simple techniques to help his/her students analyze and assimilate information in exceedingly interesting and creative ways. This fun and interactive session will introduce instructors to various improv principles, games and techniques, explain the benefits of incorporating improv techniques into their classrooms, and provide them with concrete tools to use in a variety of ways in both large and small settings.

*Session Objectives:* (1) Discover the fun and usefulness of implementing improv techniques in their classrooms. (2) Experiment with several improvisational games for use in their classrooms. (3) Choose one technique and design a classroom activity for their course.



11:20am-12:10pm **Scholar to Scholar: Faculty Development on a Dime!**

Michelle Davis - *Lamar Institute of Technology*

**Venue:** Robertson

A discussion of how a small 2 year school created a faculty development program with a minimal budget and minimal resources outside of the institution.

*Abstract:* Faculty teaching in Community and Technical Colleges are considered to be content experts, not necessarily teaching experts. Faculty are often put into the classroom with an assumption that they can teach well because they know their subject well. Because of this assumption, faculty are often placed into the college classroom without any training in education practices, classroom management and teaching strategies. This session follows an institution's efforts to improve the quality of teaching taking place by developing a Faculty Development program using a minimal budget and minimal resources outside of the institution. Geared towards Community College Faculty.

*Session Objectives:* (1) Explain steps to creating a faculty development program with a limited budget. (2) Differentiate between wants of administration vs. needs of the teaching faculty. (3) Identify faculty to participate as presenters and as participants.

11:20am-12:10pm **Empowering and Engaging Students Through Team and Project-Based Learning**

Ning Zou - *Dominican University*

**Venue:** DeWitt North

This presentation walks you through the steps on how to craft an effective team and project-based learning experience in order to empower and engage students.

*Abstract:* Empowering and Engaging Students through Team and Project-based Learning invites the audience to converse about best practices in team and project-based learning. The presenter starts the conversation by exploring her five years' course design and redesign journey using the pedagogy in her sophomore liberal arts seminar. The participants will not only learn the basic concepts and techniques about team and project-based learning, but also have the opportunity to take the theory into action. Attendees will be supplied with a toolkit to begin their students empowering journey using team and project-based methodology.

*Session Objectives:* (1) Understand the value of team and project-based learning. (2) Learn about a team and project-based pedagogical practice in a liberal arts core curriculum course. (3) Collaborate with the presenter and peers to use the model and transform the learning experience at their institutions.

11:20am-11:40am **Pre- & Post-Test As an Effective Learning Strategy**

Angela Reeves - *Mott Community College*

**Venue:** DeWitt South

Pre and post-tests aid students in achieving the desired learning gains and provides useful information for structuring current and future course delivery.

*Abstract:* This presentation demonstrates the benefits of using a pre and post-test as a means of identifying the course content on the first day of class and student learning gains on the last day. An average of 64% of students taking both pre and post-tests experienced percentile gains in the LASSI attributes. In many of the attributes, the percent of students who tested at or above the 75th percentile doubled or tripled in comparing the pre and



post-tests. This presentation will describe the results as a means of encouraging participants to incorporate pre and post-tests in the delivery of course content.

*Session Objectives:* (1) Identify the benefits of Pre- and Post-Tests for students and instructors.

11:50am-12:10pm

## **Leveraging Classroom Assessments for Programmatic and Institutional Review and/or Accreditation Purposes**

Mukasa Ssemakula - *Wayne State University*

**Venue:** DeWitt South

Creating a program level assessment and evaluation plan from classroom level evaluations.

*Abstract:* There are growing pressures for educators to demonstrate that students are learning effectively. In most professional fields, this is largely driven by the requirements of accreditation agencies. ABET is the responsible agency for accrediting Applied Science, Computing, Engineering, and Engineering Technology programs. ABET requires academic programs to define their educational objectives, the measurable student learning outcomes leading to the achievement of those objectives, and documented assessment and evaluation procedures to demonstrate attainment of the stated objectives and outcomes. This session will demonstrate the use of in-class assessments to build an effective program level assessment plan.

*Session Objectives:* (1) Understand direct and indirect measures of learning in educational assessment. (2) Relate classroom assessment to programmatic and institutional assessment. (3) Close the assessment loop and continuous improvement.

## Friday Plenary Presentation

1:30pm-2:45pm

## **What Do We Really Know About How People Learn?**

Eddie Watson - *University of Georgia*

**Venue:** Phoenix North

This gamified plenary session will take attendees through recent research that reveals pervasive myths regarding teaching and learning. The truth is out there.

*Abstract:* The answer to this question is that we know a surprising amount. What is also surprising is the amount of misinformation regarding how people learn that exists in the higher education ecosphere, and often, those misconceptions lead to instructional strategies that are ultimately counterproductive to learning. Through an interactive game exploring the most popular conceptions and misconceptions about learning and cognition, those who attend this plenary session will discover surprising truths about how students learn that are based on the findings of recent educational research. These truths provide concrete guidance for classroom practice in higher education.

*Session Objectives:* (1) Meet and interacted with attendees at the conference. (2) Learn more about how people learn and don't learn. (3) Gain new, research-based ideas for their own classroom practice.

## Friday Concurrent Sessions

### 2:30pm - 3:20pm **Moving from F2F to Online: Strengths, Weaknesses, Challenges & Opportunities**

Jan Byers-Kirsch - *Central Washington University*

**Venue:** Austin

This session focuses on factors that contribute to effective and ineffective strategies and the challenge of adapting an on-campus pedagogy to online learning and teaching.

**Abstract:** Teaching university courses completely online or in a hybrid modality is the wave of the future, right? It is cost effective and convenient for instructors and students, but is it the most effective modality for learning and teaching? This session focuses on the research based factors that contribute to effective and ineffective strategies for online learning and teaching. The presenter will offer an instructor and student perspective gleaned from converting popular face-to-face courses to online and hybrid in one year. Participants will share their own experiences and offer suggestions for making this new instructional method effective practice.

**Session Objectives:** (1) Identify effective and ineffective components of online learning and teaching. (2) Articulate strengths and weaknesses of online learning and teaching. (3) Gain strategies from others for online learning and teaching.

### 2:30pm - 3:20pm **Implementing a Teaching Approach Discovered at Lilly: Recommendations from Implementation Science**

Milt Cox - *Miami University*

**Venue:** Dezavala

We often discover interesting new teaching and learning approaches at a Lilly Conference. We will discuss recommendations to implement these using implementation science.

**Abstract:** We often discover interesting new (to us) teaching and learning approaches at a Lilly Conference. In this session, we will look at some recommended ways to implement these in our courses and classrooms after Lilly. Recommendations about implementation from implementation science have been shown to lead to positive changes in behavior and sustainability in many venues. We will examine how these recommendations might work in changing the behavior of students so that your new approaches are accepted, effective, and sustainable in enhancing student learning.

**Session Objectives:** (1) Describe implementation science (IS). (2) Identify general recommendations of IS for implementing evidence-based interventions. (3) Apply IS to teaching interventions.

### 2:30pm - 3:20pm **No More Grading in Your Pajamas: Video Feedback on Assignments**

Zara Risoldi Cochrane and Amy Friedman Wilson - *Creighton University*

**Venue:** Robertson

Video feedback can reduce grading time and simulate face-to-face interactions using technology. This session will share best practices for implementing personalized video feedback on assignments.

**Abstract:** Educators are challenged to provide meaningful, individualized feedback on assignments for an increasing number of students in a timely fashion. Video feedback can reduce grading time and simulate face-to-face interactions using educational technologies.



This session will share our experience implementing personalized video feedback on written assignments using the Speed Grader app. In addition to results data, best practices for effective video feedback will be shared. Benefits of video feedback, both to the student and to the instructor, will be described. Session participants will review and dissect several examples of video feedback to assess its implementation on a variety of assignments.

*Session Objectives:* (1) Describe benefits of using video comments to provide constructive formative feedback on student assignments. (2) Discuss quantitative and qualitative data that supports the use of video feedback on written assignments. (3) Implement best practices to deliver video feedback using innovative teaching technologies.

2:30pm - 3:20pm

## **Establishing a Positive Pathway for Advanced Career Faculty: Implementing Self-Managed Mentoring**

Randy Kohlenberg - *The University of North Carolina at Greensboro*

**Venue:** DeWitt North

Self-managed mentoring allows the advanced career professional to proceed in a successful career path, which can insure continuing creativity, productivity, and effectiveness.

*Abstract:* Following a five-year project focused upon mentoring advanced career faculty, the concept of self-managed mentoring was introduced to insure continued progress and success as the participants disembarked from the guidance of a mentor. Self-managed mentoring builds upon and enhances the ideas embraced through the initial approach. Five general ideas presented and discussed include: stay involved/continue to be active, work cooperatively, avoid comparisons with colleagues, don't give up/be perseverant, and make failures positive. Employing the processes of self-mentoring to promote these general ideas allows the advanced career faculty member to proceed in a positive career path.

*Session Objectives:* (1) Review and understand the concept of self-managed mentoring and approaches. (2) Consider the differences between monitoring early-career professionals and self-managed mentoring for advanced career professionals. (3) Discuss how self-managed mentoring can be assessed.

2:30pm - 2:50pm

## **Investigating Use of Reading Strategies of ESL/English Speaking Freshmen**

David Hollier, Judy Leavell, Abdulaziz Abdullah Alibrahim, and Naief F. Jaha  
- *St. Edward's University*

**Venue:** DeWitt South

This research presentation will examine changes in international students' self-reported use of reading strategies and their perceptions regarding successes and challenges in reading courses.

*Abstract:* This project/proposal uses a case study design in researching an intervention/course with international students in a reading course or sequence of 2 courses. The project/proposal included class observations, survey data of students in the courses, interviews of teachers, and interviews of interns assisting in the courses. The survey instrument is well documented in the literature: "Survey of Reading Strategies" by Kouider Mokhtari and Ravi Sheorey, 2002.

*Session Objectives:* (1) Gain insight into international students' perceptions regarding reading/comprehension difficulties when attending a US university for the first time. (2) Learn of strategies and interventions used to assist international students to be more successful in the transition. (3) Consider the usefulness of collecting survey data using a recognized survey instrument.



3:00pm - 3:20pm **Measuring Service Learning Outcomes and Community Engagement for Accreditation and Continuous Improvement**

Kathryn Davis and J. Roberta Minifie - *Texas State University*

**Venue:** DeWitt South

Attendees will learn how implement service learning projects, data that should be gathered, and how to use that data for continuous improvement.

*Abstract:* Today's student is strongly motivated by serving others. Service-learning projects provide an inspiring opportunity for students to apply academic theory while aiding the community. An instructional challenge with service learning is justifying the learning outcomes and indicating a project's impact on the university and the community. We will present case studies on how projects were implemented in four different academic concentrations, discuss learning outcomes achieved, and how the program was managed from within the university and the metrics that were used to facilitate continuous improvement.

*Session Objectives:* (1) Learn how a project can be added as an instructional tool. (2) Learn what data should be gathered from each project. (3) Learn how to use that data for continuous improvement.

3:35pm - 4:25pm **Ready, Aim, Engage: Boot Camp for Student Engagement**

Marla Thompson and Marie Powell - *Life University*

**Venue:** Austin

Engaging students with collaborative social tools and active community engagement in this rapidly changing global economy require practical ways to excite students and keep them involved.

*Abstract:* Educators know that to engage today's students to higher learning, one must meet them where they are. As noted by top educators and mass media, students are digitally driven through collaborative processes. Being immersed in the actual learning process through online and classroom tools, social media and community engagement activities allows students to participate in real-life endeavors, critically evaluate consequences of their actions individually, or as a group and construct their educational foundation. Come and participate in an active learning session to discover some effective principals of active engagement and to share your own ideas.

*Session Objectives:* (1) Explain 21<sup>st</sup> century practices of engagement to improve student learning. (2) Design interactive engagement activities to enhance learning outcomes. (3) Incorporate active engagement strategies for online & in-class learners.

3:35pm - 4:25pm **Reflections of Reluctant Researchers: How Changing Instruction Informed Learning**

Christie Sweeney - *Plymouth State University*

**Venue:** Dezavala

Embedding biweekly reflection assignments into a research design course becomes a powerful tool to understand inquiry from a personal and professional point of view.

*Abstract:* Embedding biweekly reflection papers into a research design course became a powerful tool for graduate students to understand inquiry from a personal and professional point of view. Data collected and analyzed from three separate research courses, delivered in three different venues, supported the inclusion of reflection as an effective pedagogical



element. Reflective activities motivated students to actively engage in research as an inquiry process. This interactive session will describe the specific reflection assignments that served as successful curriculum redesign strategies. In addition, participants will have an opportunity to develop their own prompts for reflective instruction.

*Session Objectives:* (1) Gain an understanding of specific reflection assignments that can serve as successful curriculum redesign strategies to actively engage graduate students. (2) Determine individual courses in which reflection might serve as a tool for graduate students to understand inquiry from a personal and professional point of view. (3) Design prompts for reflective instruction.

## 3:35pm - 4:25pm **Transformative Teaching: Elevating Learning via Service Learning**

Caron Westland and Lisa November - *University of Colorado Denver*

**Venue:** Robertson

Teaching becomes transformative when students combine community partnerships, a passion area, and service learning. Presenters will highlight designing, engaging, and reflecting on service learning experiences.

*Abstract:* Teaching becomes transformative when students combine community partnerships, a passion area, and an investment in service learning. When students are required to complete a service learning project, they engage in reflective thinking. For some, it is far easier if students are assigned collaborative partners. However, meaningful learning is realized in the process of a student independently deciding “what they will do” and building collaborative partnerships. This session will highlight the process of designing, engaging, and reflecting on service learning projects as a way to achieve transformative learning.

*Session Objectives:* (1) Understand the benefits of integrating service learning into the curriculum. (2) Understand the process for building collaborative partnerships. (3) Identify the key components in maximizing a service learning project from beginning to end.

## 3:35pm - 4:25pm **Using Goal Attainment Scaling to Measure Professional Development in the Teaching Clinic: An Interprofessional Study**

Ann Chapleau - *Western Michigan University*

**Venue:** DeWitt North

Clinical education of allied health students: the process and outcomes of an interprofessional assessment of student learning using Goal Attainment Scaling (GAS).

*Abstract:* Professional development includes self-assessment, critical thinking, and reflective practice. Although imperative for students in many fields of study, these skills are difficult to concretize and measure. The GAS can be used to capture this highly individualized data for students across varied academic programs. This presentation will demonstrate how GAS can be used in a novel way, to enable students to take an active role in selecting and monitoring their own professional development, while learning more about goal setting and predicting outcomes; a skill needed for future practice.

*Session Objectives:* (1) Examine the utility of GAS as an interprofessional tool for measuring self-directed change in professional development. (2) Learn how to select and scale learning goals using the GAS process. (3) Understand the challenges and opportunities of an interprofessional collaboration for assessment of student learning.





3:35pm - 3:55pm **Literacy Roadmaps: Engaging Pre-Service Teachers in Literacy Leadership**

Antonio Causarano - *University of Mary Washington*

**Venue:** DeWitt South

Literacy Roadmaps as a strategy for engaging pre-service teachers in literacy self-reflection to support students in K-12 schools.

*Abstract:* In order to best understand students, we must first understand ourselves. Understanding the relationship between an individual's background (cultural, linguistic, social, political, familial, educational, communal and economic) and his/her literacy development is key to providing appropriate instruction. In this assignment, students will create a personal 'literacy history roadmap' of their literacy development from past to present as an autobiographical account of significant experiences and influences.

*Session Objectives:* (1) Use this strategy to engage pre-service teachers in reflecting on the importance of literacy by looking at their journey to help their students become engaged in critical reflections in literacy.

4:05pm - 4:25pm **Using Design Thinking to Encourage Creativity in the Classroom**

Bethany Adams - *Villanova University*

**Venue:** DeWitt South

This session will give a brief overview of the research on design thinking and discuss the usefulness of these methods to encourage creativity in students.

*Abstract:* This session will give a brief overview of the research on design thinking and discuss the usefulness of these methods to encourage creativity in students. Design thinking is a methodology used by artists and designers to develop products that will be feasible, desirable, and viable. This methodology helps to increase creative and innovative thinking and can be used outside the art and design world to leverage that creativity in students across multiple disciplines.

*Session Objectives:* (1) Gain a better understanding of design thinking methods (2) Identify ways design thinking can be used to build creativity in students (3) Discuss possible application of design thinking within courses across multiple disciplines.

4:40pm - 5:30pm **Beyond the Multiple-Choice Quiz: Ways to Ensure Students Come to Class Ready to Learn**

Denise Dominizi - *University of Georgia*

**Venue:** Austin

In this session, we share pedagogical strategies to hold students accountable for pre-class assignments, encourage participation, and ensure they come to class ready to engage.

*Abstract:* One challenge that learner-centered instructors face is making sure that students come to class ready to learn. The purpose of this session is to introduce specific pedagogical strategies that will hold students accountable for their pre-class assignments and encourage their participation. This interactive session engages participants in multiple strategies for instruction and student learning. Participants will leave the session with a variety of teaching strategies to try in their own classes as well as specific learning strategies that will hold students accountable and have them primed to learn when they enter the classroom.



*Session Objectives:* (1) Discuss underlying principles of learning that we want students in our classes to know and utilize. (2) Recognize the possibilities for active learning in multiple classroom environments. (3) Learn about and participate in a number of active learning strategies designed to hold students accountable and come to class ready to learn.

4:40pm - 5:30pm

## **Establishing and Maintaining a Culture of Classroom Research**

Dallas Dolan, Haleh Harris, and Robin Minor - *The Community College of Baltimore County Maryland*

**Venue:** Dezavala

Faculty learning communities that embed teaching/learning research projects nurture a culture in which the scholarship of teaching and learning are valued throughout the institution.

*Abstract:* Classroom innovation relies on faculty members being knowledgeable about the process of classroom research, empowered to take risks in their pedagogy, and prepared to gather evidence to determine if their interventions improve student learning. How does an institution build a culture in which this kind of research is a normative part of the faculty's classroom practice? In this session, we will explore how three kinds of faculty learning communities (for new full-time faculty, for seasoned faculty, and for adjunct faculty) strategically build evidence-based practices within the institution.

*Session Objectives:* (1) Identify the knowledge and skills needed to do classroom research. (2) Describe the facets of a culture of classroom research. (3) Explore the potential and gather materials for developing a similar program at your own college.

4:40pm - 5:30pm

## **Helping Students Understand the Nature of the University: How Academic Disciplines Integrate for a Unified Education**

Steve Staley - *Colorado Technical University*

**Venue:** Robertson

This session helps faculty develop in new students an understanding of how their courses are part of a truly integrated and productive education.

*Abstract:* If we were to take our first-year students on an exploratory tour of our college or university's design, how would we describe the deep structure of that design? Why do we have the divisions and departments we do? What will our students expect to study, and why? How can our students conceive of a unified set of academic disciplines that can and should weave together in contributing to their life-long success? Participants will work together to create collective wisdom and gain new insights to take back to their classrooms.

*Session Objectives:* (1) Understand how various academic disciplines connect and support each other. (2) Experience the process of helping students see the connections among various courses and their own lives. (3) Learn to motivate students to find and utilized those connections from course to course across their college experiences.

4:40pm - 5:30pm

## **Building Better Pre-Professional and Graduate Students: The Power of Workplace Learning**

John Lowry - *Saginaw Valley State University*

**Venue:** DeWitt North

Students entering demanding professions need to gain knowledge and experience to become experts in their professions. Undergraduate students benefit greatly from authentic workplace learning experiences.





*Abstract:* There is an increasing need to improve the preparation and education of healthcare professionals. Many pre-medical students enter medical school with only a background in basic science, and little background in the complexities of medicine or the human aspects of healthcare. Providing undergraduate students with authentic workplace experiences can teach and prepare students for graduate study, and can enhance their personal and professional development. This session will highlight an example of a program that provides aspiring healthcare professional the opportunity to gain valuable experience as they prepare for graduate studies and a career as a professional.

*Session Objectives:* (1) Understand the educational and professional needs and challenges of students preparing for graduate studies in demanding professions. (2) Describe how a program of experiential/workplace learning can better prepare students for graduate studies. (3) Discuss ways to implement experiential and workplace learning to provide students with meaningful learning opportunities.

4:40pm - 5:00pm **“The Year of Social Justice”: Creating Community & Increasing Engagement Through a Themed Campus-wide Initiative**

Regina Johnson - *Anne Arundel Community College*

**Venue:** DeWitt South

This session examines how a campus-wide, themed initiative increases student/faculty interactions, which directly correlate with student retention and course success.

*Abstract:* Engagement is the key to increased retention and course success. This session explores how a year-long, campus-wide initiative may be one way to engage and inspire both faculty and students, while raising awareness of social justice issues present within one college community.

*Session Objectives:* (1) Realize that informal student/faculty interactions outside the classroom are just as important as those that occur formally within the classroom. (2) Identify ways that faculty can encourage more formal and informal student/faculty interactions on campus through similar projects like “The Year of Social Justice @ AACC”. (3) Discuss how activities, such as these, create more meaningful learning experiences for both faculty and students, while enriching the entire college community.

5:10pm - 5:30pm **Instructional Coaching: Improving Student Learning**

Karen Bradley, Jack Bradley, and Jaya Goswami - *Texas A&M University-Kingsville*

**Venue:** DeWitt South

Development of an Instructional Coaching program describes the roles of the coach through anecdotal records that depict the impression of the coach and instructor.

*Abstract:* As institutions of higher education continue to be pressured to demonstrate achievement, how are schools responding to the National Survey of Student Engagement (NSSE)? This session will focus on the development of an Instructional Coaching Program, designed to be voluntary, and separate from the faculty evaluation process. A partnership approach led to selection of activities designed for the individual involved, with the underlying goal to address the needs cited in the 2014 NSSE report.

*Session Objectives:* (1) Discuss instructional coaching across the disciplines.



## Friday Poster Session

5:30pm - 6:30pm, *Phoenix North*

### **A. Innovating Ethics Education: New Instructional Methods, Resources, and Results from UT Austin's Ethics Integration Initiative**

Cara Biasucci, Christina Bain, and Jess Miner - *The University of Texas at Austin*

This poster showcases innovative methods and new online video teaching resources freely available for any instructor interested in emphasizing the moral components of his/her discipline.

**Abstract:** This poster showcases new research-based resources produced by the award-winning Ethics Unwrapped team and a demonstration of how instructors can easily identify and adopt materials for use in their own classrooms. Three key components will be featured: (1) new videos, case studies, and teaching resources freely available online from Ethics Unwrapped; (2) the project's methods of developing and assessing ethics curricula tailored to fit the goals and topics of different classes (including assessment data from the first year of the initiative); and (3) examples of curricula that have been successfully integrated into undergraduate courses at UT Austin.

**Session Objectives:** (1) Learn about new Ethics Unwrapped resources tailored to instructors' needs, including case studies, discussion questions, a teaching resources map, and new video resources on topics such as attribution, relativism, ethical leadership, and legal rights and ethical responsibilities. (2) See results from our assessment data regarding the efficacy of using Ethics Unwrapped materials in online and traditional classrooms across disciplines. (3) Gain an understanding of how to integrate practical and behavioral ethics curricula into course content from any discipline.

### **B. Motivating First Time Online Learners**

Daniel Duarte - *The University of Texas at El Paso*

This poster session demonstrates how instructor interactions, course design and carefully selected assignments, can encourage student success and motivation in online courses

**Abstract:** Students are discovering that they have to eventually take online courses, although it may not be their intention to do so. The challenge to online instructors is not only to retain such students but to motivate them to be successful. While instructors play a primary role as motivator, specific assignments and activities can be employed to foster success and accomplishment. This poster provides suggestions and tips that can be followed to motivate students to succeed.

**Session Objectives:** (1) Examine the elements of motivation. (2) Demonstrate how student interaction with instructor and online course materials are motivational. (3) Identify strategies to reach the greatest motivator: success.

### **C. Toward Understanding How Communication-Related Factors Influence College Student Learning and Success**

Trey Guinn - *University of the Incarnate Word*

This study examined how college students' use of friendship formation strategies and maintenance behaviors impact their socio-emotional state and how faculty members impact students' first semester at college.

**Abstract:** This study examined how college students' use of friendship formation strategies and maintenance behaviors impact their socio-emotional state and consider how students' propensity to engage in such friendship work may be predicted by communication within the parent-child relationship. Employing a longitudinal design spanning college students' first semester away at school, this study investigates how communication with friends, family, and faculty illuminates interpersonal aspects of students' success and well-being. Focusing on



confirmation theory and exploration of perceived memorable messages, presenter will share how faculty members impact students first semester at college, with emphasis given to students' well-being and intent to retain.

*Session Objectives:* (1) Understand the importance of parent-teacher confirmation; understand how memorable messages shape student learning. (2) Examine how various student relationships with family, friends, and faculty impact college student success and well-being.

## **D. Competency-Based Learning, Gamification, and Peer-Tutoring: A Hybrid Model for Teaching and Learning**

Vicky Johnson - *Tarleton State University*

This presentation describes a research study of a competency-based model of teaching chromatic harmony concepts to undergraduate music theory students, including gamification elements and peer-tutoring.

*Abstract:* An undergraduate music theory course was restructured from a traditional model to a competency-based model, emphasizing flexible time and multiple assessments. Students were provided with online resources, including course outline, video tutorials, and interactive tools for mastering the prescribed content. Traditional class time was maintained, but students were encouraged to progress at their own speed through content modules. Gamification elements, such as levels and leaderboards were incorporated to increase student engagement and motivation. As students mastered module content, they became peer-tutors. This decreased the student-teacher ratio, allowing the faculty member to provide more individualized instruction to increase student success.

*Session Objectives:* (1) Learn how to incorporate competency-based learning into a traditional classroom. (2) Learn about gamification and ways to incorporate game elements into the classroom to engage and motivate students. (3) Learn how to use peer-tutoring for the benefit of both tutors and tutees in the classroom.

## **E. Using Wikipedia to Negotiate Meaning in a Composition Classroom**

Mary Lawson - *Houston Community College*

This presentation will demonstrate the power of Wikipedia to enhance student-centered learning and engagement in the composition classroom.

*Abstract:* Recently, I have begun to examine new ways to increase student success in my composition courses, and I realized that using Wikipedia can promote student engagement. I abandoned the traditional analysis essay in favor of student selected articles on Wikipedia. Students now find articles that pique their interest, select their own criteria for analysis, and analyze real-world writing. By giving students the power of choice, I have increased engagement and promoted academic investigation. This presentation will share findings from my students and show that challenging our beliefs about Wikipedia allows students space to negotiate their own meaning.

*Session Objectives:* (1) Understand the value of Wikipedia for negotiating student learning. (2) Highlight student-led investigation in the composition classroom.

## **F. Effect of Pre-Class Work on Student Learning Outcomes in a Flipped-Class Experience**

Patricia Sanchez, David Fike, and Susan Hall - *University of the Incarnate Word*

In-class performance can be a predictor of course outcome. Therefore, activities that increase in-class performance may directly or indirectly impact student learning.

*Abstract:* This study used a Biochemistry and Molecular Genetics course to evaluate if pre-class work impacted performance in the course. Methods: Sixty-six students participated in this study. We used multiple linear regression (IBM SPSS 22) to assess significant correlations between pre-class work completion and in-class, midterm, and final exam performance. Results: Statistically significant correlation was found between completing pre-class work and in-class performance ( $P=0.045$ ). Completing pre-class work did not seem to



have a direct impact on exam performance. Conclusion: Our findings suggested that pre-class work may impact short-term learning, however its effect might be diluted when considering later high-stakes assessments.

*Session Objectives:* Participants will have the opportunity to share and discuss strategies aimed to: (1) Flip a lecture-based course. (2) Motivate students to complete the pre-class work while maintaining an inclusive environment in class. (3) Assess the value of low-stake assessment methods when comparing different instructional methods.

## G. The Manufacturing Integrated Learning Laboratory (MILL) as a Model for STEM Education

Mukasa Ssemakula - *Wayne State University*

The MILL model uses team-based projects coordinated across multiple courses to give students hands-on skills. A psychometrically validated instrument to gauge student learning was developed.

*Abstract:* There is a need for engineering and technology curricula balancing analytical and theoretical knowledge with integrated physical facilities that offer students relevant hands-on experiences. The Manufacturing Integrated Learning Laboratory (MILL) model was developed in response to this need. The model uses team-based projects, coordinated across multiple courses, with the unifying theme of designing and ultimately fabricating a functional product. Students encounter the product repeatedly in the various courses. A psychometrically validated assessment instrument to gauge student learning in the target knowledge areas was developed. In a unique feature, the instrument incorporates a physical manipulative to evaluate attainment of hands-on skills.

*Session Objectives:* (1) Establish the need for hands-on experiences in engineering education. (2) Describe the MILL model for meeting this need at a low cost. (3) Discuss results of the psychometric analysis and validation of the MILL model.

## H. Student Sketching of Complex Geologic Processes Improves Long-Term Memory Retention, Application and Synthesis

Robert Benson - *Adams State University*

By sketching complex geologic processes described by course lectures and texts, student improve their long term memory retention, application and synthesis skills.

*Abstract:* New geology students frequently struggle with retaining, analyzing and synthesizing complex geological processes. Sketching geologic processes in a temporal and spatial sense is critical to applying and synthesizing process concepts to field observations and concept models. Data from daily quiz drawings over assigned readings, interactive board drawings following lecture introduction of field images, and short answer test problems requiring sketch answers all suggest that students more effectively internalize temporal and spatial process components for effective analysis, application and synthesis of new geological observations. Participants will learn from data collection methods, problems and results of this study.

*Session Objectives:* (1) Describe how student drawings improved mastery of complex geologic processes. (2) Discuss and analyze the effectiveness of low and high stakes questions requiring drawings to answer correctly. (3) Synthesize the successes and challenges of my study with new approaches to improve learning and teaching.

## I. Constructing a Concept Inventory: A Case of Stereochemistry

Alex Leontyev - *Adams State University*

I will describe how to construct a concept inventory.

*Abstract:* A concept inventory (CI) is a test designed to measure if a student has an accurate knowledge of a specific concept or several concepts. Questions for CIs are developed based on students' incorrect ideas. Instructors may use concept inventories as a way of evaluating their own effectiveness as an instructor and diagnosing common student problems. This presentation describes the development a concept inventory to assess students' knowledge of stereochemical concepts. Different rigorous methods were employed to ensure quality of the assessment instrument. Implications of this concept inventory for practice are also discussed.

*Session Objectives:* (1) How to construct a concept inventory. (2) What information can be obtained from a concept inventory. (3) How this information can be used to improve teaching.

## **J. STEM Courses and Civic Learning: The Good, the Bad, and the Unexpected**

Monica Tonga - *Drexel University*

Community Based Learning courses can provide opportunities for STEM students to decipher how past courses meet their personal goals as students and future community members.

*Abstract:* Community Based Learning (CBL) courses can provide an opportunity for students to reflect on how past academic courses fit in with their goals as a student, a scientist, and as a community member. In this proposed STEM Connections model, students tie together the concept demonstrated at our course-sponsored middle-school science club to specific college courses taken, specify how the concept relates to careers, and finally show how this impacts society and their local community. This course model can be adapted for various fields including the humanities and social sciences...and adapted for various community partners from elementary school to senior citizens.

*Session Objectives:* (1) Demonstrate how instructors can foster deeper reflection on academic material and how it relates to students' future roles in and out of school. (2) Provide a framework to show how Community Based Learning can be applied to STEM courses and used as a platform to demonstrate and expand the benefits of undergraduate course material. (3) Allow students to see the multi-dimensional nature of science, including its far reaching impact on various groups of society.

## **K. The Impact of National Normed Test Requirements on Minority Teacher Education Candidates**

Roy Roehl - *University of Alaska Fairbanks*

Nationally Normed Exams will have a clear and Disparate Impact on Minority Teacher Candidates and the programs that serve such minority candidates.

*Abstract:* CAEP has adopted Standard 3.2. This standard requires, at a minimum, that educator preparation providers ensure that its accepted cohort of candidates (entering education students) have a grade point average of at least 3.0 and meet the following average performance on nationally normed ability / achievement assessments such as the SAT, ACT or GRE:

- For 2016 – 2017, top 50%,
- For 2018 – 2019, top 40%, and
- By 2020, top 33%.

This policy will, have a large and Disparate Impact on several protected classes of minority teacher candidates.

*Session Objectives:* (1) Historical nationally normed test scores by demographic group. (2) Impact on diversity of EPP's and their candidates.

## **L. Gamification to Enhance News Writing Skills in a Journalism Reporting Course**

Robin Blom - *Ball State University*

Teaching writing to undergraduates is a challenge. Could gamification-strategies and enhanced technology in the classroom help enhance learning?

*Abstract:* This study evaluates the role of classroom technology and gamification on writing skills, source selection, and story complexity. This semester, the author, is teaching two sections of a journalism reporting course with a gamification-strategy to enhance learning. One section is in a room with enhanced technology (mediascapes); the other is a regular computer lab. There is also a control group of students who have taken the same course in a previous semester with the same instructor in a regular classroom without a gamification aspect. All stories (N=250) are coded for a content analysis to examine potential differences in writing performance.



*Session Objectives:* (1) Learn more about classroom technology; gamification strategies; and flipped classrooms to teach writing to undergraduates.

## **M. Faculty Learning Communities: Strategies for Success**

Herta Rodina - *Ohio University*

Based on four years' experience, this poster presentation shares field-tested strategies for facilitating successful faculty learning communities focused on pedagogical risks and challenges.

*Abstract:* Despite increased emphasis on the quality of college teaching, ever-expanding service and research expectations allow instructors little time to focus on new teaching techniques or even exchange observations on specific pedagogical challenges. Faculty learning communities, if carefully structured, can provide colleagues at all ranks and levels of experience with a safe and productive venue for frank discussions about the particular obstacles they face in their teaching, the risks they've taken to overcome them, and the successes and failures they've experienced. This poster offers strategies for recruiting diverse participants and facilitating useful and effective small-group seminars for faculty at any institution.

*Session Objectives:* Participants will gain: (1) field-tested ways to recruit diverse and committed instructors for semester-long discussions on focal topics related to teaching. (2) Successful approaches to facilitating meaningful small-group seminars that foster trust among participants and encourage the free sharing of pedagogical accomplishments as well as failures. (3) Tested methods for sharing a faculty learning community's work with the university population at large.



## Saturday Plenary Presentation

8:15am - 9:30am **Connect, Believe, and Engage: Techniques for Promoting Student Learning and Success**

Kathleen Gabriel - *California State University, Chico*

**Venue:** Phoenix North

Retention and graduation gaps among various student groups exist. Professors can be instrumental in “closing the gaps” without lowering standards. This presentation will address HOW we can do just that!

**Abstract:** Colleges have many diverse students, with increasing numbers of struggling students. The graduation gap remains among various student groups (i.e. first-generation, students of color, and traditional students). Professors can make a difference in “closing the gap” without lowering their standards. This presentation will focus on ways that professors can increase learning and success in their classrooms, especially for unprepared and at-risk students.

**Session Objectives:** (1) Identify and interpret existing data on the graduation and retention “gaps” that exist among various student groups. (2) Appraise their “role” and impact that they can have in “making a difference” to increase retention and success with students enrolled in their courses. (3) Describe and implement several learner-centered teaching techniques that promote student engagement, commitment, and learning.

## Saturday Concurrent Sessions

9:45am-11:00am **Enhancing Faculty Pedagogy and Student Outcomes Through an Online Community of Learners**

Phyllis Van Slyck and Robin Ozz - *LaGuardia Community College and Phoenix College*

**Venue:** Austin

Participants will engage with the tools and routines of an online community of practice for developmental educators that improves faculty pedagogy and directly impacts student success.

**Abstract:** Participants will learn how to adapt methods developed for an online faculty pedagogical community to enhance their own teaching and learning. We will demonstrate how we use technology to connect full-time and adjunct faculty teaching developmental math and English nationwide. We will discuss our training for coaches who guide faculty participants, our use of comments for peer reflection, and our development of assessment themes and tags for self-reflection. Session participants will engage in and reflect on these activities, making it possible for them to apply these innovative approaches to their own pedagogical practice as well as their home campuses.

**Session Objectives:** (1) Gain a working knowledge of how the online community of faculty learners directly impacts student learning by enhancing the pedagogy of basic skills faculty. (2) Experience applying the innovative pedagogical approach of using faculty-generated themes and tags to reflect on their own classroom activities. (3) Be able to share and adapt our pedagogical practices as they consider course and curriculum design and redesign.



9:45am-11:00am **Self-Efficacious Learners: Helping Students Develop Self-Management Skills for Life Long Learning Success**

Denise Camin - *DeVry University*

**Venue:** Dezavala

Experience the dual role of student and teacher using online tools that can be embedded in any course to promote self-actualized learning and academic success.

*Abstract:* Technology has become more essential, especially in our students' lives. However, as educators we've not fully explored how best to use this innovation to promote self-directed learning for college students, especially those in transition. Yet, research shows fully engaged students better connect to the learning process and begin to own their success. This interactive workshop will introduce the research foundation and provide examples while exploring online tools designed to promote self-actualized learning and increase retention by developing a greater sense of ownership. Participants will engage in a variety of activities connected to classroom practice and self-management strategies.

*Session Objectives:* (1) Using an online quiz, goal setting strategies and journal prompts, experience the role of a student by developing actionable goals and creating a plan for achieving these within a particular course. (2) Apply Bandura's principles to create a plan for introducing self-regulated learning activities in the classroom or as part of a mentoring program. (3) Given the experience of working with online tools, choose two to introduce in a classroom setting or as part of a mentoring experience.

9:45am-11:00am **Fun with Curriculum Alignment (Seriously!)**

Kirsten Aspengren and Daryl Peterson - *Educational Policy Improvement Center*

**Venue:** Robertson

Top-performing colleges pay attention to curricular alignment, and so should you. Pivot your thinking and connect with curriculum alignment like never before.

*Abstract:* Top-performing colleges pay attention to curricular alignment. Embedded in the guided pathway model is curriculum alignment—a hands-on, systematic, replicable, partnership process that builds strong foundations for successful pathways. Pathways allow students to select a program and develop an academic roadmap, with support and clear direction for their chosen course of study. College and career readiness is not a cliché—it's the key to success requiring purposeful, coherent, and efficient pathways aligned from high school through higher education to careers. Using games and discussions, this workshop will motivate you to think about curriculum alignment as your foundation for student success.

*Session Objectives:* (1) Understand of the value of guided pathways toward student success. (2) Understand of the value of curriculum alignment within guided pathways. (3) Receive motivation to collaboratively revise and align curriculum

9:45am-11:00am **Meeting the Needs of Students with Special Needs: It's Easy**

Tracy Spencer - *Lamar Institute of Technology*

**Venue:** DeWitt North

How does one meet the needs for so many different students? Universal design a most common accommodations that covers all students in a class, increasing student success rates.

*Abstract:* Yes, you probably receive paperwork from the Special Populations Coordinator about making accommodations for students with special needs. One students needs





extended testing. Another needs a note-taker. How does one instructor meet the needs for so many different students? As if that challenge were not enough, only 10% of students with hidden disabilities ever disclose their needs or conditions. Universal design is a technique for covering the most common accommodations in a way that covers all students in a class, increasing student success rates.

*Session Objectives:* (1) Be able to explain why most students with hidden disabilities never report their conditions to instructors or other campus personnel. (2) Understand the hidden disabilities that are likely to be in their classrooms. (3) Understand Universal Design, which meets the needs of all learners at once.

9:45am-10:05am **Designing a Student Research-Driven Course: Where Did We Start?**

Anne Braseby and Kelly McDonough - *University of Texas, Austin*

**Venue:** DeWitt South

Collaboration between a content experts and a learning science expert produces an exciting new multi-section course teaching critical reading skills through primary and secondary texts.

*Abstract:* When a Humanities department decided that its six introductory courses in literatures and texts should have similar learning outcomes, faculty were tasked with designing an inquiry-based, student-centered course that taught important skills while keeping the integrity of the expertise of each faculty member teaching the course. This is the journey of one particular faculty member and her collaboration with a Learning Development Specialist from blank paper through course design, to collaborative student authored web resources using the open-source platform SCALAR.

*Session Objectives:* (1) Receive a template for course design fusing Understanding by Design elements with Fink's Significant Learning.

10:15am-10:35am **Flipping, Flopping, Tech No and Techno: Building Student Centered Learning Communities**

Adrienne Bliss - *Ball State University*

**Venue:** DeWitt South

Presentation discusses the experience of a professor in a technology rich composition classroom. It observes how students interact rhetorically with their environment and technology.

*Abstract:* Flipped classrooms and technology rich teaching environments have become popular in the university setting. Professors are trying creative and occasionally frustrating new teaching techniques. With pressure on universities to turn out more students in 4 years, technology has become an almost default teacher. This presentation draws on experience as part of a program to develop a learner centered composition class in a technology rich classroom. This may no longer be our grandfather's composition class, but the challenge in an entry level required college course is to keep the student active (Hoover, 2013). Utilizing technology and groups, this is a review of the process of creating a course that is accessible to students with a goal of teaching critical thinking skills (Brewer, Selfe, and Yergeau, 2014).

*Session Objectives:* (1) Explore how students respond rhetorically to the professor, each other, and technology in diverse technological classrooms. (2) How (not) to more effectively introduce new techniques into your teaching. (3) Examine how technology such as Blackboard can be an effective and valuable tool in creating active learners.



11:10am-12:00pm **Embedded Agents: A Learning Centered Approach to Educational Development**

Brian Smentkowski - *Queens University of Charlotte*

**Venue:** Austin

This session focuses on a new paradigm in faculty and educational development; one that is at once learning centered, faculty focused, and critically aligned with institutional goals.

*Abstract:* Traditional notions of faculty development have grown into a more expansive and dynamic concept of educational development. As we become more engaged in the success of our universities, we find ourselves straddling more fences, exercising leadership, and collaborating with programs and personnel equally committed to student, faculty, and institutional success. This session focuses on a new paradigm in faculty and educational development; one that is at once learning centered, faculty focused, and critically aligned with institutional goals. Together, we will explore an inventory of strategies and options designed to critically align our efforts with institutional goals through our investment and leadership in excellence and innovation in teaching and learning.

*Session Objectives:* (1) Actively assess methods of attaining and sustaining critical alignment with institutional goals and objectives. (2) Engage in the formulation of a new paradigm and approach to faculty and educational development that is learning centered. (3) Learn and share methods of fostering the collaborations necessary to enhance, diversify, and democratize student, faculty, and educational development opportunities.

11:10am-12:00pm **Teaching for Learning: Intentionally Designed Educational Activities Designed to Engage Students in the Classroom**

Michael Harris - *Southern Methodist University*

**Venue:** Dezavala

In this session, we will explore several easy to use and evidence-based techniques designed to motivate and engage college and university students.

*Abstract:* Over the past two decades there has been an increasing push, based on solid evidence, to more fully engage students in the classroom experience. As the educational focus shifts from “teaching-centered” to “student-centered” the lecture is being supplemented with activities designed to draw students into the learning process. The educational challenge is to identify a variety of easy to use techniques developed to keep students motivated to participate. In this session, we will explore several evidence-based techniques designed to motivate and engage college and university students.

*Session Objectives:* (1) Name at least five evidence-based engaged learning techniques that can be used in any classroom. (2) Describe the major concepts needed to encourage students to participate in classroom activities. (3) Adapt at least one engaged learning technique to be used in his or her own course.

11:10am-12:00pm **Connected and Plugged In: Creating Communities Utilizing Conversation Circles**

Caron Westland and Lisa November - *University of Colorado Denver*

**Venue:** Robertson

This session will provide a reflective space to learn how to build and nurture online community, utilizing the social presence of the instructor and TA.



*Abstract:* Building community is essential in an online setting. In a face-to-face environment, the team building is natural. The balance between content and relationships seems to go hand in hand, but when you enter an online environment, the relationships and building of relationships must be purposeful. This interactive session will explore how the instructor and TA worked collaboratively to create an environment that would foster a nurturing environment.

*Session Objectives:* (1) Gain insight about the importance of presentation of self, good communication, and creating a sense of community. (2) Learn, share, and apply the concepts related to the complexity of social presence and how it can be integrated into an online course effectively. (3) Be prepared to integrate the strategies of integrating social presence and building trust in a learning community in their next online course.

11:10am-12:00pm **Master the Basics: Course Design to Promote Alignment of Learning Outcomes, Assignments, and Assessment**

Janis Prince - *Saint Leo University*

**Venue:** DeWitt North

Acknowledging that teaching is a scholarly endeavor, this session will guide participants through specific steps needed to align course learning outcomes, assignments, and assessments.

*Abstract:* Earning a doctorate and experience in my field make me a subject matter expert; neither provides even the most basic teaching skills, however. Acknowledging that teaching is a scholarly endeavor, this session will guide participants through specific steps needed to align course learning outcomes, assignments, and assessments. This rudimentary, but often overlooked process is requisite for any good teaching practice.

*Session Objectives:* (1) Create course learning outcomes that are observable, measurable, and specific. (2) Design assignments that help students acquire the knowledge, skills and abilities to achieve these learning outcomes. (3) Align assessment of student learning with course learning outcomes.

11:10am-11:30am **Teaching with Decision Cases for Professional Practice**

Laine Scales - *Baylor University*

**Venue:** DeWitt South

Most relevant for teachers in professional schools, this session introduces decision cases, their learning purposes, and techniques for leading a fruitful case discussion.

*Abstract:* Decision cases require practitioner-students to formulate problems and decide on potential courses of action (i.e., to frame the problem and decide how to deal with it). In class discussions, students apply theory to practice and develop problem solving and critical-thinking skills needed for professional practice in areas such as business, education, social work, and nursing. Fruitful discussions rarely happen without careful preparation from the teacher/discussion facilitator. This session prepares the teacher to plan and execute an effective discussion of the case, allowing students to experience the challenges of solving a “messy” professional problem that requires a decision.

*Session Objectives:* (1) Understand the differences between illustrative cases and decision cases for students in the professions (e.g. nursing, social work, business, education). (2) Identify learning purposes of a decision case. (3) Consider (with examples) how a teacher might organize a plan for discussion of a decision case.



11:40am-12:00pm

## **Integrating Social Media into the First-Year Experience Course**

Claudia Garcia and Michelle Pena - *The University of Texas at El Paso*

**Venue:** DeWitt South

This session will explore different ways in which social media can be integrated into your college courses, focusing on Twitter and Facebook.

*Abstract:* This presentation will focus on the use of Twitter and Facebook in two Freshman Seminar courses. The audience will have an opportunity to explore ways in which social media can be integrated into college courses. We will continue by informing the audience about the benefits of using social media based on questions from our end of semester survey, studies done at other institutions, and personal anecdotes. Finally, this presentation will address some of the concerns for using social media. Participants will leave with a handout of best practices and activities which can be incorporate in their courses.

*Session Objectives:* (1) Understand the basics of social media. (2) Discuss the ethics of sharing information on social media. (3) Learn strategies to integrate social media in their courses.

1:00pm - 1:50pm

## **Applying Neuroscience to Enhance Learning**

Amy Overman - *Elon University*

**Venue:** Austin

This session will focus on scientific evidence of how the brain works and how this knowledge can be applied in the classroom to improve learning.

*Abstract:* Cognitive neuroscience research informs us about the biological and cognitive aspects of learning. We can use these findings about how the brain creates, stores, and retrieves information to improve our teaching practices. We will explore how research on memory and other cognitive processes should affect our choices about course design and pedagogy. This session will engage participants in activities, reflection, and small and large-group discussions related to understanding the cognitive neuroscience of learning. Participants will leave with neuroscience-based strategies to optimize student learning in their own courses.

*Session Objectives:* (1) Apply cognitive neuroscience theories to instructional practices. (2) Gain first-hand experience using learning strategies based on empirical research on brain function. (3) Identify specific neuroscience-based strategies that can be used to facilitate engaging learning experiences in one's own courses.

1:00pm - 1:50pm

## **Faculty Developers Discussion**

Todd Zakrajsek - *University of North Carolina, Chapel Hill*

**Venue:** Dezavala

If you are in any way responsible for developing and delivering support for faculty members at your campus please join us for an informal discussion.

*Abstract:* Directing and delivering programs and materials designed to support faculty members is an exciting and challenging responsibility. One thing I have noticed in doing this work for over 20 years is that there is more similarity than differences when it comes to the efforts involved in leading faculty (or educational) development efforts. This session is designed simply to bring together those at the conference who have such responsibilities so that we can share ideas, programs, resources, and struggles.



*Session Objectives:* (1) Identify at least one new program that might be implemented on your own campus; (2) Expand your professional network to include at least 3 new contacts; and (3) Increase the visibility of your own efforts to those doing similar work in other parts of the US.

1:00pm - 1:50pm **Low-Tech Tool to Facilitate Communication in Cooperative Learning Workgroups**

Carol Marchetti and Susan Foster - *Rochester Institute of Technology*

**Venue:** DeWitt North

Group work can be daunting for students who struggle with language. Experience their classroom; hear student perspectives on a low-tech tool to improve this environment.

*Abstract:* Many teachers are aware of the benefits of active learning. However, implementation, especially in classrooms with communication challenges, can be difficult. Group work can be daunting, particularly for students who struggle with language. In this session, participants will experience the classroom of these students and hear the student perspective on how a low-tech tool can improve this environment.

*Session Objectives:* (1) Understand the challenges of a typical classroom experience for students who struggle with language. (2) Learn implementation strategies for a low-tech tool that can improve this experience. (3) Hear student perspectives on the impact of this tool.

1:00pm - 1:20pm **International Graduate Students and Academic Culture Shock**

Rory Senerchia - *Johnson & Wales University*

**Venue:** DeWitt South

TOEFL scores do not address barriers international students face when in the classroom. This session will identify these barriers when entering an American College/University.

*Abstract:* The ability to acclimate to an American graduate program cannot be measured by ones TOEFL score alone. The need to adjust quickly becomes a major stress for most and involves many factors. This session will share results of mixed-methods research regarding academic culture shock and international graduate students.

*Session Objectives:* (1) Identify correlations between, TOEFL scores, academic success, and academic culture shock in order to recognize barriers faced by international students accepted into an American MBA program, barriers that may not be taken into account because of one's TOEFL score.

2:00pm - 2:50pm **Moving the Engagement Needle: A Look at Relevance and Usefulness**

Christopher Johnson and Shana Dudley - *Alamo Community College District*

**Venue:** Austin

Participants will connect outcomes and activities to enhance learning, making course content and context relevant and usable, at the personal and/or professional level for learners.

*Abstract:* Adult learners often bring college-level competencies to the classroom gained from other sources, such as workplace and military training, community experiences, and independent study. These prior learning experiences often render some research dated. Bringing relevance and usefulness is a critical component to raising adult learners' postsecondary participation and eventually degree attainment. Engaging academic leadership and faculty is a key element to increasing support of innovative teaching



strategies. This workshop will provide an overview of active learning and student engagement, focusing on the curriculum design and course mapping strategies for building solid learning communities.

*Session Objectives:* (1) Gain a better understanding of how to tie course learning outcomes to course activities and assignments. (2) Become more aware of how relevance and usefulness benefits students, their respective academic program, and the overall mission of their campus community. (3) Learn of national and regional trends in higher education, including the role of faculty, providing content and context to the curriculum.

2:00pm - 2:50pm

## **Helping First-Year Writers Invent and Revise with Construction Metaphors and Graphic Organizers**

Kathy Ivey - *Lenoir-Rhyne University*

**Venue:** Dezavala

This presentation demonstrates how the concrete metaphor of constructing a house reduces cognitive overload for writers and encourages stronger commitment to invention and substantive revision.

*Abstract:* The difficulty of writing academic arguments, compounded in novice writers by a lack of sufficient preparation and practice, can lead to cognitive overload, preventing writers from fully engaging in the invention and revision processes. Synthesizing teaching experiences with research on brain-based learning, cognitive load, and composition theory, the presenter will demonstrate how the concrete metaphor of constructing a house can help writers better understand and more fully commit to invention and substantive revision.

*Session Objectives:* (1) Understand aspects of brain-based learning and cognitive load theories relevant to the composing processes of novice college writers. (2) Use the concrete metaphor of building a house with student writers to help them take a step back from the process and see more clearly what they want to convey in their writing. (3) Use the graphic organizer of a house “plan” to represent the organization of ideas and make revision choices.

2:00pm - 2:50pm

## **Gatekeeping 101: Opening the Gate for ALL Students**

Heidi DiFrancesca and Lynn Eaton - *University of Mary Hardin-Baylor*

**Venue:** DeWitt North

Presenters will share the implementation and results of a course in Human Anatomy & Physiology redesigned to optimize student engagement and learning experiences.

*Abstract:* Human Anatomy & Physiology is often seen as a “gatekeeping course” on the pathway to a career in the health sciences profession. The presenters will share how a Human Anatomy & Physiology course was redesigned in an effort to optimize student engagement and learning experiences. This presentation will explore the course design, which includes an inverted model, combined with in-class learning activities. Preliminary findings of a pilot will be presented.

*Session Objectives:* (1) Understand the nature, scope, methodology, and outcomes of the study. (2) Learn the benefits of an inverted/flipped classroom when teaching a “gatekeeping” course. (3) Create an actionable list of ideas, practices, and avoidances when implementing a flipped classroom.





2:00pm - 2:20pm **Classroom Leadership Styles: Exploring the Relationship Between Instructor Leadership Style and Student Satisfaction with Teaching Effectiveness**

Seth Batiste - *Lone Star College - North Harris / Our Lady of the Lake University*

**Venue:** DeWitt South

This presentation examines the relationship between teacher leadership styles and student satisfaction with teacher effectiveness in a community college developmental education classroom setting.

*Abstract:* This presentation examines the relationship between teacher leadership styles and student satisfaction with teacher effectiveness, above and beyond the effects of student age, ethnicity, gender, semester, and expected grade in a community college developmental education classroom setting. The research was conducted using the Full-Range Model of Leadership Theory. The population sample for the study was drawn from a south Texas community college where 359 students enrolled in developmental English evaluated instructors using leadership and teaching quality surveys to rate instructor qualities. The data collected was analyzed through multiple regression analyses to explore the association of the predictor and dependent variables.

*Session Objectives:* (1) Understand student satisfaction with classroom learning. (2) Understand student satisfaction with instructor enthusiasm. (3) Understand student satisfaction with classroom organization

2:30pm - 2:50pm **Exploring an Untapped Resource: Teaching Philosophy Statements as Tools for Reflection and Development**

Julie Sievers, Sarah Henseler, and Todd Onderdonk - *St. Edward's University*

**Venue:** DeWitt South

Analysis of teaching philosophy statements can improve our understanding of college teachers' beliefs and practices and of how to help faculty develop as teachers.

*Abstract:* Teaching philosophy statements, now ubiquitous, are an underutilized resource for examining the reflections and practices of effective college teachers. Analysis of these statements can improve our understanding both of college teachers' current beliefs and practices and also how to help faculty develop as teachers. Investigators examined 79 statements, submitted (2007-2013) by nominees for a selective teaching award at a private, liberal-arts university. Preliminary results contribute to current conversations about what "the best college teachers" do and, specifically, how they think about teaching, and to research about disciplinary discourses relating to pedagogy and on the role of reflection in faculty development.

*Session Objectives:* (1) Gain familiarity with the uses of and key components of the teaching statement genre. (2) Learn prominent themes and patterns in the approaches and practices articulated by award-nominated college teachers at an institution that emphasizes a liberal arts education. (3) Identify ways in which the reflections of effective college teachers can be used as a resource for general pedagogical development.

3:00pm - 4:15pm **It's Everybody's Job: Building Academic Skills Across the Curriculum**

Corrie Harris - *University of Alabama*

**Venue:** Austin

An interactive session that will provide an overview of processes of student learning and demonstrate techniques that enhance students' metacognitive and critical thinking abilities.



*Abstract:* College instruction often involves working with students who seem unprepared or disengaged. Many institutions offer specialized learning skills courses designed to help bridge academic skill gaps, but are there options for academic skill building in “regular” courses? Authentic learning occurs when instruction includes teaching of skills that allow students to take charge of their learning through knowledge construction, which ultimately eases the transfer of learning from one context to another. To achieve this, instructors must create learning environments that are consistent with principles of learning that go beyond course specific content. Expert teachers design learner-centered lessons that engage prior learning, organize information in meaningful frameworks and allow students to monitor their learning. Our goal is to demonstrate strategies that can be used to promote academic skills that are associated with student success and support instructor pedagogical knowledge.

*Session Objectives:* (1) Review the literature on student learning in higher education and the evidence-based principles of knowledge construction and critical thinking across disciplines. (2) Discuss applicable frameworks for understanding how students learn along with regulatory processes that govern critical thinking. (3) Illustrate practical strategies that foster knowledge construction vs. knowledge “transmission”, make learning visible and provide opportunities for mastery of course content using a common set of skills that are useful across disciplines.

## 3:00pm - 4:15pm **Strengthening Learning by Incorporating Desirable Difficulties into Your Teaching**

Diane Persellin and Mary Daniels - *Trinity University and Centre College*

**Venue:** Dezavala

We will synthesize research on desirable difficulties, share examples how we use them in our pedagogy, and invite participants to generate their own teaching strategies.

*Abstract:* When we require students to work harder in the initial learning phase it can lead to deeper learning. In this session, we will discuss how this struggle, dubbed a desirable difficulty by investigator R.A. Bjork (1994), ultimately improves long-term retention. By requiring the brain to create multiple retrieval paths, a desirable difficulty can make the information more accessible. We will synthesize current research on this learning principle, share strategies we have used to incorporate desirable difficulties into our own practice, invite participants to generate teaching strategies across the disciplines based on this research.

*Session Objectives:* (1) Gain a better understanding of the current research on desirable difficulties. (2) Learn strategies that we have used to incorporate desirable difficulties into our own practice. (3) Generate teaching strategies from their own disciplines.

## 3:00pm - 4:15pm **Creating a Learning Environment that Maximizes Cognitive Resources**

Cia Verschelden and Tina Bhargava - *University of Central Oklahoma and Kent State University*

**Venue:** DeWitt North

Experience classroom interventions and teaching strategies designed to help non-majority, first-generation, and economically insecure students recover and effectively use cognitive resources limited by social-psychological underminers.

*Abstract:* Effective student learning relies on adequate cognitive skills and resources. Non-majority, first-generation, and/or economically insecure students face social-psychological underminers that may limit cognitive resources and become barriers to successful learning. When we can create an environment in which we can help students free their cognitive





resources or use them more efficiently, we may increase the likelihood that they will learn and succeed in college. We will share several classroom interventions and teaching strategies that have shown promise in mitigating the negative effects of the underminers and streamlining cognitive processes.

*Session Objectives:* (1) Describe the limited nature of active cognitive processing resources and explain how social-psychological underminers such as stereotype threat, belongingness uncertainty, micro-aggressions, negative bias, and the stress of economic insecurity can exhaust these resources, limiting student learning. (2) Plan and implement classroom interventions that have promise for decreasing the negative effects of these underminers and freeing students' cognitive resources for learning. (3) Plan and implement teaching and learning strategies that demand fewer cognitive resources and teach students skills for using their cognitive resources more efficiently.

### 3:00pm - 4:15pm **Reacting to the Past: Teaching a Student Run Course**

Linda Mayhew - *The University of Texas at Austin*

**Venue:** DeWitt South

In this session, we will play a micro-version of *Reacting to the Past's* *The Threshold of Democracy: Athens in 403 BC* to explore how to teach students speaking, critical thinking, and leadership skills.

*Abstract:* Are you wondering how students can interact more actively and creatively with material? This session will explore how to teach students speaking, critical thinking, and leadership skills using *Reacting to the Past* historical role-playing games. This student-run course keeps them engaged with competitive role-play and encourages them to develop a deep understanding of complex texts, such as Plato's *The Republic*, through in-class debate. The session's 'micro-workshop' format will let participants experience this kind of active learning for themselves.

*Session Objectives:* (1) Learn about interactive-learning model *Reacting to the Past*. (2) Participate in a micro-workshop to experience the pedagogical strategy. (3) Have the opportunity to receive materials and further guidance on how to use these teaching methods with their own students.



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Aims Community College  
Alamo Colleges  
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Angelo State University  
Anne Arundel Community College  
Appalachian State University  
Austin Community College  
Ball State University  
Baylor University  
Belmont University  
Bridgewater State University  
Central Michigan University  
Central Piedmont Community College  
Central Washington University  
Centre College  
Chatham University  
Colorado Technical University  
Creighton University  
Cuyahoga Community College  
Del Mar College  
DeVry University  
Dominican University  
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EPIC  
Evangel University  
Finger Lakes Community College  
Florida State University  
Heartland Community College  
Houston Community College  
International Teaching Learning Cooperative  
Johnson & Wales University  
Kent State University  
LaGuardia Community College  
Lamar Institute of Technology  
Lenoir-Rhyne University  
Life University  
Lone Star College-North Harris  
Longwood University  
Mercer University  
Middle Tennessee State University  
Mott Community College  
North Carolina State University  
Northcentral University  
Northeastern University  
Ohio University  
Palo Alto College  
Philadelphia University

Phoenix College  
Plymouth State University  
Portland State University  
Rhodes College  
Rochester Institute of Technology  
Saginaw Valley State University  
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San Jacinto College North  
Schreiner University  
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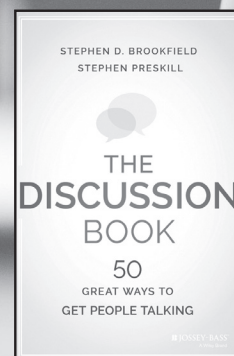
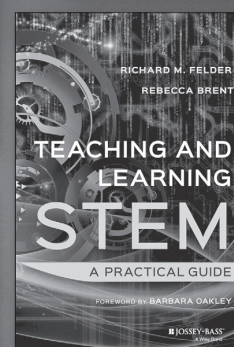
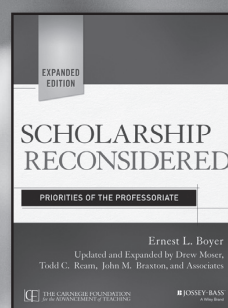
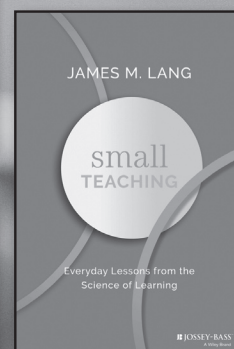
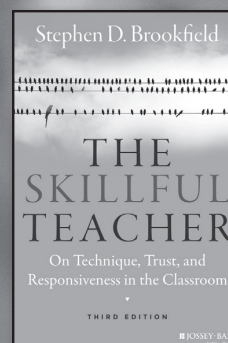
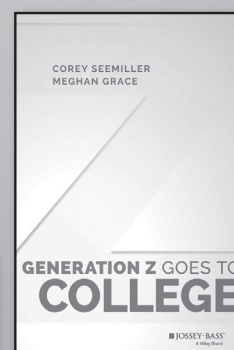
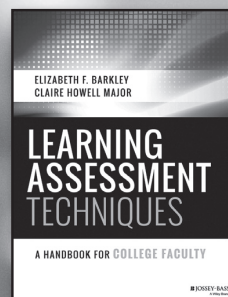


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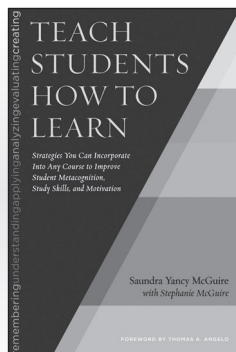
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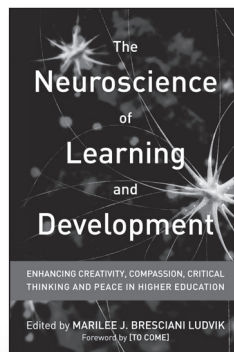
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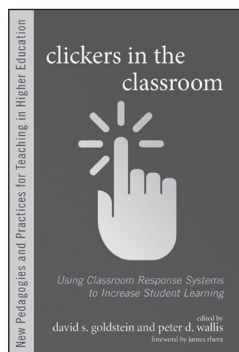
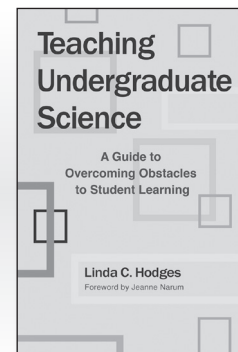
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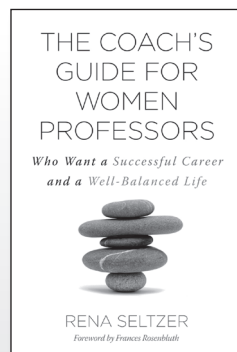
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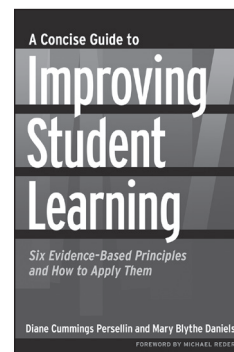
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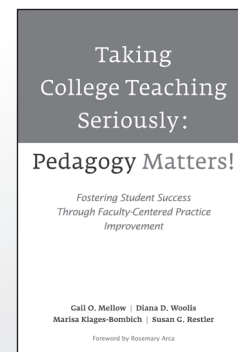
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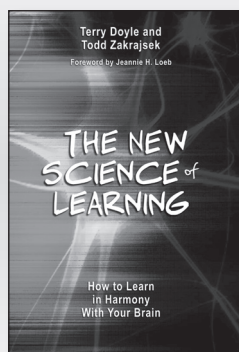
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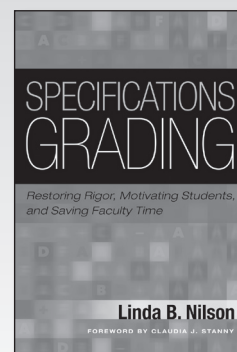
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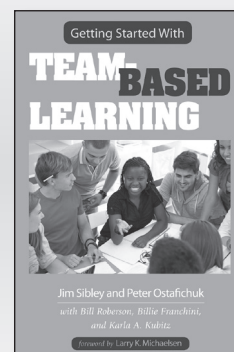
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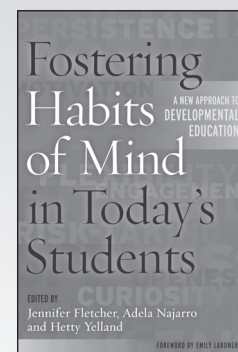
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