Conference on Teaching for Active and Engaged Learning

PROGRAM

2025

SAN DIEGO, CA

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Dear Colleagues,

We are excited to welcome you to beautiful San Diego, California for the **2025 ITLC Lilly Conference on Teaching for Active & Engaged Learning**! We hope that this conference will set the tone for your professional development in the year to come. Although Lilly Conferences have been a part of higher education for nearly 45 years, we strive to offer new topics, new research, new considerations, and new connections at every event.

This year, our keynote speakers truly encompass the ethos of teaching and learning we strive to offer to our community. Christina Moore is an author, speaker, and associate director of Center for Excellence in Teaching and Learning at Oakland University. Gregg Wentzell is the managing editor of the *Journal on Excellence in College Teaching*, as well as a published author of many of his own articles and assistant director of the Center for Teaching Excellence at Miami University. In addition to the plenary speakers, we are proud to host nearly 200 colleagues from institutions of all types. Of our attendees, almost 100 facilitators will present on forward-thinking topics like artificial intelligence, assessment, technology in the classroom, UDL/DEIB, balance, and many more, all grounded in evidence-based literature and the goal of improving student success in all fields. We thank our contributors, and the dedicated roster of reviewers who upheld our double-blind review process throughout our conference preparations.

In addition to the scholarly work we hope you engage with this week, we encourage you to take time between sessions to share and reflect on what you have just learned and what you are looking forward to learning next. Beyond our presentations, posters, roundtables, and plenaries, much learning at this conference will come from your more personal reflection and dialogues. We hope our Workbook helps guide you in these efforts, as well as in sharing your experiences with your institution after the conference. We also encourage you to look outward and join the many diverse other participants, students, and mentors in attendance, all united in the goal of improving teaching! Make some time as well to explore the beautiful surrounding area from desert, to sea, to city and urban park retreats; and all the unique shopping and dining that San Diego has to offer!

We thank all of our attendees for being part of the learning community that makes this conference a success! Regardless of the planning put into any event, it is the participants who create the community we all appreciate so much. If there is anything we can do to make your experience even better, please let us know.

For those of you who are returning, we're happy to see you again; for those of you at this event for the first time, we welcome you and look forward to getting to know you!

Best,

Todd Zakrajsek, ITLC Lilly Conference Director

CONFERENCE OVERVIEW

NAVIGATING THE CONFERENCE

Navigating the Conference

General Information

Ethos

ITLC Lilly events strive to provide a community where individuals feel safe and energized, working and interacting in an environment that is supportive and focused on the ITLC Lilly Conference Spirit.

As a result, we must insist that individuals participating in the conference:

- Respect all their colleagues at the conference and speak in a supportive and nonthreatening manner.
- Refrain from self-promotion with the intent to generate income. If an individual at the conference is interested in engaging your professional services, please ask them to contact you at the conclusion of the conference.

Giveaways

Conference drawings will be held **Friday at 1:30 p.m.** Giveaways include: one free ITLC Lilly conference registration, books (on display at the conference registration area), Educational Blueprint Desktop tools, and ITLC Lilly swag!

Communication

The mobile app **Sched** is used for navigating the conference content. Download the app to your mobile device or laptop. Build your own schedule, upload/download session handouts, create your conference profile, and more! Schedule changes will be posted to Sched in real-time.

Name Tags

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

Meals

Your conference registration includes:

- Thursday - Opening Evening Poster Reception
- Friday - Breakfast, Lunch, Afternoon Refreshments, Social Hour
- Saturday - Breakfast

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

Participation

This is an evidence-based conference. Presenters may ask for feedback to strengthen their presentation skills, build a portfolio for promotion or tenure, or other reasons. Not every presenter will request an evaluation, and our community values your time to provide constructive responses to those who do request them.

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

We encourage participants to take the evenings off to network and socialize together. San Diego is a vibrant, historic city, particularly welcoming in the warm winter months.

Explore compelling outdoor activities and an inviting downtown full of global shopping and dining opportunities!

Lilly Lounge

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

Catch some fresh air overlooking the palm trees (is that a hint of a sea breeze?) or have a quiet sit-down to

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

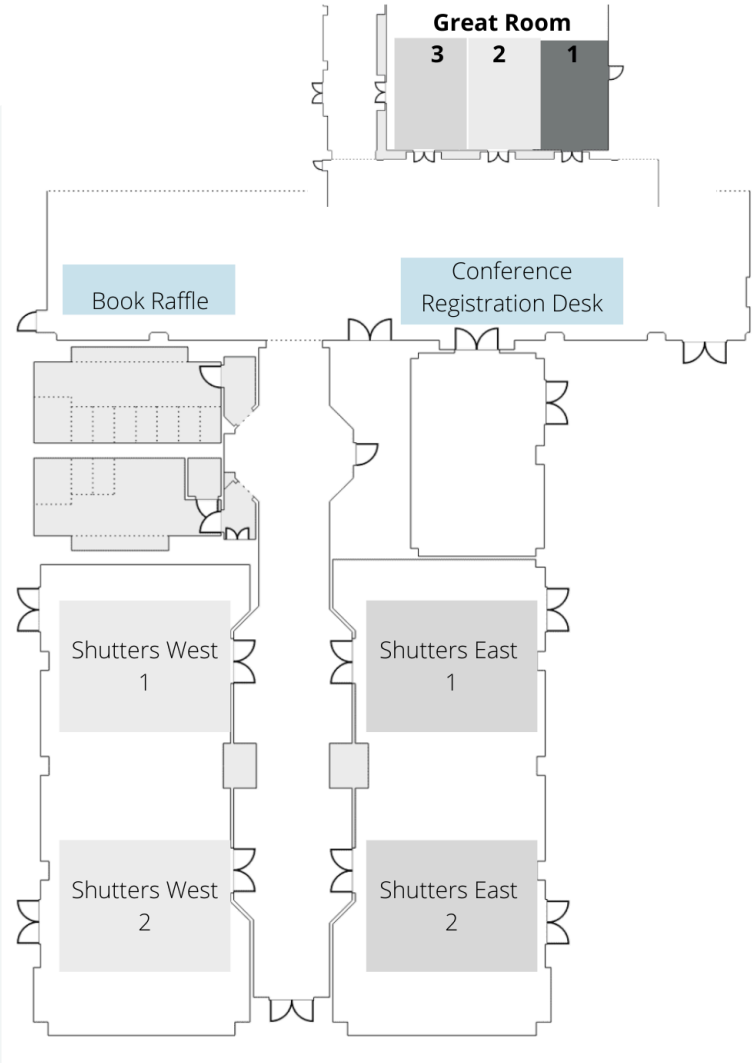
Health

Please use care and considerate safety and cleanliness practices while gathering together. Use hand sanitizer between sessions, and please wash your hands with soap and water prior to joining the buffet lines or refreshments.

If you have any concerns during the conference, please come to the Conference Help Desk to speak with an ITLC Lilly staff member.

Conference Floor Plan

DoubleTree By Hilton Mission Valley



AGENDA AT A GLANCE

Agenda at a Glance
Thursday, January 9, 2025

11:30 am - 5:00 pm — Foyer

Conference Check-In Open

1:30 pm - 2:00 pm — Great Room 4 & 5

Conference Welcome

Todd Zakrajsek,

University of North Carolina at Chapel Hill

2:00 pm - 3:00 pm — Great Room 4 & 5

Built to Last: The Flexible, Resilient Structures of Our Teaching

Keynote Address 1

Christina Moore,

Oakland University

3:20 pm - 5:30 pm

Concurrent Sessions

3:20 pm - 5:30 pm

5:30 pm - 6:30 pm

Flipped Poster Presentation

Reception

Enjoy Dinner and Evening on Your Own

Agenda at a Glance
Friday, January 10, 2025

6:45 am - 5:00 pm — Foyer

Conference Help Desk Open

7:00 am - 7:45 am — Great Rooms 4 & 5

Breakfast

8:00 am - 12:00 pm

Concurrent Sessions

12:00 pm - 12:45 pm — Great Rooms 4 & 5

Lunch

12:45 pm -2:00 pm — Great Rooms 4 & 5

Engaging Theories of Learning for More Effective Teaching

Keynote Address 2

Gregg Wentzell

Miami University

2:15 pm - 5:10 pm

Concurrent Sessions

5:15 pm - 6:15 pm

Networking Reception

Gallery Green Space

Enjoy Dinner and Evening on Your Own

Agenda at a Glance
Saturday, January 11, 2025

7:00 am - 11:00 am — Foyer

Conference Help Desk Open

7:00 am - 8:00 am — Great Rooms 4 & 5

Breakfast

8:00 am - 8:30 am — Great Rooms 4 & 5

Roundtable Discussions

8:40 am - 9:50 am

Concurrent Sessions

9: 10 am - 10:30 am — Great Rooms 4 & 5

Aligning Generative AI & the Science of Learning

Plenary Address

Todd Zakrajsek

University of North Carolina at Chapel Hill

Thank you for attending!

Quick View Poster Prestations

Concurrent Session 6 Poster Presentations	
	Activating the DEIJ Values of Medical Students for a Career in Academic Medicine **M. C. Ward**
	Adding Value To Your Degree: Washington University French Medical Track **V. Jouane**
	Co-Creating a More Diverse Teacher Workforce through a University-High School Partnership **E. Hougan**
	Education of the HEART: Head-Heart-Humanity Podcast Learning Journey **M. Christopherson**
	Engagement in Higher Ed Instructional Development Using SDT **S. Sarkar & K. Neubauer**
	"Espresso" Reviews: Fast, Focused Course Feedback for Quality Assurance **A. Dawn**
	Exploring Faculty Reflections on DEI in STEM **E. Mosteig & K. Misa**
	Implementing Immediate Formative Pre-Feedback in Clinical Procedures for Dental Students **A. Kozanitis**
	Integrating Community-Based Research Experience in Environmental Science Courses **H. Klug**
	Integrating Epidemiology into a Cultural Fest: A Student-Led Project To Showcase Cultural Health **M. Hathout**
	Lessons Learned From Piloting a Student Observational Partners Program **C. Davia**
	Practicing Reflection and Social Justice Storytelling in Visual Culture Studies **J. Lerner**
	Supporting Graduate Teaching Assistants: A Study of Online Workshops **P. Tietjen**
	Teacher Action-Research Through a Self-Determination Lens **D. Cluphf**
	The Visual Voyage: Fostering Active and Engaged Learning Through Posters **F. Herling**

Quick View Roundtable Discussions

Concurrent Session 19 Roundtable Discussions	
A	A Collaborative Community Learning For and With Others **A. Murray**
B	Developing Conversational Competency through Connection and Play **K. Nussbaum**
C	Graduate Students' Perception of a Faculty Facilitated Coping Strategy Program **A. Rodriguez**
D	Inclusive and Accessible Instructional Practices for Moderately Disabled Students in a Higher Education Program **B. Schwartz-Bechet**
E	Lessons Learned From Hosting a Summer Undergraduate Research Program **Q. Davis**
F	Program Asessment Creates Opportunities to Discuss Teaching and Learning **C. Young**
G	Supporting Student Success in the Online Environment **S. Stubbs & M. Rosser-Majors**
H	Sustaining and Initiating Faculty Learning Communities **M. Cox**

KEYNOTE ADDRESSES

Christina Moore
Oakland University

KEYNOTE 1

Built to Last: The Flexible, Resilient Structures of Our Teaching

Key Statement:

Our teaching framework is defined by the strength of its essential structure and capacity to bend with everyday realities and weather occasional disruption.

Instructors along with students are teaching and learning in times of unprecedented disruptions that require increased flexibility. How do we help students persist toward their educational goals while being responsive to timely stresses? Amid all the buzz words for teaching practices that promise perfect adaptability, let's consider how we, along with our students, can thrive based on the essential structure of your teaching and, within this structure, evaluate its capacity for flexibility and resilience.

Outcomes:

1. Define the essential structure of our teaching that must be maintained.
2. Evaluate the flexibility and resilience required to create durable teaching structures.
3. Identify teaching practices that build teaching and learning capacity.

Contact:
cmamoore@oakland.edu

Gregg Wentzell
Miami University

KEYNOTE ADDRESS 2

Engaging Theories of Learning for More Effective Teaching

Key Statement: Making scientifically based theories of learning an intentional focus of our teaching, while rejecting non-scientific beliefs and biases, leads to more effective and lasting learning.

An area of significant knowledge that can inform instruction is the research on how people learn. In this highly interactive plenary session we'll look into two theories of learning, Information Processing and Mindset, and a group of non-scientific beliefs about learning, Neuromyths. We'll review what the research says about these concepts, engage in activities to extend our learning together, and apply this new knowledge to generate effective ways to align and enhance our teaching goals and approaches. Along the way we will uncover and address some of our own biases and misconceptions about the science of learning. The aim is to make research-based theories of learning a more intentional part of how we teach so that students learn best. Come prepared to make some surprising discoveries that will transform your classroom!

Outcomes:
1. Explain two research-based theories of learning (and a group of unsupported theories).
2. Recognize how learning theories inform effective practices for student learning.
3. Apply what the research says to plan teaching approaches for your classes.

Contact:
wentzegw@miamioh.edu

Todd Zakrajsek
UNC Chapel Hill

PLENARY

Aligning Generative AI & the Science of Learning

Key Statement: Making scientifically based theories of learning an intentional focus of our teaching, while rejecting non-scientific beliefs and biases, leads to more effective and lasting learning.

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Outcomes:

1. Explain two research-based theories of learning (and a group of unsupported theories).
2. Recognize how learning theories inform effective practices for student learning.
3. Apply what the research says to plan teaching approaches for your classes.

Contact:
toddzakrajsek@gmail.com

DAY 1

JANUARY 9, 2025

Concurrent Session 3

3:20 PM - 4:00 PM

3a) Great Room 1

Increasing Student Sense of Belonging Through Connection to Campus Resources

Adannaa Alexander, Sam Houston State University

Key Statement: Learn how intentionally connecting both in-person and online students to campus resources encourages a sense of belonging and can positively impact academic success.
Keywords: Belonging, Retention, Campus Resources
Subthemes: Classroom Community/Culture; Resiliency/Self-Care/Mindfulness

Higher education recognizes that student success requires a holistic approach that includes providing resources that directly and indirectly support students' academic performance. Instructors can act as a mediator in linking students to those resources. Learn how intentionally connecting both in-person and online students to campus resources encourages a sense of belonging and can positively impact academic success.

Outcomes:

1. Identify 3 strategies that can be used to help both in-person and online students feel a sense of belonging to their institution.
2. Practice activities from a student perspective.
3. Discuss what campus resources to highlight for attendees' specific student populations.

3b) Great Room 2

Lessons Learned From a Seminar for First-Year, First-Generation College Students

Shawn F. Peters, University of Wisconsin-Madison

Key Statement: This presentation will examine best practices, challenges, and outcomes in a first-year seminar for first-generation/low income (FGLI) undergraduates at a large flagship state university.

Keywords: Inclusion, Transition to College, First-Generation/Low-Income (FGLI) Students
Subthemes: Course/Curriculum (Re)Design; Classroom Community/Culture

A student success program at a large flagship state university recently inaugurated a seminar course for its incoming cohort of approximately 120 first-generation/low-income (FGLI) undergraduates. Beyond helping students learn "how to college," this seminar uses equitable and inclusive practices to nurture a sense of belonging among FGLI students and help them unpack the nuances of the university's "hidden curriculum." This presentation will examine (from the perspective of the course designer and lead instructor) the challenges of designing and implementing such a course. Quantitative and qualitative course evaluation data will be presented to show outcomes.

Outcomes:

1. Gain an understanding of strategies to help FGLI students transition from high school to college and acclimate themselves (academically and socially) to college.
2. Acquire a knowledge of practices that nurture an equitable and inclusive environment for first-year students from traditionally underrepresented socioeconomic backgrounds.
3. Examine how relationships can be built with campus partners, such as the writing center, disability cultural center, and career exploration center.

3c) Great Room 3

A Project-Based Learning Framework for the 21st Century

Kris Wobbe, Worcester Polytechnic Institute

Key Statement: This session presents a framework considering the core elements of project-based learning (PBL), focusing on context, universal design and culturally responsive pedagogy, and assessment.
Keywords: Project-Based Learning, Instruction, Assessment
Subthemes: Experiential Learning; Instructional Methods

In light of major changes in higher education, faculty are increasingly considering project-based learning (PBL). But what "counts" as PBL, and which elements must be included for it to realize its full potential? The Buck Model defines the "gold standard" for K–12 education, but it does not fully transfer to postsecondary contexts. In this session, we present a way of thinking about the core elements of PBL based on collaborations with faculty at nearly 200 institutions. We explore the role of context, the importance of universal design and culturally responsive pedagogy, and the implications for assessing student work.

Outcomes:

1. Consider how the various goals for using PBL align with each best practice to inform curricular design.
2. Assess their PBL implementation against a framework of best practices constructed with and for higher education.
3. Determine one or two goals for improving the quality of their PBL.

3d) Shutters East 1

Tapping Into Student Voices: Implementing Small Group Instructional Diagnoses

Dacia Charlesworth, Indiana University Bloomington
Sarah Morin Clark, Indiana University Bloomington

Key Statement: Discover a robust, evidence-based approach to gather midterm student feedback, enhancing teaching effectiveness and student engagement across diverse disciplines through practical, immediately beneficial implementation strategies.
Keywords: Formative Feedback, Co-Created Learning, Student Agency
Subthemes: Assessment; Resiliency/Self-Care/Mindfulness

This interactive session introduces participants to Small Group Instructional Diagnosis (SGID), a method for gathering formative student feedback to enhance teaching effectiveness. Attendees explore the advantages and potential challenges of SGIDs, examining how this approach benefits instructional practices across disciplines. Through guided activities, participants analyze their own teaching contexts or

institutional environments to determine optimal SGID implementation strategies. The session culminates in creating individualized plans for conducting SGIDs, including facilitator selection, scheduling, and data utilization. Participants leave equipped with practical tools to implement SGIDs, fostering a culture of continuous improvement in their educational settings.

Outcomes:

1. Evaluate the benefits and potential challenges of Small Group Instructional Diagnosis (SGID) and its impact on teaching effectiveness.
2. Analyze individual teaching practices or institutional contexts to identify opportunities for SGID implementation.
3. Create a comprehensive plan for conducting SGIDs in participants' specific educational settings.

3f) Shutters West

Reading Hacks: How To Get Your Students To Read

Anna Gavrilova, University of Minnesota Duluth

Key Statement: Learn scaffolding techniques to enhance your students' academic reading skills. Promote strategic reading and effectively integrate academic texts into your courses with active reading strategies.
Keywords: Strategic Reading, Metacognition, Academic Texts
Subthemes: Instructional Skills; Fostering Student Practice

The presentation will focus on scaffolding that faculty can do for reading assignments and discuss some ways to make sure students complete such assignments and read them strategically. The presenter will juxtapose linear and strategic reading with the passive “zombie” reading approach and the active metacognitive reading approach; discuss an inventory of active reading strategies, emphasize the huge importance of previewing, chunking, and note-taking for reading academic texts; and, finally, talk about how to make the textbook that instructors carefully select for their courses an integral part of their student’s lives.

Outcomes:

1. Become familiar with the strategic reading approach.
2. Learn about the major active reading strategies and systems.
3. Enhance their students' engagement with course reading materials

Concurrent Session 4

4:20 PM - 4:40 PM

4b) Great Room 2

Ethics Across the Disciplines: Teaching Ethics With Community Case Studies

Jennifer Nyland, Salisbury University

Key Statement: Ethics teaching materials grounded in real-world, local community experiences are more engaging and increase interdisciplinary engagement.
Keywords: Ethics, Community-Based, Case Studies
Subthemes: Instructional Methods; Course/Curriculum (Re)Design

Too often, ethics education is framed as a tertiary concern in undergraduate education, after content and methods (Bisbee, 1994; Benya, 2013). Instead, ethics education should be prioritized and taught with teaching materials grounded in real-world, local community experiences. This presentation shares the work of the REACH (Re-Envisioning Ethics Access and Community Humanities) Initiative at Salisbury University to develop community-based case studies for undergraduate ethics education. Members of the REACH team will share some of the ethical case studies generated from our local community and present preliminary assessment data on the impact of working with these cases on student learning outcomes.

Outcomes:

1. Understand how to foster interdisciplinary approaches to undergraduate ethics education.
2. Understand the benefits of community-based case studies to teach ethics.

3. Describe the process of developing ethics case studies from local community issues.

4c) Great Room 3

Student Peer Assessment: Student Skills Development, Reflections, and Attitudes

Amanda J. Bradley, University of British Columbia

Key Statement: Students assessed one another's written work with reasonable skill. They gave and received useful feedback, reflected on feedback, and used feedback to improve their work.

Keywords: Assessment, Grading/Ungrading, Feedback
Subthemes: Grading/Providing Feedback to Students; Instructional Methods

Peer assessment was successfully incorporated into a scientific abstract assignment using peerScholar and a process designed to mitigate pitfalls. Peers demonstrated reasonable assessor abilities. Peer and instructor draft assessments were moderately similar (r=0.65). Peers provided feedback on all rubric categories including inaccuracies and unclear writing. Students used feedback wisely, as demonstrated by their reflections and revisions to their drafts. Grades for 83% of students increased from draft to final abstract. Many students' attitudes also improved: 48% of students valued peer assessment more after the assignment than before, and 79% of students rated peer assessment as valuable or very valuable.

This work was done in collaboration with Juliana Li and Narges Hadjesfandiari.

Outcomes:

1. Describe at least three requirements for student peer assessment to work well.
2. State at least three positive outcomes that resulted from student peer assessment in this case study.
3. Integrate lessons learned from this case study into their own plan to incorporate student peer assessment into an assignment.

4d) Shutters East 1

International Community-Based Learning: Combining HIPs To Maximize Student Impact

Jodie Parys, University of Wisconsin-Whitewater

Key Statement: Integrating international community-based learning (CBL) into a multidisciplinary, faculty-led travel study course to Costa Rica results in maximizing student learning. Community partners are vital to that success.
Keywords: Community-Based Learning, Travel Study, High-Impact Practice
Subthemes: Experiential Learning; Instructional Methods

As one of the first states to participate in the LEAP Initiative, our university has a long-standing history with high-impact practices (HIPs) that are embedded into our academic programs. Despite this history, we have often kept our HIPs "siloed." In response to this gap, the author designed a multidisciplinary, international, community-based learning (CBL) travel study course that enables students to participate in multiple HIPs at the same time, with the goal of maximizing the impact on student learning across disciplines (Spanish, Social Work, and Public Health). This presentation outlines the efforts taken to achieve this task, sharing details about the design of this combined HIP, the role of the community partner, and student reflections and feedback.

Outcomes:

1. Learn about the design and implementation principles utilized to create an international multidisciplinary CBL course. Syllabus and course materials will be shared.
2. Hear direct student feedback regarding the impact this experience had on their learning.
3. Learn about the critically important role that our community partners in Costa Rica played in the design and implementation of this course and the resulting impact on student learning.

4e) Shutters East 2

Development of a Model for Learner-Centered Teaching

Hyeeun Jang, Abilene Christian University

Key Statement: Discover an effective method of mathematics teaching.
Keywords: Student Engagement, Discussion, Course Redesign
Subthemes: Instructional Skills, Course/Curriculum (Re)Design

Our goal is to study effective methods of teaching mathematics for learner-centered education. We will describe a model that naturally equips students with thinking skills by understanding the concept more deeply and then presenting their problem-solving process through discussion sessions. We will apply this modeling to a statistics course, one of the mathematics courses required in most fields, and analyze results.

Outcomes:

1. Discuss the need for integrating discussion and first-/last-5-minutes approach into mathematics education.
2. Demonstrate at least two methods that allow students to engage in a class.
3. Make small changes each semester as instructors make the transition to a more learner-centered environment.

4f) Shutters West

Creating Space for Rest in Class Sessions and Course Structure

Kerry Moore, Vanguard University

Key Statement: Building in time for rest improves student learning and faculty well-being. Come explore integrating rest within a class session and your overall course structure.
Keywords: Universal Design, Faculty Well-Being, Reflection
Subthemes: Instructional Skills, Resiliency/Self-Care/Mindfulness

Pausing to rest and reflect during a class session allows students to consolidate learning, formulate questions, regulate emotions, and prepare for the next period of focused attention. Strategic breaks create a more inclusive and supportive environment,

allowing diverse learners to participate successfully. These principles can also be applied to the overall course structure by thinking creatively about assignment scheduling, email/ communication practices, and varied learning activities. Integrating rest in both individual class sessions and overall course structure leads to improved balance and well-being for faculty and a more effective and enjoyable learning experience for students.

Outcomes:

1. Describe the benefits of rest and reflection within an educational environment.
2. Analyze various options for incorporating rest at both the class session and course structure level.
3. Create a plan to integrate rest in an upcoming class or other relevant context.

Concurrent Session 5

4:50 PM - 5:30 PM

5a) Great Room 1

Taboo Game: An Experiential Activity To Teach Work Norms

Ranjan George, Rutgers University

Key Statement: This proposal presents results of an experiential activity that engaged students in appreciating the concept of norms in a work setting.
Keywords: Active Learning Strategies, Innovative Pedagogical Approaches, Service/Experiential Learning
Subthemes: Experiential Learning; Classroom Community/Culture

Teaching business involves an instructor defining, clarifying, and explaining abstract concepts. In an Organizational Behavior course, students study group behavior/dynamics, including the concept of work norms. Teaching and learning these concepts can be enriched using experiential learning. This proposal involves a demonstration of the “Taboo Game.” This fun-filled activity takes 25–30 minutes of

class time and 15–20 minutes of discussion time, enabling students to gain greater appreciation of the application and significance of the concept of work norms. The activity adds relevance and meaning toward practical application of the concept in real-world organizational settings.

Outcomes:

1. Appreciate how undergraduate business students value experiential learning as an alternative to reading and rote learning (e.g., concept of a norm in a work setting).
2. Synthesize the study of concepts and theories relating to norms using the experiential learning methodology.
3. Gain insights to help students better understand what a norm can be and its importance in influencing group behaviors.

5b) Great Room 2

Empowering Learning Through Peer Mentorship and Research With Undergraduate TAs

Tatiana Kuzmenko, Loyola Marymount University

Key Statement: Learning as a social process: Discover how undergraduate TAs can transform a lab course into a collaborative journey for scientific discovery, enriching student learning with peer-led mentorship and cloud-based collaboration.
Keywords: Undergraduate TAs, Peer Learning, Group Research-Based Projects
Subthemes: Classroom Community/Culture; Experiential Learning

Undergraduate teaching assistants (TAs) are pivotal in creating a collaborative and inclusive environment in a large lab course. This model features TAs as key facilitators of the learning process. We will explore how TAs from diverse backgrounds lead and mentor peers through scientific discovery and foster a safe and engaging learning environment.
The OneNote Class Notebook enhances this framework by providing seamless data organization, group collaboration, and frequent feedback. This interactive session

reveals the transformative impact of integrating TAs into active pedagogical roles and shares practical steps, student feedback, and example notebooks for discussion.

Outcomes:

1. Understand the Role of Undergraduate TAs as mentors: Participants will gain insight into how undergraduate TAs can significantly enhance the learning experience in large laboratory courses through mentorship, personalized feedback, and the facilitation of hands-on research projects.
2. Appreciate the Value of a Collaborative Learning Environment: Attendees will learn about the group work-based course structure, its benefits of fostering a collaborative, inclusive learning environment that enhances student engagement.
3. Participants will see how tools like OneNote can be effectively used to organize course content, facilitate communication between students and TAs, and provide frequent feedback.

5c) Great Room 3

Increasing Classroom Engagement Through Performance Skills

Paul Marchegiani, Vox Vera, LLC

Key Statement: Classroom engagement is more than a guiding principle; it's a physical skill. Physical embodiment and time-tested performance exercises can help faculty engage students.

Keywords: Classroom Presence, Engagement, Communication Skills
Subthemes: Instructional Skills, Classroom Community/Culture

Faculty engagement is more than an abstract principle; it’s a physical skill that can be taught and assessed. Using time-tested principles from performance studies, theater, physiology, and athletics, this session will teach participants practical, actionable ways to stay present and engaged in the classroom and how to meaningfully connect with students through the material.

Outcomes:

1. Assess when instructors and students are disengaged.

2. Learn tools to re-engage with students through the material, using their body, breath, voice, and authentic presence.
3. Practice employing skills during the workshop so that exercises can be repeated after the conference.

5d) Shutters East 1

Fostering Inclusive Active Learning Practices Through a Faculty Peer Mentoring Model

Dori L Haggerty, Valencia College
Keri Siler, Valencia College
Sidra Van De Car, Valencia College

Key Statement: Research supports utilizing inclusive active learning strategies to advance equitable student learning outcomes. An inclusive active learning (IAL) faculty mentorship program fosters these strategies. Come to learn more!
Keywords: Inclusive Active Learning, Mentoring, Faculty Development
Subthemes: Instructional Skills; Instructional Methods

Research supports utilizing inclusive active learning (IAL) strategies to advance equitable student learning outcomes. To improve student success in mathematics, Valencia College developed an IAL mentorship program for faculty through the support of an NSF grant. This mentoring model is applicable to all disciplines as it focuses on peer mentoring, IAL strategy development, course observations, and student learning outcomes. In this interactive session, participants will engage in reflection, share their experiences, and provide feedback as we discuss our model's design, implementation, and assessment process. Attendees will leave with strategies to foster IAL at their institution.

Outcomes:

1. Reflect on personal experiences with IAL at their current institution.
2. Share inquiry and feedback on the IAL mentoring model.
3. Identify strategies and support to foster IAL at their institution.

Enhancing Student Engagement and Academic Success Through Active Learning Strategies

Jay Wiltshire, College of Lake County

Key Statement: In today's educational landscape, fostering active engagement among students is crucial for promoting academic success and retention. This proposal outlines a 40-minute presentation designed to showcase effective active learning activities and their impact on student learning outcomes.

Keywords: Classroom Community/Culture, Course/Curriculum (Re)Design, Fostering Student Practice

Subthemes: Classroom Community/Culture, Fostering Student Practice

The primary goal of this presentation is to introduce attendees to practical active learning activities that can be implemented to improve student engagement and academic success. Key objectives include:

- Enhancing Student Comprehension: Utilizing active learning activities to deepen students' understanding of course materials, particularly focusing on key vocabulary and concepts.
- Increasing Class Participation: Implementing strategies that encourage active participation in class discussions and activities, fostering a collaborative learning environment.
- Promoting Awareness of Student Resources: Integrating information about college student services and academic resources within active learning frameworks to support student success beyond the classroom.
- Improving Student Retention: Evaluating the impact of active learning on student retention rates and overall academic performance, aiming to establish best practices for educators.

Outcomes:

1. Use practical tools and strategies to enhance student engagement, comprehension, and retention.
2. Foster collaborative environment and leveraging student resources.

3. Improve student outcomes and community.

5f) Shutters West

The AI Savvy Educator: Transforming Course Design and Prep

Kathleen J. Kennedy, University of Arizona

Key Statement: This hands-on workshop introduces a 5-step, AI-assisted, course design method grounded in three years of field research to accelerate prep and foster innovative pedagogy.
Keywords: AI-Assisted Pedagogy, Adaptive Learning, Instructional Efficiency
Subthemes: Technology in the Classroom, Course/Curriculum (Re)Design

This interactive workshop introduces a groundbreaking 5-step, AI-assisted, course design method, developed through rigorous field research with over 200 faculty members across three years. Participants will explore how to leverage AI applications to streamline course preparation, enhance instructional efficiency, and create adaptive learning experiences. The session will demonstrate practical applications of AI in pedagogy, focusing on innovative strategies to accelerate course development while maintaining educational quality. Attendees will gain hands-on experience with AI tools, learn to integrate adaptive learning principles, and discover how to efficiently produce course materials. This workshop is essential for educators seeking to modernize their approach to course design and preparation.

Outcomes:

1. Use the 5-step, AI-assisted course design method to streamline course preparation and creation of learning materials.
2. Evaluate the potential of AI-assisted course creation in their own teaching contexts.
3. Develop strategies to balance AI efficiency with maintaining educational quality and human agency.

Concurrent Session 6

Poster Presentations

Poster A

Activating the DEIJ Values of Medical Students for a Career in Academic Medicine

Maranda C. Ward, The George Washington University School of Medicine

Key Statement: The DEIJ values of medical students can be tapped for a career interest in academic teaching to advance health equity**.**

Keywords: Medical Education, DEIJ, Academic Medicine
Subthemes: UDL DEIB; Other

We secured funds from Building the Next Generation of Academic Physicians to design and lead a series of three workshops to introduce 60 medical students with self-reported DEIJ values to what an academic career entails, its value for their career trajectory and the field of medicine to eliminate health disparities, as well as the requisite capacities necessary to lead social change. Our workshops will likely be well received given the vast number of medical students joining affinity groups and social justice organizations and seeking out mentors and mission-driven projects to leave their mark on their institutions, clinics, communities, and the discipline.

Outcomes:

1. Describe the importance of teaching as part of a career trajectory in academic medicine (e.g., residency, fellowship, specialty and career choice).
2. Identify DEIJ values and interests that can be used as an academic physician educator who engages in teaching.
3. Explain how promoting academic teaching for physicians is one way to translate the social mission into tangible metrics of accountability to meet the nation's health goals.

Poster B

Adding Value To Your Degree: Washington University French Medical Track

Vincent Jouane, Washington University St. Louis

Key Statement: How to add value to a college degree? Explore the example of the new "French for Medical Professionals" track at Washington University in St. Louis!
Keywords: Interactive, Problem-Solving, Interdisciplinary
Subthemes: Course/Curriculum (Re)Design; Instructional Methods

Convincing college students to take a foreign language course has always been a challenge, today more than ever. The French Department at Washington University has created a “French for Medical Professionals” track that allows students interested in medical studies to add value to their college degree through an interdisciplinary experience. By completing a sequence of courses in French, students will have the opportunity to prepare for a certificate delivered by the Chamber of Commerce and Industry of Paris and to participate in an internship in a public hospital in Nice, France.

Outcomes:

1. Gain knowledge on how to build interdisciplinary relations with other departments.
2. Learn strategies to identify your students' needs.
3. Create a track that will allow you to attract more students.

Poster C

Co-Creating a More Diverse Teacher Workforce through a University-High School Partnership

Eric Hougan, Central Washington University

Key Statement: Learn about a fun and collaborative university partnership with high school teacher academies that engages students and aims to diversify the teacher workforce
Keywords: Teacher Diversity, University Partnerships, Co-Collaboration
Subtheme: Course/Curriculum (Re)Design; Experiential Learning

This poster session presents a pioneering model of university-high school partnerships designed to provide enriching educational activities and diversify the teacher workforce (Gist et al., 2019). The poster highlights key features in the university support model to engage aspiring teachers, specifically in co-teaching, relationship-building activities, and campus visits (Carothers et al., 2019). Throughout this model, student voices and experiences are centered. By using QR codes embedded in the poster, session participants can engage more deeply with student voices and experiences and connect these insights to their instructional contexts.

Outcomes:

1. Participants will understand key features of a university-high school partnership to improve teacher diversity.
2. Participants will examine the impact of this university support model on engaging students and the diversifying the educator workforce
3. Participants will explore strategies for implementing similar partnership models for their instructional contexts.

Poster D

Education of the HEART: Head-Heart-Humanity Podcast Learning Journey

Michael Christopherson, Brigham Young University-Idaho

Key Statement: Explore an innovative podcast-based approach to holistic education that nurtures cognitive, emotional, and spiritual growth, transforming students' learning journeys from head to heart.

Keywords: Holistic Education, Podcast Learning, Spiritual Growth
Subthemes: Experiential Learnings; Technology in the Classroom

This poster presentation introduces the "Education of the HEART" framework, an innovative approach to holistic education captured through a podcast series. The project explores educating the heart—encompassing rejoicing, pondering, understanding, humility, discernment, edification, reverence, inspiration, and joy—and thereby revolutionizing our approach to teaching and learning. The process unfolds in three stages: The Question (guiding semester learning), The Search (things learned and

studied), and The Fruits (Sensitivity, Discernment, Reverence, Humility, Edification, Inspiration, and Joy). By documenting students' journeys from intellectual understanding to heartfelt comprehension and societal impact, we demonstrate how integrating spiritual wisdom with modern pedagogy transforms learning outcomes.

Outcomes:

1. Understand the "Education of the HEART" framework and its three stages: The Question, The Search, and The Fruits.
2. Identify ways to integrate heart-centered learning into various academic disciplines.
3. Explore the potential of podcast technology as a tool for deep reflection and sharing in education.

Poster E

Engagement in Higher Ed Instructional Development Using SDT

Swagata Sarkar, Purdue University
Karen Neubauer, Purdue University

Key Statement: Presenting an analysis of the most recent redesign of a six-week asynchronous hyflex college-level instructional development program through the lens of Self-Determination Theory.

Keywords: Evidence-Based Pedagogy, Instructional Development, Self-Determination Theory
Subtheme: Course/Curriculum (Re)Design; Online/Hybrid/Hyflex Instruction

Fostering engagement in instructional development programs – as in all learning – requires the satisfaction of basic psychological needs for autonomy and relatedness as instructors build their teaching competence (Levesque-Bristol, 2023). This presentation shares the most recent redesign of a six-week asynchronous hyflex program, including a qualitative analyses of participants' pre- and post-reflections on their teaching knowledge and practices.

Faculty, staff, post docs, and graduate students who are interested in teaching at our research university become part of an online cohort (Gillespie et al., 2010) where they build connections to each other, the program staff, and evidence-based materials. Using critically reflective strategies (Brookfield, 2017), they consider implications for their own teaching practices.

Outcomes:

1. Analyze the effectiveness of an asynchronous instructional development community through the lens of Self-Determination Theory.
2. Evaluate the impact of evidence-based teaching approaches on instructional development program participants' perception of their teaching knowledge and practice.
3. Examine how critically reflective practice can be incorporated into an instructional development program at the university level.

Poster F

"Espresso" Reviews: Fast, Focused Course Feedback for Quality Assurance

April Dawn, Cal Poly Pomona

Key Statement: We offer focused, in-depth course reviews, completed in two hours, based on the California State University's Quality Learning & Teaching rubric.
Keywords: Course Design, Formative Feedback, Course Quality Assurance
Subthemes: Assessment; Course/Curriculum (Re)Design

Wouldn't you love detailed, confidential, focused, fast feedback on your course? The Center for the Advancement of Faculty Excellence (CAFE) at Cal Poly Pomona offers "espresso" reviews based on core criteria of the California State University's Quality Learning & Teaching (QLT) Rubric. Two trained instructional designers spend no more than two hours with a course Canvas site, providing in-depth, confidential written feedback plus a one-hour zoom consultation. A full QLT review takes weeks— espresso reviews wrap up in hours. Faculty reaction? "Outstanding!" This poster will describe the espresso review concept and process, and will present faculty response data.

Outcomes:

1. Describe the concept and process of an “espresso” review.
2. Evaluate the value of espresso reviews based on faculty feedback data.
3. Determine whether espresso reviews might be useful for your course or program and articulate an action step to get started.

Poster G

Exploring Faculty Reflections on DEI in STEM

Edward Mosteig, Loyola Marymount University
Kim Misa, Loyola Marymount University

Key Statement: This study explores faculty reflections on a yearlong DEI program, highlighting shifts towards more inclusive teaching and equitable learning environments in STEM.

Keywords: Faculty Development, DEI, Program Assessment
Subthemes: Instructional Skills; UDL DEI

This study explores faculty reflections on participation in a yearlong program promoting diversity, equity, and inclusion (DEI) among STEM faculty at a midsized, primarily undergraduate institution. Faculty responses were collected before and after the program, focusing on their motivations for joining and the changes they made to their teaching practices. At the program's conclusion, participants reflected on how the experience influenced their approach to inclusive teaching. Findings indicate a shift in perspectives, with many faculty members reporting a stronger commitment to creating equitable learning environments in STEM.

Outcomes:

1. Explore the diverse motivations driving faculty participation in professional development with a DEI focus.
2. Critically examine how faculty motivation shapes their commitment to implementing inclusive teaching practice.
3. Examine how motivations can vary among different faculty subgroups, such as discipline, career stage, and personal background.

Poster H

Implementing Immediate Formative Pre-Feedback in Clinical Procedures for Dental Students

Anastassis Kozanitis, University of Quebec in Montreal

Key Statement: The immediate pre-feedback method promotes rigorous preparation, changes in study habits, and fosters deep learning, increasing student self-confidence.
Keywords: Immediate Pre-Feedback, Perceived Usefulness, Self-Confidence
Subthemes: Assessment; Grading/Providing Feedback

In dental education, developing safe clinical interventions is essential. This study analyzes the effects of an immediate formative pre-feedback assessment method implemented to help students enhance their clinical intervention skills. A mixed-method data collection approach was employed with a group of 9th- and 11th-semester dental students. Despite some limitations, the findings suggest significant benefits. The results indicate a highly positive perception of the course and the assessment method among students, leading to improvements in personal efficacy and confidence. The method promotes rigorous preparation, changes in study habits, and fosters deep learning.

Outcomes:

1. Increase formative assessment tool box with an innovative method.
2. Contribute to students' self-efficacy and self-confidence.
3. Contribute to students' metacognition and learning outcomes.

Poster I

Integrating Community-Based Research Experience in Environmental Science Courses

Hope Klug, University of Tennessee at Chattanooga

Key Statement: Community-based research experiences provide hands-on learning for students in environmental science courses. Come check-out the poster for more information!
Keywords: Experiential Learning, Course Design, Community-Based Research Experience
Subthemes: Experiential Learning; Course/Curriculum (Re)Design)

Experiential learning can improve student success. Previous research suggests that both course-based research experiences and community service projects can independently serve as effective forms of experiential learning. However, little research has explored the dual effectiveness of incorporating research projects that are also service oriented in the classroom. Here, I describe a service-based research experience in an environmental science course in which students conducted a semester-long, community-based study at the Tennessee Aquarium. In this presentation, I provide details of how students engaged in all aspects of the scientific method while also providing a service to the community of Chattanooga.

Outcomes:

1. Define community-based research experience.
2. Describe an example of a course- and community-based, service-focused research experience in an environmental science course.
3. Explain how the inclusion of a course-based research experience that also functions as a community service project can improve student success in a science course.

Poster J

Lessons Learned From Piloting a Student Observational Partners Program

Cory Davia, University of the Pacific

Key Statement: Creating opportunities to discuss your pedagogical decision-making with students can help them feel a sense of belonging and can give you insight into students' experience.

Keywords: Students as Partners, Sense of Belonging, Feedback
Subthemes: Assessment/Experiential Learning

Student Observational Partners programs pair a student employee with a faculty member. The student partner observes the faculty partner's teaching, then they meet to debrief. This gives students a voice in their education and gives faculty a unique window into students' experience. This session discusses the University of the Pacific's results when piloting this type of program, which was open to all undergraduate

students. We found that the key to success was helping all participants—students and faculty—reflect on the ways that students' positionality helps them notice different things about a class, providing an important supplement to feedback from fellow faculty or educational developers.

Outcomes:

1. Define "Student Observational Partners" programs.
2. Identify the ways these programs serve students and faculty.
3. Apply the core idea behind these programs to their own teaching context.

Poster L

Teacher Action-Research Through a Self-Determination Lens

David Cluphf, Southern Illinois University Edwardsville

Key Statement: This poster explores how teachers, engaged in an online course, apply Self-Determination Theory in live settings and improve practice through action research focused on student motivation.

Keywords: Action Research, Self-Determination Theory, Online Learning
Subthemes: Experiential Learning; Classroom Community/Culture

This poster explores how teachers participating in an online course incorporate Self-Determination Theory (SDT) in their live classroom settings, aiming to improve practice through action-research. SDT emphasizes autonomy, competence, and relatedness as essential elements for fostering student motivation and engagement. Through the action-research process, teachers systematically analyze the impact of these SDT principles on their students' learning experiences and outcomes. This study highlights the ways in which autonomy-supportive teaching, structured feedback to build competence, and fostering connections in the classroom contribute to higher levels of motivation. The findings offer valuable insights into how educators can refine their teaching practices to support student growth and engagement.

Outcomes:

1. Understand the application of Self-Determination Theory.

2. Analyze the role of action-research in improving teaching practices.
3. Identify effective strategies to promote student motivation.

Poster M

The Visual Voyage: Fostering Active and Engaged Learning Through Posters

Franck Herling, HEC Montréal

Key Statement: A picture is worth a thousand words. Discover posters illustrating notions related to teaching through vivid metaphors in order to enhance comprehension and engagement.

Keywords: Posters, Teaching Notions, Metaphors

Subtheme:

It is often said that a picture is worth a thousand words – and we believe this applies to educational development as well. This was the guiding principle behind creating a series of posters that illustrate teaching concepts through vivid metaphors and visually compelling narratives. These resources enhance comprehension and engagement across educational settings, from workshops to consultations. They also foster communication and relationships among educators, ultimately improving learning experiences and educational effectiveness. Accessible and free, these posters have received positive feedback, encouraging widespread adoption and contributing to educational advancement globally.

Outcomes:

1. Describe how visual aids, such as posters, facilitate active learning and foster engagement.
2. Identify ways in which visual storytelling can clarify complex concepts and foster deeper understanding.
3. Incorporate metaphors and images into their own teaching to improve comprehension and engagement.

DAY 2

JANUARY 10, 2025

Friday, January 10, 2025

Concurrent Session 7

8:00 AM - 8:40 AM

7a) Great Room 1

Service Learning Integration: Enhancing ESL Instruction for Adult Learners

Alyssa Micek, College of Lake County

Key Statement: Discover how a community college English as a Second Language (ESL) instructor integrated service-learning to equip adult learners with real-world skills, cultural awareness, and leadership through meaningful community engagement.
Keywords: Service-Learning, Active Learning, Multilingual Learners
Subthemes: Experiential Learning; Classroom Community/Culture

This session explores the integration of service-learning in an advanced English as a Second Language (ESL) course for adult learners. The featured project involved ESL students enhancing their English skills by reading storybooks to children from the on-campus daycare center in a community college library setting. Through authentic, real-world interactions, the project fostered language development and boosted learner confidence. Pre- and post-surveys were administered to assess the project's impact, with findings to be analyzed and shared during the session. Participants will engage in brainstorming service-learning initiatives tailored to their disciplines, explore effective project design strategies, and reflect on fostering community engagement while achieving measurable outcomes. To promote collaboration and idea sharing, two active learning strategies—a concept map and a think-pair-share activity—will be incorporated throughout the session.

Outcomes:

1. Gain a deeper understanding of the benefits and impact of service-learning in the classroom.
2. Develop service-learning ideas tailored to your specific discipline.
3. Explore practical strategies for integrating service-learning into your course(s).

7b) Great Room 2

Revitalizing Student Learning Through Self-Assessment

Marc Napolitano, United States Air Force Academy
Margaret "Mimi" Killinger, United States Air Force Academy

Key Statement: Some students approach college with a “survivalist” mentality, but we can help students to “thrive” by incorporating continuous self-assessment into our courses.

Keywords: Thriving, Self-Assessment, Reflection
Subthemes: Assessment; Grading/Providing Feedback to Students

K. H. K. Tan has argued that the continuous debate about whether student self-assessment empowers or further disenfranchises students is “counterproductive” and that the benefits of self-assessment should be framed squarely in relation to student learning. Our presentation builds upon Tan’s point by arguing that student self-assessment should promote student “thriving,” which we define using our institutional definition of combining learning (cognitive domain) and vitality (affective domain). Our presentation will share specific student self-assessment techniques. We will demonstrate that continuous and scaffolded self-assessment activities energize (and revitalize) student learning, helping students to thrive in different academic contexts, regardless of power dynamics.

Outcomes:

1. Define student "thriving" based on both cognitive and affective domains.
2. Develop deliberate strategies for student self-assessment.
3. Revitalize their own enthusiasm for learning by engaging in a self-assessment activity.

7c) Great Room 3

Hybrid Education: Creating a Culture for Engagement and Learning

Robyn Otty, Hawaii Pacific University

Key Statement: This presentation shares an optimal learning environment to support student engagement and guide the responsibility of learning using a hybrid model.
Keywords: Hybrid, Best Practices, Structure
Subthemes: Online/Hybrid/Hyflex Instruction; Course/Curriculum (Re)Design

Hybrid teaching environments are challenging as faculty have limited training on how to best structure the hybrid classroom. The use of a flipped classroom in a face-to-face environment has been examined to support higher-order thinking and learning outcomes (Al-Samarraie et al., 2019; Liu & Zhang, 2022). This presentation will share a structured model to translate a flipped classroom to a hybrid environment. Specific topics that will be covered include student onboarding, course design, and structure of a hybrid environment.

Outcomes:

1. Confirm the overall structure of a hybrid learning environment to support student engagement and guide the responsibility of learning to the learner.
2. Examine the flipped classroom design and apply to a hybrid learning environment.
3. Construct a course design that includes onboarding, student expectations, and integrates the flipped classroom model.

7d) Shutters East 1

Integrating Practice and Research for Increased Engagement in Educational Interventions

Amanda Holton, University of California, Irvine

Key Statement: Discover how our collaborations are aligning educational research with teaching practice, resulting in practical engaging interventions and research opportunities for students
Keywords: Educational Research, Experiential learning, Metacognition
Subthemes: Course/Curriculum (Re)Design; Instructional Skills

Educational researchers often work separately from classrooms, resulting in impractical or unsustainable implementations. Symbiotic collaboration can avoid these pitfalls and enhance research utility. In this talk, I will share my experiences collaborating with the School of Education and Division of Teaching Excellence and Innovation. We developed engaging interventions that benefit students and advance theoretical knowledge. Importantly, these were researched in authentic classroom settings to ensure efficacy and probe effects on diverse student populations. Additionally, I will discuss how SoTL initiatives provided discipline-based graduate and undergraduate students with hands-on experience in educational research.

Outcomes:

1. Identify the advantages of collaboration between educational researchers and classroom instructors.
2. Reflect on the impact of research-based interventions on student learning and classroom dynamics.
3. Understand the role of educational practitioners in enhancing research practices.

7e) Shutters East 2

What Is SoTL? Project Development Steps for Your Publication

Milt Cox, Miami University Emeritus

Key Statement: Participants will discuss production steps that can help them find and design a teaching and learning project that could become a SoTL presentation and publication.
Keywords: SoTL, SoTL Publication, SoTL Projects
Subthemes: SoTL; Faculty Development

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

Outcomes:

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

7f) Shutters West

AI: Student Perceptions and Trends

Haley Curtis, Johnson County Community College

Key Statement: Students are speaking, are we listening? Students' comments and insights will be shared about their thoughts on AI. Let's learn from our students and one another about AI from our students!
Keywords: AI Pedagogy, Student Feedback, Educational Awareness
Subthemes: Technology in the Classroom/AI; Classroom Community/Culture

The goal of this session is to share what current students think of AI in relation to their academic pursuits based on students' own comments and insights. We will also focus on international and national trends in education about students' overall AI perspectives. The hope is for all of us to walk away a bit more informed, a bit more encouraged, and a bit more equipped to understand our students and their AI vantage point.

Outcomes:

1. Discuss how students' comments about AI can influence their own teaching.

2. Compare how national and international AI educational trends can enhance pedagogical practice.
3. Create a plan for best approaches to AI that fosters student growth and needs.

Concurrent Session 8

8:50 AM - 9:10 AM

8a) Great Room 1

Insights Into Taking Team-Based Learning Online in Asynchronous Classes

Christopher Brown, New Mexico State University

Key Statement: In this session, I share insights into how to successfully deliver classes using Team-Based Learning in classes delivered asynchronously.
Keywords: Course Design, Team-Based Learning, Asynchronous Classes
Subthemes: Online/Hybrid/Hyflex Instruction; Course/Curriculum (Re)Design

Team-Based Learning (TBL) is a course design and delivery strategy that seeks to advance active learning by building teams of students and tasking them with quizzes to determine their readiness to engage in content modules and applied team discussion exercises. I have successfully deployed TBL in face-to-face and synchronous online classes for years; deploying TBL in asynchronous classes is very challenging. I share strategies on meeting these challenges – 1) using class activities that challenge students to apply key concepts to solve applied geographic problems, and 2) deploying online discussion tools to promote engagement with peers.

Outcomes:

1. Deploy online discussion and engagement tools to provide an environment in which students effectively work together on team exercises.
2. Develop and deliver class exercises that challenge students to apply key concepts from class to solve real-world problems and link team discussions to students' lived experiences.

3. Create a plan by which teachers can manage the workload that working in teams generates and ensure that this workload is shared fairly among team members.

8b) Great Room 2

Building Community in Hybrid Courses

Matthew Metzgar,UNC Charlotte

Key Statement: Building a sense of community can improve student outcomes. Come and learn!
Keywords: Community, Student Success, Online Learning
Subthemes: Classroom Community/Culture, Course/Curriculum (Re)Design

Many students today prefer online, asynchronous classes. While much of the content in a class can be moved online, this creates new challenges in building relationships. Student-teacher and student-student relationships, which may develop naturally during an in-person class, may require additional structure for hybrid or online classes.

One model for building community is *The Art of Community: Seven Principles for Belongin*g by Charles Vogl. The author presents seven steps towards building community. This community-building approach has been trialed in a large, undergraduate business class. Results will be presented in terms of student response and learning outcomes.

Outcomes:

1. Understand the change in student preferences for course delivery.
2. Learn the community-building model of Charles Vogl.
3. Consider adding course elements that can increase a sense of community.

8c) Great Room 3

Reimagining Due Date Structures for Undergraduate Courses

Logan Haviland, Utah State University

Key Statement: Explore how restructuring college course deadlines can promote equity, enhance academic performance, and support wide-ranging student learning needs, based on student feedback.
Keywords: Due Dates, Equity, Student-Centered Learning
Subthemes: Course/Curriculum (Re)Design; Grading/Providing Feedback to Students

Many college courses employ the traditional 11:59 PM deadline for assignments, providing consistency across the curriculum. However, this approach may not always prioritize student success, either in or outside the classroom. Although due dates are essential, they should be designed to better prepare students for the workforce and support varied learning needs. This session explores how restructuring college course deadlines can promote equity, enhance academic performance, and better support wide-ranging student needs. By involving students in the decision-making process of how due dates should be structured, they take greater ownership of their learning.

Outcomes:

1. Describe how various deadline structures can enhance academic performance and support the wide-ranging needs of students in their learning process.
2. Critically assess the limitations and benefits of traditional deadlines and their impact on student success and learning.
3. Gain insights into how involving students in the decision-making process can increase their ownership and responsibility for learning.

8d) Shutters East 1

Enhanced Student Learning, Asynchronous and In-Person Learning, Interactive Learning Approach

Nicole Arkadie, California State University San Bernardino

Key Statement: Deliver interactive content using the You, Y'all, We approach, fostering student engagement, active learning, and connection across synchronous, asynchronous, and in-person modalities.
Keywords: Enhanced Student Learning, Asynchronous and In-Person Strategies, Interactive Learning Approach

Subthemes: Classroom Community/Culture; Interactive Instruction

Students must be actively engaged in content for effective learning to happen. Instructors facilitate this engagement by delivering content through an interactive approach that stimulates active learning. Teaching asynchronous classes presents challenges in delivering content that fosters a student's sense of belonging and connection. Similarly, in-person teaching can make it difficult to identify effective strategies that promote student engagement, content connection, and active learning. Using the You, Y'all, We, active approach addresses the issue of lack of student engagement and can be used in synchronous, asynchronous, and in person modalities.

Outcomes:

1. Acquire a strategy to use with students to enhance their engagement.
2. Gain a basic understanding of the You, Y'all, We approach to use with students.
3. Be able to identify barriers that impact student engagement and create one strategy to combat it.

8e) Shutters East 2

Hoping for Choice

Jo-Ann Thomas, Providence College, Rhode Island

Key Statement: Providing opportunities for choice in activities and assignments can have a profound effect on student motivation, engagement and learning.
Keywords: Process Choice, Product Choice, Instruction
Subthemes: Instructional Skills

This presentation will have an overview of how choice opportunities in the classroom enhance positive academic emotions. This presentation will also share new findings on how many choice opportunities can maintain positive emotions in the classroom. Product and Process Choice activities will be presented, and participants will have access to templates of choice boards, tokens, and Bio Poems. Ample time will be given for questions and answers as well looking at some recommended reading to enhance instruction in the higher education classroom.

Outcomes:

1. Use a Choice Board Template to create a Product Choice Assignment
2. Create criteria for using Tokens as a process choice in course design.
3. Create an assignment identity chart for courses.

8f) Shutters West

Educating Your Students on the Do's and Dont's of Using AI (ChatGPT)

Kevin Johns, Rutgers University

Key Statement: AI applications are considered an enhancement or an apocalypse for teachers and students. By understanding their purpose, and ethical foundation, AI will transform education.

Keywords: Enhancements, Ethics, Policies
Subthemes: Technology in the Classroom; Instructional Methods

Artificial Intelligence applications such as Chat(GPT) are considered an apocalypse or educational enhancement to education. It is essential to use these tools responsibly and ethically. There is a need to develop a strong ethical foundation by citing sources appropriately, following institutional guidelines, developing good study habits, and reflecting on the long-term consequences. By understanding their purpose and the do's and don't's from the teacher and student perspectives, we can better embrace the opportunities of using AI in the classroom.

Outcomes:

1. Understand the history of the reluctance to introduce educational tools that transform learning in the classroom.
2. Describe how prompt tools such as ChatGPT work.
3. Learn how to best educate students to use ChatGPT responsibly.

Concurrent Session 9

9:20 AM - 10:00 AM

9a) Great Room 1

Developing Experiential Learners: Integrating Community Into Your Course

Ann Perreau, Augustana College
Molly Boeka Cannon, Utah State University

Key Statement: We present multidisciplinary examples of experiential learning that promote student engagement and invite workshop participants through hands-on activities to imagine implementation in their courses.
Keywords: Service-Learning, Community-Engaged Learning, Multidisciplinary
Subthemes: Experiential Learning; Instructional Methods

Experiential learning enriches the student experience and promotes lifelong learners but can be difficult to implement. We discuss service-learning and community-engaged learning as options for developing an experiential signature assignment. We demonstrate mapping the signature assignment to course objectives with a design that builds on current student knowledge and skills. We discuss preparing the assignment such as identifying community partners, addressing barriers, and scaffolding tasks. Participants draw from different perspectives in humanities and social sciences and, through hands-on activities, work to imagine implementation in their course. The workshop emphasizes active learning techniques and student learning assessment throughout the experience.

Outcomes:

1. Differentiate between service-learning and community-engaged learning.
2. List opportunities for experiential learning in their course.
3. Connect instructional methods for integrating experiential learning in their course.

9b) Great Room 2

Reimagining New Faculty Orientation: Lessons Learned

Farrell Jenab, Johnson County Community College

Ted Rollins, Johnson County Community College
Megan Doyle, Johnson County Community College

Key Statement: Presenters will share important lessons learned over more than two years of conducting research and collecting data when revising their faculty orientation program.
Keywords: Faculty Development, Pedagogy, Campus Culture
Subthemes: Course/Curriculum (Re)Design; Other

This interactive session shares the story of how a two-year college transformed its faculty orientation program to promote collaboration, model best teaching practices, and implement feedback from previous participants to ensure continuous improvement. Presenters will share lessons learned over more than two years of conducting research and collecting data. Participants will get an inside tour of the revised New Faculty Orientation (NFO) program and will leave with an action plan to enhance their own faculty development programs.

Outcomes:

1. Collaborate and network with peers who design faculty development programs.
2. Identify best practices for those creating or revising faculty development programs.
3. Create an action plan for revising faculty professional development programs.

9c) Great Room 3

Promoting Student Accountability Through Collaboration and Linked Grades

Tatiana Gracyk, Cleveland State University
Sarah Rutherford, Cleveland State University

Key Statement: Linking student grades together around the completion of a shared product creates a rich motivational environment to enhance student accountability and learning.
Keywords: Accountability, Collaboration, Grading
Subthemes: Classroom Community/Culture; Instructional Methods

By linking student grades around the completion of a shared product, wherein each student receives the same grade for the team's success or failure, instructors can create a rich motivational environment to enhance student accountability and learning. Linking grades utilize extrinsic motivation by developing an immediate relationship between students. When their peers are counting on them, students rise to the challenge. In this session, we will provide several models to integrate collaborative linked grades in the classroom, including scalable solutions for common challenges to student engagement.

Outcomes:

1. Identify areas where they want to increase student engagement.
2. Understand key concepts and principles of grade-linked collaboration.
3. Conceptualize how a portion of the model can be implemented to address their specific concern.

9d) Shutters East 1

Difficult Classroom Conversations: Upholding Equity, Inclusion, and Free Speech Principles

Jordan H. Davis, JD Speaks LLC

Key Statement: As classrooms diversify, fostering dialogue across differences is crucial. Learn strategies for inclusive, trauma-informed discussions that thrive in today's charged climate. Join us!

Keywords: Facilitation, Dialogue, Discussion
Subthemes: Instructional Skills; Classroom Community/Culture

As classrooms become more diverse, the ability to facilitate dialogue across cultural and ideological differences becomes an increasingly crucial skill for faculty. This is especially true in a charged, polarized political climate, compounded by demonstrations and faculty across the country being ousted for what they say in the classroom. Attendees of this workshop gain skills in how to design and facilitate classroom dialogue that's conducive to learning and includes all students. They'll also

examine how trauma-informed teaching, accessibility pedagogy, and upholding free speech principles during class discussion cultivate a classroom environment that promotes equity.

Outcomes:

1. Design a classroom discussion using universal design for learning (UDL) and trauma-informed principles.
2. Construct a personalized list of facilitation strategies for navigating difficult situations.
3. Describe the relationship between diversity, equity, and inclusion (DEI) and free speech in higher education and how it impacts their teaching.

9e) Shutters East 2

Student Mental Health: What Can Teaching Faculty Do To Help?

Tasha Randall, Oregon State University

Key Statement: Teaching faculty can effectively support student mental health by sharing resources, applying thoughtful course design, and using compassionate teaching strategies that promote well-being.
Keywords: Mental Health, Teaching Practices, Student Support
Subthemes: Instructional Skills; Classroom Community/Culture

The teaching landscape has changed in countless ways since the pandemic, and many instructors notice an increase in the mental health issues that students are experiencing. Teaching faculty play a critical role in supporting student mental health, by sharing resources and incorporating strategies that promote well-being. There are a variety of practices that instructors can employ to support student mental health, even if they do not know whether any specific students in their class are currently experiencing issues. Through intentional course design and the use of compassionate teaching policies, instructors can create a supportive environment for everyone in the classroom.

Outcomes:

1. Identify how the mental health issues of college students in the United States impacts their academic experience.
2. Articulate the ways that student mental health challenges impact teaching faculty.
3. Summarize various teaching practices that effectively support student mental health.

9f) Shutters West

Motivating Minds: Practical Strategies for Enhancing Student Engagement

Ursula Sorensen, Brigham Young University
Katie Stone, Brigham Young University

Key Statement: Explore strategies for enhancing student motivation: utilizing self-efficacy messages, metacognitive strategies, alternative grading, and relationship-building. These offer ways to boost engagement and enhance learning.
Keywords: Motivation, Student Engagement, Teaching Strategies
Subthemes: Instructional Skills; Classroom Community/Culture

This interactive presentation explores four key strategies faculty can use to enhance student motivation and engagement: self-efficacy messages, metacognitive strategies, alternative and transparent grading practices, and building classroom relationships. As faculty face increasing challenges of student disengagement, these practical approaches offer concrete ways to boost intrinsic motivation in students and enhance the learning environment. Through hands-on activities and collaborative discussions, participants will explore implementing these strategies in their classrooms, ultimately enhancing student understanding, self-efficacy, and academic performance.

Outcomes:

1. Incorporate self-efficacy, metacognition, and growth mindset language into their teaching practices.
2. Evaluate and refine their grading practices to support student motivation and learning.

3. Create a plan to build positive relationships in their classroom that foster student motivation.

Concurrent Session 10

10:10 AM - 10:30 AM

10a) Great Room 1

Learning To Communicate Together: Perspectives on an Interdisciplinary Experience

Stacie Sweet, Ohio University
Sheryl House, Ohio University

Key Statement: Interprofessional communication is imperative for patient care and is a requirement of nursing education programs. Learn how one program utilized simulation to increase student confidence.

Keywords: Interprofessional, Communication, Nursing Simulation
Subthemes: Instructional Methods; Other

Interprofessional communication is imperative for quality patient care and improved outcomes and is a requirement of nursing education programs; however, gaps exist between theory and practice. Often, students are not exposed to interprofessional interactions until later in the program when simulation experiences are offered or a clinical opportunity arises. An interdisciplinary communication role-play simulation among second-year Bachelor of Science in Nursing students and first-year physical therapist assistant students was implemented. This experience provided evidence that a collaborative simulated experience effectively improved undergraduate nursing students' understanding and confidence with interprofessional communication prior to a clinical opportunity.

Outcomes:

1. Describe the importance of offering opportunities for students to interact with other disciplines during their academic experience.

2. Describe how an interprofessional role-play experience improved students' confidence with communication.
3. Discuss how to apply an interprofessional role-play experience into their course to improve communication.

10b) Great Room 2

UDL in the Age of Generative AI: Challenges and Opportunities

Shihua Brazill, Montana Technological University

Key Statement: Discover how Universal Design for Learning (UDL) 3.0 and Generative AI transform education by fostering flexible, inclusive environments that enhance student engagement, representation, and personalized learning experiences.
Keywords: UDL 3.0, Generative AI, Inclusive Learning
Subthemes: Technology in the Classroom/AI; UDL DEI

This presentation examines Universal Design for Learning (UDL) 3.0 in the context of Generative Artificial Intelligence (AI), emphasizing inclusive course design that engages all students. UDL 3.0 fosters flexible, learner-centered environments that provide diverse ways for students to engage, represent, and express their understanding. Participants will explore AI-enhanced strategies, such as using videos, audio recordings, and creative projects, to enrich learning experiences beyond traditional assessments. By integrating UDL 3.0 with AI, educators can create adaptable environments that reduce barriers, enhance accessibility, and improve student persistence, ultimately fostering more equitable and personalized learning experiences for all.

Outcomes:

1. Apply Universal Design for Learning and culturally responsive teaching principles to create inclusive, engaging learning experiences that foster active participation.
2. Support the success of diverse learners by designing courses that accommodate varying levels of academic preparedness and facilitate their advancement.

3. Create relevant and meaningful activities, assessments, and course materials that align with effective student learning outcomes, preparing students for real-world applications.

10c) Great Room 3

Labor-Based Grading in the Age of AI

Carla-Elaine Johnson, Saint Paul College

Key Statement: Labor based grading (LBG) forms an equitable structure for all students and decreases grade-anxiety. This session includes how to best integrate LBG in classes.
Keywords: Pedagogy of Care, Assessment, Equity
Subthemes: Assessment; Resiliency/Self-Care//Mindfulness

One recent frustration for educators is the rise in student grade anxiety and its effect on grade outcome. Exams carry pedagogical downsides: they can create stress, decrease intrinsic motivation, and tend to reduce opportunities for creative problem-solving (Branco, 2021). Conventional grading inadvertently detracts from student learning and simultaneously replicates systems of oppression in academia. (Mena and Stevenson, 2024). Labor-Based Grading (LBG) utilizes a pedagogy of care that allows higher education to serve diverse student populations better and address inequities. This practice helps to relieve the pressure often felt by students and faculty regarding equitable grading practices and successful knowledge acquisition.

Outcomes:

1. Summarize how the use of LBG provides more equitable grading outcomes for students.
2. Characterize how the use of LBG practice provides a pedagogy of care needed in post-pandemic academe to nurture students while decreasing anxiety.
3. Formulate their own variation of LBG course assessments that would benefit a standard undergraduate class.

10d) Shutters East 1

Preparing School Counseling Candidates in an Anti-DEI Debate Climate

Dione Taylor, Point Loma Nazarene University

Key Statement: Don't shut the door on DEI practices! Learn more about a curriculum which includes DEI principles in the preparation of future school counselors.
Keywords: Counseling, DEI, Curriculum
Subthemes: Course/Curriculum (Re)Design; Online/Hybrid/Hyflex Instruction

This session will discuss how a graduate school program for K-12 school counselors has incorporated aspects of Diversity, Equity, and Inclusion (DEI) into its curriculum in the wake of the anti-DEI movement that is taking place across the country. School Counseling programs in the State of California are required to follow the CTC Standards and Performance Expectations, including understanding the counselor's role as advocate for social justice, equity, and access; importance in becoming culturally competent; and addressing implicit and explicit biases.

Outcomes:

1. Describe the need to advocate for DEI principles in curriculum.
2. Analyze aspects of DEI as effective to meet program goals.
3. Evaluate the efficacy of implementing DEI principles in their programs.

10e) Shutters East 2

Building a Blue Zones Course for Lifelong Learners

Simin Levinson, Arizona State University

Key Statement: The Blue Zones Advocate course was developed using backward course design, andragogical principles, and evidence-based longevity principles to foster lifelong learning and promote individual well-being.
Keywords: Backward Course Design, Andragogy, Evidence-Based Curriculum
Subthemes: Instructional Skills; Course/Curriculum (Re)Design

This presentation explores the development of the Blue Zones Advocate certification course, designed specifically for lifelong learners using backward course design, andragogy, and an evidence-based curriculum. The course emphasizes practical strategies for well-being and longevity, drawing from global research on health and lifestyle. Participants will learn how backward course design was used to structure clear learning outcomes, while andragogical principles were applied to create a learner-centered experience tailored to adult learners. The session will also demonstrate how an evidence-based curriculum fosters meaningful engagement, empowering learners to apply well-being practices in their lives.

Outcomes:

1. Identify how backward course design structures clear learning outcomes to create effective, learner-centered experiences.
2. Explain the principles of andragogy and how they inform the design of courses that resonate with lifelong learners.
3. Evaluate how an evidence-based curriculum can be applied to promote longevity and well-being practices that learners can implement.

10f) Shutters West

Strategies for Enhancing Student Participation in Fully Online Classes

Monideepa Becerra, California State University San Bernardino
Benjamin Becerra, California State University San Bernardino

Key Statement: Explore effective strategies and innovative tools to foster active engagement and interaction in fully online classes, enhancing student learning and connection.
Keywords: Engagement Strategies, Online Learning, Student Interaction
Subthemes: Instructional Skills; Course/Curriculum (Re)Design

This session will explore effective techniques for fostering engagement in fully online classes. We'll discuss the value of peer-to-peer feedback, emphasizing how structured prompts can deepen discussions beyond generic responses. Built-in quizzes will be highlighted as tools to reinforce lecture material and encourage active

participation. Additionally, we'll examine how digital collaboration tools facilitate group work, allowing students to connect meaningfully while developing essential skills. By integrating these strategies, educators can create a dynamic online learning environment that promotes interaction, accountability, and a sense of community among students.

Outcomes:

1. Understand effective strategies for fostering peer-to-peer feedback in online classes.
2. Identify tools and methods for creating engaging quizzes that reinforce learning.
3. Develop structured discussion prompts that enhance student interaction and collaboration.

Concurrent Session 11

10:50 AM - 11:10 AM

11a) Great Room 1

This Is Not a Math Course

George Recck, Babson College
Kerry Rourke, Babson College

Key Statement: We present the study design and outcomes in a foundational Statistics course refresh aimed at identifying and helping students who are anxious and/or stressed out.
Keywords: Introductory Statistics, Anxiety Reduction, Stress Reduction
Subthemes: STE(A)M; Resiliency/Self-Care/Mindfulness

Mental health is a critical concern in higher education. Young adults with pandemic losses attend college and enroll in a course that elicits high anxiety: Introductory Statistics, often taught in the first semester. In this session, we will present the design and outcomes of studies in Introductory Statistics courses, sharing anxiety- and stress-reduction interventions that participants can try in almost any discipline. Our

main purpose is to help students ameliorate salient anxiety and stress in the educational setting, but we also want to help students experience academic success; therefore, in this session we will also discuss measures of learning.

Outcomes:

1. Identify students who have salient, course-related anxiety and/or stress.
2. Design an intervention to reduce course-related anxiety and/or stress for vulnerable students.
3. Learn how, in one study, student learning outcomes were affected by such an intervention.

11b) Great Room 2

Intentional Communication To Create Personal Connections in a Disconnected World

Dacia M. McCoy, University of Cincinnati

Key Statement: Online communication that facilitates connection isn't easy! However, using accessible and user-friendly tools, such as Microsoft Office mail merge, can increase personal connection and communication.

Keywords: Belonging, Student Ownership, Online Learning
Subthemes: Teaching Online; UDL DEI

Meaningful student-faculty interactions significantly influence student academic performance (Komarraju et al., 2010; Quin, 2017), support students from underrepresented and underprivileged backgrounds (Guzzardo et al., 2021), and improve the teaching experience for teachers (Hagenauer et al., 2015). However, strategies suggested are not always feasible, personalized, or result in the desired impact.

This presentation will discuss using widely accessible and user-friendly tools to support student-faculty interactions. Microsoft Office mail merge is an easy-to-use technology that can be applied and personalized in countless ways and is relevant to use in in-person or hybrid courses.

Outcomes:

1. Identify ways to foster faculty-student interactions and support student outcomes.
2. Brainstorm and outline the implementation of faculty-student interactions within their own course or endeavor.
3. Utilize provided resources (e.g., template letter and step-by-step directions) to create an initial interaction through mail merge.

11c) Great Room 3

Ethical AI Framework in the 2024 Classroom

Carla-Elaine Johnson, Saint Paul College

Key Statement: Ethical AI approaches lead to successful educational integrations between critical thinking and student AI use. This session includes best practices for the classroom environment.
Keywords: Artificial Intelligence, Ethics, Academic Integrity
Subtheme: Indirect Instruction; Technology in the Classroom

One recent frustration for educators is the rise in student AI use and its effect on knowledge integration. Using AI through an ethical lens helps. Students can make an informed judgment about using AI in their work without misplaced faith or excessive fear (Ross & Baines, 2024). While biases and AI limitations are known, (Baidoo-anu & Owusu Ansah 2023), the use of an “educational ethical framework for AI use” (Vetter et. al 2024) can lead to a more harmonious interaction between AI ,which is here to stay, and academic rigor. This consideration leads to successful educational integration.

Outcomes

1. Summarize how the use of an ethical approach with AI use provides more opportunities for critical thinking, increased student creativity, and decreased student default reliance on AI assistants
2. Describe results from use of Open AI ethics in Fall 2024 English Composition through use of weekly exercises and articles that guided students to consider AI use in an ethical manner.

3. Construct a subject-dependent variation of AI ethical framework to use in individual standard undergraduate classes.

11d) Shutters East 1

Participation Tiles: An Engaging Approach to Student Retrieval Practice

Katie Stone, Brigham Young University
Ursula Sorensen, Brigham Young University

Key Statement: Using participation tiles, educators can engage students in the first minutes of class, enhancing retrieval practice and mastery through interactive questioning on course material.

Keywords: Engagement, Retrieval Practice, Participation
Subthemes: Fostering Student Practice; Classroom Community/Culture

This session introduces participation tiles to engage students in retrieval practice during the first minutes of class. Inspired by Norm Eng's "cold calling," students select a tile to answer questions on previous content, promoting active participation and understanding. Unlike traditional cold calling, participation tiles reduce stress by giving students control over their involvement. Attendees will learn how to implement this method, discuss its benefits and challenges, and explore ways to adapt it to their teaching context. This approach fosters a supportive learning environment while encouraging deeper student engagement.

Outcomes:

1. Describe the concept of participation tiles and their implementation in promoting student engagement and retrieval practice.
2. Identify the benefits of using participation tiles for student engagement and retrieval practice, and recognize potential challenges with strategies to address them.
3. Brainstorm and discuss how to adapt the participation tile method to their specific teaching contexts and disciplines.

Feedback Style's Impact on Student Writing Confidence and Performance Anxiety

Rory Lukins, University of Southern California

Key Statement: This session explores how three different feedback styles affect students' writing confidence and performance anxiety, analyzing these relationships through statistical testing of student surveys.
Keywords: Composition Feedback, Writing Confidence, Performance Anxiety
Subthemes: Assessment; Grading/Providing Feedback to students

This presentation examines the relationship among three different feedback styles—traditional letter grades with comments, comments only, and a numerical score related to revision—and students' self-reported writing confidence and performance anxiety levels. Using chi-square tests, standardized residuals, Mann Whitney U tests, Kruskal-Wallis tests, and sentiment analysis, the study identifies significant associations between revision-oriented numerical feedback and student confidence. Most important in our findings, the analysis shows that revision-oriented numerical feedback significantly increases student writing confidence. These results suggest that feedback style can be tailored to the learning outcome with greater specificity throughout a semester to enhance student outcomes.

Outcomes:

1. Understand how revision-oriented numerical feedback is more likely to produce feelings of confidence in student writers and much less likely to engender feelings of inadequacy in student writers.
2. Discover why feedback without letter grades has a stronger positive association with student revision practices and with over student engagement in the writing process.
3. Reflect on how these three feedback styles can work in complementary ways to pursue stronger student outcomes over the course of a semester writing course.

Maintaining Engagement and Connection in the Online Classroom

Whitney Pisani, Collin College

Key Statement: Connection and engagement are two challenges in online education. This session will provide proven and effective strategies to bring both into your virtual classroom.
Keywords: Strategies for Success, Online Learning, Student Engagement
Subthemes: Teaching Online; Classroom Community/Culture

Teaching online doesn't have to mean a lack of interpersonal connection and a disengaged environment. Many opportunities exist for students to connect and learn from one another. Instructors can still make strong connections with students and leave a lasting impact. If you are interested in improving the interpersonal climate in your virtual class, this session is for you. From more engaged feedback to fostering quality student interactions, this session will provide proven tips and tricks to managing an engaged and immersive online classroom.

Outcomes:

1. Learn strategies for providing more engaged assignment feedback.
2. Discuss how to foster connection and communication between students.
3. Identify approaches to maintaining an active presence and confirming climate in the online classroom.

Concurrent Session 12

11:20 AM - 12:00 PM

12a) Great Room 1

Facilitating Success for Trauma-Burdened Students Through Educator Self-Care

Sean Camp, Utah State University
Susan Egbert, Utah State University

Key Statement: The success of trauma-burdened students depends upon self-management of vicarious trauma experienced by educators. Learn to recognize and manage secondary trauma symptomology by joining us!
Keywords: Student Trauma, Self-Care, Vicarious Trauma
Subthemes: Resiliency/Self-Care/Mindfulness; Classroom Community/Culture

Secondary/vicarious trauma is an inherent reality for education professionals exposed to the difficult stories of students and who witness their struggles and pain. Intentional self-care practices are critical for educators both to maintain a healthy work-life-learning balance and avoid compassion fatigue/burnout, as well as to facilitate student success in and out of the classroom. Recognizing, responding to, and managing trauma in students – as well as the symptoms of vicarious trauma experienced by educators – is instrumental in ensuring a safe, effective, and healthy experience for students who are often marginalized antecedent to (or as a result of) their traumatic experiences.

Outcomes:

1. Recognize, anticipate, and potentially respond to trauma-reactive behavior in students in the classroom (both virtual and in person).
2. Assess potential sources of vicarious trauma experienced by education professionals, including early warning signs of secondary traumatic stress.
3. Create active strategies to prevent compassion fatigue, engage in effective self-care, and thereby more effectively assist student success.

12b) Great Room 2

Podcasts as Catalysts for Active and Engaged Learning in Higher Education

Carmen Saunders-Russell, California State University

Key Statement: Explore podcasts as educational tools that are transforming entertainment into active learning resources, backed by research, and designed for practical classroom implementation in higher education.
Keywords: Podcasts, Active Learning, Innovation
Subthemes: Interactive Instruction; Experiential Learning

This presentation delves into the use of podcasts as educational tools in higher education, shifting beyond their traditional entertainment roles. It examines how podcasts can foster active and engaged learning, supported by existing pedagogical theories and empirical research. The session aims to highlight the benefits of podcasting in enhancing cognitive engagement and academic performance while providing practical guidance for curriculum integration. The overarching goal is to stimulate cross-disciplinary dialogue on the pedagogical and practical implications of employing podcasts in educational settings.

Outcomes:

1. Analyze and evaluate the pedagogical principles underpinning podcast use in educational contexts.
2. Apply and synthesize strategies for effectively incorporating podcasting modules within higher education curricula using AI.
3. Create and participate in a collaborative network of practitioners dedicated to exploring and advancing podcast-assisted educational methodologies.

12c) Great Room 3

Supporting Class Participation Through Formative Self-Assessment

Amanda Parkman, University of Arizona
Angelina Serratos, University of Arizona

Key Statement: In courses where participation is a key component of the learning process, implementing a participation self-assessment rubric can be instrumental in fostering an engaged class.

Keywords: Engagement, Self-Assessment, Participation
Subthemes: Classroom Community/Culture; Grading/Providing Feedback to Students

In this presentation, we introduce a self-assessment rubric for class participation in a required General Education freshman seminar. We also discuss the procedures for implementation of the rubric and outline the effects of this formative self-assessment on class participation. We find that using this participation rubric significantly increases

student engagement in class discussions. Another benefit is moving the participation grade from just a score given to students to including them in the process, fostering robust student participation, and encouraging students to actively reflect on their engagement. This in turn supports students achieving the learning outcomes of the course.

Outcomes:

1. Identify if implementing a self-assessment participation rubric is valuable for your course.
2. Learn how utilizing a participation rubric has fostered class engagement.
3. Develop ideas for implementation of a participation rubric.

12d) Shutters East 1

Librarian-Faculty Partnerships: Collaborations for Student Success and College Fluency

Courtney Mlinar, Austin Community College
Toyya Cisneros, Austin Community College

Key Statement: Learn how faculty-librarian partnerships and college fluency collaborations bridge the student success achievement gap. Explore these effective partnerships with innovative tools and ideas.
Keywords: College Fluency, Librarian Faculty Partnerships, Student Success
Subthemes: Course/Curriculum (Re)Design; Classroom Community/Culture

Faculty-librarian partnerships and college fluency collaborations are key strategies to help bridge the student success achievement gap. Effective collaborations focus on empowering students with academic skills and college fluency. Various tools and strategies can be leveraged to enhance these partnerships, supporting student success. These collaborations are especially impactful in reducing achievement gaps by enhancing engagement, improving persistence, and developing critical thinking skills transferable across academic and workforce expectations. By integrating faculty and librarian expertise, and focusing on both academic and college fluency skills, these

partnerships create an effective support system that addresses challenges students face in achieving their aspirations.

Outcomes:

1. Explore a variety of faculty-librarian embedded partnerships in student learning and cross-campus collaborations in college fluency.
2. Define best practices for effective partnerships and collaborations.
3. Explore innovative tools and strategies for faculty-librarian collaborations in student learning.

12e) Shutters East 2

How To Get Your Students To Come to Class Prepared

Bob Gillette, University of Kentucky

Key Statement: We can get our students to come to class prepared. It requires a different course design. What a joy to teach prepared students.
Keywords: Prepared Students, Course Design, Student Engagement
Subthemes: Instructional Method; Course/Curriculum (Re)Design

We can get our students to come to class prepared, but it will require a different course design. I explain an interactive teaching and learning model that uses Class Preparation Assignments (CPAs)—guided reading assignments accompanied with informal writing assignments—along with a definitional grading system that makes being prepared for class nonnegotiable. The CPAs serve to inform and stimulate class discussion and free class time for active learning activities.

Outcomes:

1. Begin planning how to design a course using an interactive teaching model where students come to class prepared and class time is used for active learning activities.
2. Design a definitional grading system for a course with one of the categories being student preparation for class.
3. Write CPAs to guide students in their reading assignments and stimulate class discussion.

12f) Shutters West

Empowering Every Student: Four Strategies to Enhance Inclusive Learning

Michele Brown Kerrigan, Babson College

Key Statement: This session will equip educators with four practical techniques for inclusive experiential learning, ensuring all voices are heard fostering equitable participation.

Keywords: Inclusion, Facilitation Techniques, Experiential Learning
Subthemes: Experiential Learning; Indirect instruction

In discussion-based classes, we often hear from the same voices repeatedly. How can we create space for all voices and ensure everyone feels included in a hands-on learning environment? This session aims to equip educators with four practical techniques for inclusive experiential learning and indirect instruction. These techniques emphasize the importance of hearing all voices, fostering a more inclusive classroom culture. Additionally, they highlight the need for equitable learning environments, offering strategies to navigate difficult or controversial content and for ensuring equal participation.

Outcomes:

1. Enhanced Understanding of Inclusivity: Participants will gain a comprehensive grasp of inclusive teaching principles and their importance in creating equitable learning environments.
2. Practical Application of Techniques: Attendees will develop actionable skills for implementing inclusive strategies, such as differentiated instruction and culturally responsive teaching, in their own classrooms.
3. Personal Reflection & Action: By the end of the workshop, participants will reflect and outline specific steps they will take to integrate inclusive practices into their teaching strategies.

Lunch

12:00 PM - 12:45 PM

Great Rooms 4 & 5

Keynote 2

Engaging Theories of Learning for More Effective Teaching

Gregg Wentzell

12:45 PM - 2:00 PM

Great Rooms 4 & 5

Concurrent Session 14

2:15 PM - 2:35 PM

14a) Great Room 1

Supporting First-Year Students and Contingent Faculty Through a Campus Polycrisis

Joseph Nardinelli, University of Arizona
Joel E. R. Smith, University of Arizona
Matthew W. Austin, University of Arizona

Key Statement: We aim to discuss how to implement student-centered design and reflective writing through a first-year seminar to cope with a campus polycrisis.
Keywords: Polycrisis, Communities of Practice, Reflection
Subthemes: Course/Curriculum (Re)Design; Classroom Community/Culture

This presentation will outline the steps that a new team of 14 contingent faculty at a large, public, R1 institution took in order to support 150 part-time instructors and

9,000 first-year seminar students before, during, and after an on-campus shooting, which itself occurred amid two other campus crises. Our observations and recommendations are supported by first-year student reflections from the week of the shooting and the findings of two campus safety reports (one internal, one external). Throughout the presentation, we will apply the concept of "polycrisis"—most often seen in politics, economics, and environmental science—to a higher education setting.

Outcomes:

1. Methods to promote inclusive reflective practices for students.
2. Areas to facilitate onboarding that promote shock-resistant communities of practice for instructors.
3. Provide an introduction to a novel way of thinking about layered crises emerging on college campuses (i.e. a campus polycrisis).

14d) Shutters East 1

A Platform for All Voices: Whiteboarding for Large Group Reflection

Suzanne Larson, Midwestern University College of Pharmacy

Key Statement: Discover an engaging platform for large group reflection or discussion sessions where every voice is heard. This platform even works for remote and distant learning!

Keywords: Reflection, Synchronous, Engagement
Subthemes: Experiential Learning, Indirect Instruction

Midwestern University College of Pharmacy requires student attendance and participation in a two-hour reflection meeting following completion of their Introductory Pharmacy Practice Experiences (IPPEs). This meeting utilizes Microsoft Whiteboard to host a reflection and discussion meeting with high student engagement, featuring elements of social media and podcast-style discussion. This format results in a rich reflection meeting where all student voices are heard.

Outcomes:

1. Discuss the utility of reflection in experiential learning.

2. Describe various platforms for student reflection.
3. Describe ideal elements for successful student reflection.

14e) Shutters East 2

Student Engagement in Online/Flexible Classes

Vandana Sarin, Blinn College District, Brenham Campus

Key Statement: Having trouble connecting with online students? Join our session for tips and tricks to connect, engage, and create a supportive environment from Day 1.
Keywords: Online Learning, Supportive Environment, Timely Feedback
Subthemes: Course Design and Instructional Methods ; Teaching With Technology

Student engagement is critical for effective learning and academic success. Engaged students exhibit motivation, participate actively, and demonstrate a deeper understanding of material. Strategies to enhance engagement include interactive teaching methods, real-world relevance, and collaborative projects. Implementation can be challenging in an online teaching model. Online instruction relies on digital platforms, promoting flexibility but requiring robust digital engagement strategies. We will share how, from the first day of class, providing timely, constructive feedback and creating a supportive, inclusive environment also play a key role. By fostering an engaging classroom, we can stimulate students' interest, promote active learning, and improve academic performance.

Outcomes:

1. Create connection with their students.
2. Implement teamwork in online settings.
3. Promote self-paced learning.

14f) Shutters West

Beyond the Hype: AI Tutoring Tools in the Real Classroom

Sylvain Masclin, University of California, Merced

Key Statement: AI tutoring tools promise equity in learning, offering 24/7 support to students. To unlock this potential, though, we must teach students to effectively use these resources.
Keywords: Student Learning, Artificial Intelligence, Equity
Subthemes: Technology in the Classroom/AI; Other

This presentation shares insights from a pilot experiment integrating AI tutoring tools in large higher education classrooms. A 24/7 online AI tutor programmed with course content was implemented to assist students in exam preparation. The study explores how this tool impacts learning equity and accessibility. We will discuss the implementation process, challenges encountered, and strategies for effective integration. Notably, student feedback indicates a positive reception of the AI tutor as a practical learning support. However, it also reveals a crucial need for guidance in proper usage. The findings offer valuable perspectives on harnessing AI's potential in education while addressing its limitations.

Outcomes:

1. Understand the potential and challenges of implementing AI tutoring tools in large higher education classrooms.
2. Discover a simple and free way to create an online AI chatbot that can be used for educational purposes.
3. Develop strategies for guiding students in the effective use of AI tutoring tools for exam preparation.

Concurrent Session 15

3:00 PM - 3:20 PM

15a) Great Room 1

Enhancing Remote Learning: Developing Effective Online Science Laboratory Classes

Peggy J. Wright, Columbia College

Key Statement: Instructional design for Online science labs will be presented, focusing incorporating hands-on strategies, and designing academically sound online science labs that enhance critical thinking.
Keywords: Online Laboratories, Remote Learning, Hands-On Science
Subthemes: Online/Hybrid/Hyflex Instruction; Course/Curriculum (Re)Design

Can science laboratory courses be effectively delivered online? This presentation, aimed at encouraging science instructors to elevate their remote science laboratory courses, will address this question and present success stories and continuing challenges. Proven strategies for creating online labs that effectively mimic traditional settings will be explored. An overview of instructional design for major's and non-major's online laboratory courses will be presented. Emphasis will be on designing curricula that preserve the hands-on nature of labs and ensure academic integrity. Best practices for assessing student performance and transforming online science labs into dynamic learning environments will be discussed.

Outcomes:

1. Explore how to implement strategies for creating online science labs that effectively mimic hands-on experiences in traditional settings.
2. Outline ways to incorporate hands-on labs, interactive simulations, virtual experiments, and real-time data analysis tools into online science curricula.
3. Gain knowledge about methods to enhance critical thinking and problem-solving skills through online science laboratory activities.

15b) Great Room 2

A Catalog of Active Learning Resources for General Chemistry Courses

Cheryl Kordik, College of Lake County
Adina Ott, College of Lake County

Key Statement: We facilitated active learning in the chemistry department by providing colleagues with an LMS course shell that contains activities requiring minimal preparation time.

Keywords: Active Learning, Chemistry, LMS
Subthemes: Interactive Instruction; Instructional Methods

Many instructors desire to implement active learning techniques in their classes but lack the experience or the time to design such activities. We have facilitated active learning in the chemistry department at College of Lake County by designing an array of activities that take minimal preparation time, aligning them with learning objectives via a course map, and organizing them in an LMS course shell. The catalog includes a course map, modules organized by topic and learning technique, activity descriptions and supporting material, links to active learning resources, and a feedback form for users to complete after trying the activity in their classrooms.

Outcomes:

1. Identify the components necessary to create a catalog of learning activities.
2. Organize course outcomes with learning activities in a course map.
3. Apply the methods described to create a catalog of learning activities to share with colleagues.

15c) Great Room 3

Content Area Literacy Strategies: Creating Buy-In Across the Disciplines

David McGinness, Taylor University

Key Statement: Professors in education, art, and music collaborated to create the Literacy Process Model, helping students adapt literacy strategies for various disciplines, enhancing understanding and self-efficacy.
Keywords: Content Area Literacy, Collaboration, Pre-Service Teachers
Subthemes: Course/Curriculum (Re)Design; Fostering Student Practice

Some education majors, particularly in art and music, struggle to see the relevance of literacy instructional strategies. Over the course of three years, professors from education, art, and music collaborated to develop the Literacy Process Model. This model promotes a growth mindset by guiding students in modifying research-based literacy strategies to fit their disciplines. The goal is to foster an

understanding of the importance of literacy instruction and build self-efficacy in adapting and applying these strategies effectively in diverse subject areas.

Outcomes:

1. Identify some of the top challenges in content area literacy courses.
2. Discover ways to improve student buy-in and self-efficacy in using literacy strategies, via examples of the Literacy Process Model.
3. Create an action plan: Identify key courses and colleagues to work with.

15d) Shutters East 1

Students' Perceptions of and Experience With Online Testing and Rehearsal

Yu Liu, California State University, San Bernardino

Key Statement: This exploratory study focuses on investigating students' perceptions of rehearsal and testing in an online education setting. The results facilitate future online education assessment design.
Keywords: Online Rehearsal Strategies, Online Testing, Online Education in STEM
Subthemes: Teaching Online; Assessment

Rehearsal activities were considered enormously important to students and such activities were more important in online settings than face-to-face. The three top methods were instructor-designed study guides, practice or review quizzes, and automatically graded practice problems. There is an overwhelming preference for online exams in which students feel they perform better and find less anxiety producing.

Despite previous research findings showing the importance of online proctoring for major defined-answer testing, instructor use of proctoring and monitoring is split between those who do and do not use concrete methods, with lockdown browser being common, and live webcam being much less common.

Outcomes:

1. Investigate students' perceptions of rehearsal activities in an online education setting.

2. Compare required versus optional review and study activities.
3. Investigate students' perceptions of exams in online courses.
4. Study proctoring and monitoring of exams in online courses.

15e) Shutters East 2

Centering Care and Well-Being To Enhance Instructional Success

Kathleen B. King, North Central College
Mary Beth Ressler, North Central College

Key Statement: Social-emotional competencies play a crucial role in shaping teacher and student outcomes. Integrating simple mindfulness and well-being strategies can significantly enhance instructional effectiveness and overall classroom success.
Keywords: Mindfulness, Well-Being, Social-Emotional Competencies
Subthemes: Classroom Community/Culture; Resiliency/Self-Care/Mindfulness

In this interactive session, we explore the vital role of teacher and student well-being practices and social-emotional competencies in developing more productive learning environments. By integrating mindfulness and well-being strategies, participants can enhance instructional effectiveness and overall classroom success. Attendees will engage in practical exercises to support their own teaching and their students' learning. The session will guide participants in identifying well-being strategies that can benefit their own social-emotional competencies and well-being. Participants will be provided additional strategies to integrate into their teaching to enhance student well-being and social-emotional development, fostering a more supportive and effective learning environment.

Outcomes:

1. Engage in well-being practices: Actively practice well-being strategies during the session to build muscle memory and enhance personal social-emotional competencies.
2. Assess personal benefits: Identify well-being strategies that could positively impact their own well-being and social-emotional growth.

3. Integrate into instruction: Explore and determine how well-being strategies can be applied to benefit student well-being and social-emotional development within course instruction.

15f) Shutters West

Ethical Prompting With AI in College Settings: Leveraging Ethical Cognizance

José I. Rodríguez, California State University Long Beach

Key Statement: The session demonstrates how faculty members can develop ethical AI prompts by using key features that promote ethical identities, intentions, and agency.
Keywords: Prompting, Generative AI, Ethical Communication
Subthemes: Classroom Community/Culture; Resiliency/Self-Care/Mindfulness

The session discusses original research, demonstrating how faculty members can cultivate a sense of ethicality via AI prompting in college settings. This session demonstrates how professors can develop humane prompts, which generate compassionate messages that promote ethical identities, intentions, and agency in academic communities.

Outcomes:

1. Discuss the significance of identity, intentionality, and agency in ethical prompting.
2. Clarify the role of prompting in facilitating ethical identity, intentionality, and agency in compassionate communication with students from distinct cultural groups.
3. Facilitate expressions of ethical messages by prompting AI in college settings.

Concurrent Session 16

3:40 PM - 4:20 PM

16a) Great Room 1

Revamping Curriculum: Artificial Intelligence Integration in Higher Education, Case Study

Basil Masri Zada, Ohio University

Jennifer Lisy, Ohio University

Key Statement: Explore AI integration in higher education. Revamp assignments with AI, discuss ethical applications, and share successes. Learn to expand your use of these powerful tools.

Keywords: AI, Higher Education, Case Study

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

This session presents the exploration of AI integration in the social science and visual arts curriculum in higher education. The presenters will provide a case study of a university's summer AI course redesign institute, sharing some student learning, outcomes, and results. Learn how to revamp AI assignments to promote reflective and ethical use among students. Discuss strategies for incorporating ethical and authentic AI applications as curricular enhancements. Participants will be invited to share their own AI successes, challenges, and concerns to troubleshoot. This session empowers professors with practical tools to foster ethical and responsible AI use in academic settings.

Outcomes:

1. Explain strategies to embed AI into their courses.
2. Explain at least one of the ethical issues of AI in higher education, and how to ensure responsible integration of AI into academic practice.
3. Identify one way they could have students use AI for one of their assignments.

16b) Great Room 2

Alternative Grading Strategies in Graduate Coursework: Rationale, Methods, Results

Kerry Mandulak, Pacific University

Key Statement: Graduate school *can* be a place where students center their learning in an environment that promotes their well-being *and* meets competencies for their future career.

Keywords: Alternative Grading, Inclusive Teaching, Student Well-Being
Subthemes: Grading/Providing Feedback to Students; UDL DEI

This presentation will a) review the evidence and options for alternative grading methods, b) consider how these methods can be applied in graduate coursework and c) present evidence of two research studies implementing alternative grading strategies. Results from these studies showed that students reported decreased anxiety about performance when the focus on learning and revising work was offered; a decrease in negative self-statements before high-stakes assessments, and decreased concern about their performance because of the design of the course. Discussion will focus on alternative grading options and course or program implementation.

Outcomes:

1. Define what is meant by alternative grading strategies and how they can be implemented across a graduate program or in single courses.
2. Examine the evidence for the use of alternative grading strategies, specifically in graduate coursework, using speech-language pathology as an example.
3. Appraise the results of two pilot studies on two different types of alternative grading strategies in graduate courses.

16d) Shutters East 1

Finding Your Meaning as a Mentor

Quentin Davis, Augusta University

Key Statement: Participants will reflect on their reasons for mentoring, scaffolding strategies, organizational personality, relationship style, and personal boundaries. Participants will leave with the outline of their mentoring philosophy.

Keywords: Mentoring Philosophy, Experiential Learning, Undergraduate Research
Subthemes: Instructional Skills; Indirect Instruction

Mentoring philosophies are becoming a more common component of our teaching portfolios, tenure and promotion, syllabi, and grant applications. This session will review what it means to mentor and how to think through the practical and personal aspects of a mentoring relationship with students. We will review many topics to consider, including in more formal and informal philosophies, and have discussion about different types of mentoring, successes and bombs. Participants will follow prompts about their values and behaviors to reflect on their style of communication, scaffolding, organization, personality, and boundaries. Participants leave with a mentoring philosophy outline.

Outcomes:

1. Gain an appreciation for different types and benefits of mentoring relationships with college students in and outside of the classroom.
2. Receive exposure to various styles of mentoring philosophies used in various contexts.
3. Build an outline of a mentoring philosophy for expansion and completion post-conference.

16e) Shutters East 2

Wellness Matters: Integrating Self-Care Strategies Into Your Classroom

Jeff Angera, Central Michigan University
Chris Latty, Central Michigan University
Tierney Popp, Central Michigan University

Key Statement: This presentation will focus on the importance of self-care for students' well-being. Participants will practice and brainstorm strategies for incorporating self-care into their teaching practices.
Keywords: Self-Care, Student Well-Being, Teaching Strategies
Subthemes: Resiliency/Self-Care/Mindfulness; Classroom Community/Culture

Supporting student well-being in the classroom can lead to enhanced student success. Faculty across disciplines can play a pivotal role in guiding students toward

effective self-care practices. This presentation will describe the importance of self-care practices for students and faculty, provide strategies for incorporating self-care into the classroom setting, and give attendees the opportunity to reflect on their own practices. Participants will leave with actionable insights to support their students' well-being and success across disciplines.

Outcomes:

1. Outline the importance of self-care for students across disciplines.
2. Analyze a strategy for integrating self-care activities into the classroom.
3. Evaluate and create ways to integrate self-care into your own practice.

16f) Shutters West

A Deep Dive Into AI-Powered Scoring: Accuracy, Precision, and Reliability

John Swope, Curricu.me

Key Statement: A deep dive into AI-driven assessments by comparing their accuracy, precision, and reliability to human evaluators, showcasing AI's potential to complement traditional grading while addressing key challenges.
Keywords: AI Validation, Assessment, Human-AI Comparison
Subthemes: Assessment; Grading/Providing Feedback to students

This presentation is a deep dive into AI-powered assessments, comparing the accuracy and precision in scoring when compared with human evaluators. This talk will use the case study of an AI-scored SOAP note activity to explore how AI models align with human scorers across various metrics. Emphasis is placed on refining rubrics to improve AI consistency and interrater reliability. The findings highlight the potential for AI to complement and enhance human assessments, while addressing the challenges in accuracy, precision, and validation for widespread adoption.

Outcomes:

1. Communicate the importance of AI validation to leadership at their institution.
2. Design AI validation experiments.
3. Distinguish between AI accuracy and AI precision, and where each matters.

Concurrent Session 17

4:30 PM - 5:10 PM

17a) Great Room 1

Discussion Forums: What Are They Good For?

Jeremy Osborn, Cornerstone University

Key Statement: Discussion forums, ironically, are not always effective at facilitating discussion. How should they be used in the classroom? Come to this session and find out.

Keywords: Online Learning, Discussion Forums, Instructional Design

Subthemes: Online/Hybrid/Hyflex Instruction; Instructional Methods

Since the advent of online learning, discussion forums have often been used as a "substitute for in-person class discussion." Their effectiveness at achieving that goal, though, has been mixed at best. What if the real problem is not the use of discussion forums, but rather the *misuse* of discussion forums? In this session, Media Richness Theory (Daft & Lengel, 1986) is coupled with data from an exploratory study on student perceptions of forum efficacy to explore what forums can, and cannot, do effectively in online, hybrid, and on-ground courses.

Outcomes:

1. Explain why discussion forums are often ineffective for facilitating interactive discussion.
2. Apply the tenets of Media Richness Theory to articulate at least three effective uses for discussion forums in online courses.
3. Develop at least three specific applications of forums in their own courses (regardless of modality).

17b) Great Room 2

Peer Communities as a Driving Force Behind Student-Centered Course Design

Parla Buyruk, University of California San Diego

Erilynn Heinrichsen, University of California San Diego

Key Statement: This session showcases a program where graduate students design courses with cross-disciplinary peer support, fostering accountability, shared learning, and inspiration to implement student-centered teaching practices.
Keywords: Graduate Teaching Development, Cross-Disciplinary Community, Student-Centered Course Design
Subthemes: Course/Curriculum (Re)Design; Instructional Methods

Teaching as instructor-of-record is a transformative experience for graduate students, and integrating pedagogical support into this offers a high-impact opportunity as they develop into educators of the future. This session explores a future faculty program that harnesses the power of a cross-disciplinary community in course development for first-time course instructors. Graduate students participate in a quarter-long pedagogy course, where they design their courses in conversation with peers, incorporating peer-review, design clinics, and more. By fostering accountability and shared learning across disciplines, instructors are inspired to think beyond their disciplinary norms and validated to implement a student-centered course design and practice.

Outcomes:

1. Discuss the impact of designing a course within a cross-disciplinary community of peers using an example of a future faculty program.
2. Engage in a collaborative design clinic as a peer-feedback strategy.
3. Recognize and appreciate the value of cross disciplinary interactions and identify such opportunities in your context.

17c) Great Room 3

Leveraging AI for Equity, Belonging, and Success Using Adaptive Equity-Oriented Pedagogy

Andrew Estrada Phuong, UC San Diego

Key Statement: Research shows that Adaptive Equity-Oriented Pedagogy (AEP) strategies improved college students' achievement by over a full-letter grade. We also explore how AI can augment AEP.
Keywords: Equity, Student Success, Research-Based Practices
Subtheme: DEIB/ Technology in the Classroom/AI

This session introduces adaptive equity-oriented pedagogy (AEP). AEP adapts evidence-based practices (e.g., grading for equity, formative assessments, UDL) to address student learning barriers. Randomized controlled trials and regression analyses show that, compared to active learning courses, instructors applying AEP increased average achievement by over a letter grade for all students. AEP also improved psychosocial outcomes (e.g., motivation, reduced stereotype threat, growth mindset, self-efficacy, community, belonging) across disciplines and college contexts. The session highlights strategies instructors have used to adjust teaching, address equity barriers (e.g., stereotype threat), and improve learning in over a dozen courses. It further explores how AI can augment AEP to promote equitable outcomes.

Outcomes

1. Understand the principles of Adaptive Equity-Oriented Pedagogy (AEP).
2. Articulate teaching strategies that can reduce stereotype threat and improve student engagement, achievement, self-efficacy, sense of community, and sense of belonging.
3. Discuss how the AEP framework and AI-enhanced strategies can apply to your teaching context or professional development strategies.

17d) Shutters East 1

Maximizing Impact: Driving Faculty Engagement and Increasing Active Learning with Strategic Grants and Careful Planning

Daniel Davis, North Carolina State University

Key Statement: By strategically creating a variety of internal grant types, developing cohort groups, short-term focused assistance, and faculty mentors, you can maximize your instructional support effectiveness.
Keywords: Grants, Student Engagement, Strategic Resourcing
Subthemes: Assessment; Course/Curriculum (Re)Design

In today's higher education landscape, institutions are tasked with fostering faculty innovation and student engagement—often with limited budgets and competing priorities. This session will provide participants with actionable strategies to launch and manage both small and large internal grant programs, enhance instructional resources, and cultivate campus champions for sustainable growth. Through an interactive workshop format, participants will leave equipped with tools to expand faculty involvement in active learning initiatives, increase adoption of innovative practices, and design targeted grant programs that align with institutional goals. This session is ideal for academic teaching and learning center staff, instructional design staff, faculty development leaders, and others who are interested in promoting active learning through grant programs and limited-resource strategies.

Outcomes:

1. Strategize ways to encourage active learning through both small and large internal grants programs?
2. Develop strategies for increasing faculty-facing instructional resources.
3. Develop "Express" Grant programs in areas in which they want to increase engagement.

17e) Shutters East 2

Leveraging Generative AI to Improve Your Teaching

Dan Levy, Harvard University

Key Statement: Join us to explore practical ways to leverage AI in your teaching today, creating better learning experiences for your students while saving time.
Keywords: AI, ChatGPT, Personalized Learning
Subtheme: Technology in the Classroom; Course/Curriculum (Re)Design

Discover practical, actionable strategies for integrating AI into your teaching during this interactive session. Dan Levy, co-author of the book *Teaching Effectively with ChatGPT* alongside Angela Perez, will share practices adopted by educators around the world. Whether you are a seasoned AI enthusiast or just beginning your

journey, this session will aim to ensure that you leave with at least one concrete idea you can implement immediately to improve your teaching and enrich your students' learning experience.

Outcomes:

1. Identify at least one actionable AI strategy to enhance teaching and learning in your courses.
2. Evaluate how you can use AI as a thought partner and assistant to streamline your instructional practices and improve student engagement.
3. Develop a personalized plan to integrate AI into your teaching.

DAY 3

JANUARY 11, 2025

Saturday, January 11, 2025

Concurrent Session 19

Roundtable Discussions

8:00 AM - 8:30 AM

Great Rooms 4 & 5

RT A

A Collaborative Community Learning for and With Others

Ashley Murray, Drake University

Key Statement: Students pair with community partners to assess needs to increase engagement in occupations. Collaboration occurs with interprofessional partners to consult on the design process.

Keywords: Community Partnerships, Interprofessional, Experiential Learning

Subthemes: Experiential Learning; Instructional Methods

Community-engaged learning (CEL) combines learning and service for students in a manner that is mutually beneficial for both the student/instructor and the consumer or community partner. This teaching approach addresses real-life needs of individuals living in the community and provides an experiential platform for students that can extend beyond the classroom (Hou, 2014). According to research by Mattila (2019), students engaged in CEL demonstrated skill development that influenced their professional development. CEL creates the opportunity for students to be more connected to the community around them, participate in learning experiences that are relevant and memorable, and engage in a higher level of thinking about both coursework and professional responsibility (Veyvoda & Van Cleave, 2020). This presentation will demonstrate the collaboration between a midwestern occupational therapy program and a community partner (Mosaic) to facilitate CEL for students in a way that promotes learning both with and for others via a specific course project.

Outcomes:

1. Develop strategies for engagement with community partners to support CEL.

2. Identify the benefits of CEL for students in an assistive technology course.
3. Discuss impact of interprofessional collaboration on student engagement.

RT B

Developing Conversational Competency Through Connection and Play

Kathie Nussbaum, Indiana University

Key Statement: Exploring innovative approaches for enhancing conversational competency among college students through play and intentional connection. How to grow in professional success through better conversations!
Keywords: Play, Intentional Connection, Conversational Competency
Subthemes: Classroom Community/Culture; Resiliency/Self-Care/Mindfulness

This roundtable discussion examines innovative approaches for enhancing conversational competency among college students through play and intentional connection. We will explore the foundation of play as a pedagogical tool, highlighting its benefits in facilitating authentic communication. Educators will share practical strategies for integrating play and connection activities into the curriculum, creating dynamic learning environments that prepare students for effective communication in academic and professional contexts. Through shared experiences and strategies, educators will uncover ways to integrate playful methodologies and intentional connection into their curricula, ultimately creating more engaged and confident communicators.

Outcomes:

1. Understanding the role of play in having better conversations.
2. Practical application of strategies in developing conversational competency.
3. Creating connection to enhance learning and belonging.

RT C

Graduate Students' Perception of a Faculty-Facilitated Coping Strategy Program

Ana Rodriguez, Florida International University

Key Statement: Graduate student perceptions of a faculty-facilitated coping strategies program were evaluated. Qualitative data identified four major themes with positive results overall, indicating improved coping.
Keywords: Coping Skills, Stress Reduction, Empathy
Subthemes: Resiliency/Self-Care/Mindfulness; Classroom Community/Culture

PURPOSE: Describe occupational therapy students' perception of a faculty-facilitated educational intervention based on adaptive coping strategies and overall well-being.

DESIGN: In this qualitative design study, students volunteered to participate in a six-week, faculty-led, educational coping program.

METHOD: Qualitative data were obtained from weekly journaling. Inductive coding was utilized, creating themes related to the journal responses.

RESULTS: Four themes were identified: (1) increased awareness of maladaptive behaviors, (2) awareness of incorporating coping strategies, (3) significance in classroom performance, and (4) in daily outcomes outside of the classroom.

CONCLUSION: Data gathered from the journal entries demonstrated positive results overall, indicating improved coping skills.

Outcomes:

1. Value adaptive coping strategies to reduce anxiety and improve student performance.
2. Compare and contrast adaptive versus maladaptive coping strategies to stressful situations.
3. As educators, consider implementation of a similar coping program into existing curriculum.

RT D

Inclusive and Accessible Instructional Practices for Moderately Disabled Students in a Higher Education Program

Barbara Schwartz-Bechet, Holy Family University

Key Statement: Based on national need, a supported program was created for students with moderate disabilities. Innovative support in an inclusive higher education environment makes a difference!
Keywords: Higher Education, Moderate Disabilities, Innovative Educational Experiences
Subthemes: UDL DEI; Classroom Community/Culture

Based on a local and national need, a supported program was created as a two-year certificate program for students with moderate autism and intellectual disabilities. The program's mission was designed to support and to provide an innovative and inclusive environment that would help students achieve their academic, career, and community living goals. The program, which is person centered, is an experiential learning–based model that was designed to provide excellent, innovative opportunities in education, career exploration, and social participation within an inclusive academic setting. The presentation will share collaborative, innovative and successful strategies through dialogue and modeling.

Outcomes:

1. Engage in interactive dialogue related to program development for individuals with moderate disabilities in a higher education setting.
2. Analyze and debate the strategies that were described in the session in order to construct mindful ideas related to implementation in one's own institution.
3. Develop an initial three-step plan to begin the process of sharing the idea of a similar program on their own campus.

RT E

Lessons Learned From Hosting a Summer Undergraduate Research Program

Quentin Davis, Augusta University

Key Statement: We'll discuss design of summer undergraduate research (or other academic) programs, focusing on lessons learned about the application and selection process, programming content, and outcomes.
Keywords: Summer; Experiential Learning; Curriculum
Subthemes: Course/Curriculum (Re)Design, Experiential Learning

Academic summers provide a classic opportunity for intensive academic engagement. After 10 years of hosting a summer undergraduate research program, we have learned a lot about what works and what doesn't. This discussion will focus on the application and selection process, program content, and program outcomes. Those in the early stages of designing a summer program can start with an advantage based on our experiences. Participants will be encouraged to share their own goals, strategies, and challenges. We'll share a planning worksheet for optimizing curriculum design and utilizing resources on their home campus for success.

Outcomes:

1. Participants will generate a list of important components to address when hosting a summer academic program.
2. Participants will gain programming content ideas for various levels of summer students.
3. Participants will consider new resources on their home campus to support a summer academic program.

RT F

Program Assessment Creates Opportunities To Discuss Teaching and Learning

Christopher Young, Indiana University Northwest

Key Statement: Assessment is an opportunity to discuss learning as well as program outcomes. Let's shift the assessment conversation from compliance to effective teaching and learning!

Keywords: Assessment, Active Teaching, Engaged Learning
Subthemes: Assessment; Other

On our campus, some programs were assessment centered, while others were not. The development of institutional learning outcomes created opportunities for discussing something faculty love—student learning! By approaching program, course, and assignment assessment via institutional learning outcomes, faculty who would have been turned off by the "A" word became engaged when it was, at its very essence, about

how to improve student learning. In the end, assessment was a means to discuss active learning as well as program outcomes. In this session, we will discuss how to shift the discussion of assessment from compliance to effective teaching and learning.

Outcomes:

1. Identify opportunities on your campus to (re)engage faculty in a discussion of assessment; that is, teaching and learning.
2. Examine whether program, course, and assignment outcomes align with one's institutional learning outcomes.
3. Understand the role of assessment in faculty and student success.

RT G

Supporting Student Success in the Online Environment

Stephanie Stubbs, University of Arizona Global Campus
Michelle Rosser-Majors, University of Arizona Global Campus

Key Statement: Students desire a sense of community, yet many find this elusive in the online setting. Join us to discuss purposeful interventions that support student success!
Keywords: Online Learning, Belongingness, Student Success
Subthemes: Classroom Community/Culture, Online/Hybrid/Hyflex Instruction

Research demonstrates the benefits of belongingness for student success. The influence of a cohort and mentor is especially critical for the academic socialization of graduate students. However, the online environment presents challenges to meaningful engagement with peers and professors. This roundtable will present purposeful interventions implemented to support doctoral learners enrolled in an online institution. Conversation with attendees will focus on the facilitation of student success through the creation of a more caring culture, including consideration of strategies to overcome challenges unique to the online setting and the distinct needs of undergraduate and graduate students.

Outcomes:

1. Discriminate the unique challenges of fostering connection in the online setting for traditional students as well as working professionals pursuing advanced degrees.
2. Appraise existing culture, identifying existing resources and potential enhancement opportunities.
3. Generate a plan to foster greater engagement in the online space, supporting feelings of belongingness and, ultimately, student success.

RT H

Sustaining and Initiating Faculty Learning Communities

Milt Cox, Miami University Emeritus

Keywords: Faculty Learning Communities, Faculty Development, Sustaining FLCs
Key Statement: Many colleges and universities have faculty learning communities (FLCs) as part of their educational development programs. We will discuss questions about building and sustaining FLCs.
Subthemes: SoTL; Faculty Development

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

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

Concurrent Session 20

8:40 AM - 9:00 AM

20a) Great Room 1

Beyond Text and Images: Interactive Content for Learner Engagement

Dave Bostwick, University of Arkansas
Ninette Sosa, University of Arkansas

Key Statement: Today's learners appreciate online exercises that hold their attention. You can increase learner engagement in your curriculum and OER projects through interactive design.
Keywords: Interactive Approaches, Engaged Learning, OER Design
Subthemes: Course/Curriculum (Re)Design; Instructional Methods

Interactive learning exercises don't have to be afterthoughts at the end of a course lesson or an OER chapter. Instead, they can be integrated seamlessly into an overall design to increase learner engagement and give students opportunities for self-assessment. This presentation explores how to embed interactive quizzes, presentations, and exercises as core learning materials for online and in-person classes and through OER content.

Outcomes:

1. Develop strategies to help today's learners engage with course content.
2. Incorporate interactivity into OER texts to establish consistency in curriculum design for core courses.
3. Reflect on alternatives to lecture formats for courses with multiple large-enrollment sections.

20b) Great Room 2

Weekly Videos Increase Student Engagement and Connectedness in Online Courses

Veronica Veaux, Bemidji State University
Valerie Wallingford, Bemidji State University

Key Statement: This presentation discusses student perceptions about videos created by the instructor and the impact on student engagement and connectedness in online asynchronous business administration courses.
Keywords: Student Engagement, Connectedness, Online Courses
Subthemes: Classroom Community/Culture; Online/Hybrid/Hyflex Instruction

Best practices in online learning is an important area of research. Many higher education students have become accustomed to taking classes online and have demonstrated a preference for taking online asynchronous courses. In previous our online courses, students mentioned not feeling connected to the instructor, their peers, and the course itself.

The purpose of this study is to determine student perceptions about weekly informational videos created by the instructor and the impact of these videos on student engagement and connectedness in online asynchronous business administration courses at a state university in the Midwest.

Outcomes:

1. Identify strategies to increase student engagement and connectedness in online learning.
2. Apply best practices for online asynchronous course design using weekly instructor videos.
3. Discuss how weekly instructor videos can apply to your teaching effectiveness.

20c) Great Room 3

What We Teach Impacts How Students Articulate Their Identities

Wells Castonguay, Bates College
Keiko Konoeda, Bates College

Key Statement: Cross-disciplinarily, course content can change how students see themselves and articulate their identities. Here we explore how language courses, specifically, might address this topic.
Keywords: Meaningful Content, Articulating Identities, Language Teaching
Subthemes: Classroom Community/Culture; Instructional Skills

Every discipline teaches humanity (knowledge, scholarship, history) to humans. Yet what we teach can seem incongruous with who we teach, such as international students in American Politics courses or cisgender students in a Beyond the Binary course. In these environments, students grapple with articulating their identity through new knowledge. Here, we explore this phenomenon in language classrooms. For example, we might ask United States–born Black students in German 101: Which term do they use for their identity? Drawing from our work at the Bates Center for Inclusive Teaching and Learning and as instructors of German, Japanese, and English, we share our scholarship and pedagogical practices.

Outcomes:

1. Translate the presentation's anecdotes, scholarship, and pedagogical ideas and information that fit their contexts.
2. Explore how their own discipline/course content might change how students articulate their identities.
3. Learners identify how they can foster classroom community/culture that invites the students to explore their identities.

20d) Shutters East 1

Increasing Student Success Through Data Analytics

Emira Ibrahimpasic, University of Nebraska-Lincoln

Key Statement: Use of data analytics provided by the institution can be an effective tool to improve student success by facilitating reflection and pedagogical innovation at the level of faculty and departments. This case study will focus on how one department has utilized these metrics to improve student success and decrease equity gaps among different student groups.

Keywords: Data Analytics, Pedagogy, Equity
Subthemes: Course/Curriculum (Re)Design; Other

Use of undergraduate analytics provided by the institution can be an effective tool to improve student success by facilitating reflection (both individual and overall)

and pedagogical innovation at the level of faculty and departments. This case study will focus on how one department at a large public land-grant university has utilized these metrics to improve student success and decrease equity gaps between the number of students of color and first-generation college students who receive a D or F in a course or withdraw, compared to white students and non-first-generation college students.

Outcomes:

1. Describe how undergraduate analytics can be used to improve student success.
2. Share strategies for engaging faculty with undergraduate analytics.
3. Identify strategies for incentivizing faculty and departments to actively respond to undergraduate analytics and adopt new pedagogical practices to ensure student success.

20e) Shutters East 2

Testing MSW Students' Perceptions of Poverty With Online Simulation Tools

Nicole Arkadie, California State University-San Bernardino
Nicole Henley, California State University-San Bernardino

Key Statement: Active participation enhanced learning through the use of an interactive poverty simulation game. Results from the participation of 85 first-year MSW students are shared.

Keywords: Online Poverty Simulation Game, Interactive Learning, Active Participation Enhanced Learning
Subthemes: Instructional Method; Experiential Learning

Active participation enhanced learning through the use of an interactive poverty simulation game. Results from the participation of 85 first-year MSW students are shared. Social work and science students work with diverse populations, and this activity allowed them the experience of living in poverty. They were able to gain a better understanding of what those living in poverty experience as a method to increase their cultural humility practices. Perceptions were measured across three factors. Preliminary results revealed a significant difference across multiple factors, which

implies a change in students' perceptions after completing the online poverty simulation, SPENT.

Outcomes:

1. Gain information about the poverty simulation SPENT and how it provides an interactive experience for students.
2. Observe the demonstration of an interactive learning activity, receive the results of the study, and learn how to adapt it to their student population.
3. Engage in discussion on how perceptions can influence professional practice.

Concurrent Session 21

9:10 AM - 9:50 AM

21a) Great Room 1

A Learning Community Model for Engaging Faculty in Active Learning Teaching

Adina Ott, College of Lake County
Kari Proft, College of Lake County

Key Statement: Engaging faculty in professional learning is challenging. Come learn how a group of faculty engaged in a professional learning model that changed the college culture.

Keywords: Faculty Learning Communities, Co-Constructed, Faculty Engagement
Subthemes: Instructional Methods, Course/Curriculum (Re)Design

Effective faculty professional learning facilitates student success. Many institutions face challenges in promoting engagement in professional learning offerings that link faculty learning outcomes to teaching strategies that improve student success. This session presents a faculty-driven, co-constructed, collaborative professional learning model that measured how faculty change in the classroom impacted student learning. Faculty researched evidence-based active learning teaching strategies, developed and shared active learning instructional methods, assessed and

implemented practice in the classroom, and provided resources to the department and division curriculum. Ultimately, the faculty engagement created a sense of community and shifted the college culture of faculty professional learning.

Outcomes:

1. Identify the five stages of the learning community model.
2. Describe the active learning methods used in the learning community model.
3. Compare the effect of participation in the learning community on faculty engagement with active learning in the classroom.

21b) Great Room 2

Play With Purpose: Aligning Playful Pedagogy With Authentic Teaching

Jessica Hill, University of Arizona

Key Statement: Infuse your teaching with playful pedagogy! Explore your own playful identity and how you can incorporate play to engage, motivate, and connect your students.
Keywords: Playful Pedagogy, Active Learning, Facilitation Strategies
Subthemes: Instructional Methods; Interactive Instruction

Imagine your students leaving class smiling, talking, and excited about your course every week! How might you use playful pedagogy to invigorate your teaching and spark joy? This session will explore how incorporating play can motivate, engage, and connect your students while helping you achieve your learning outcomes. Through hands-on activities, you'll reflect on your relationship with play and how you might authentically integrate it into your teaching practice. Come prepared to play and explore innovative strategies to foster student engagement!

Outcomes:

1. Define play and playful pedagogy
2. Reflect on your own history of play
3. Identify playful strategies to use in your classroom

21c) Great Room 3

Trauma-Informed Pedagogy: Creating Classrooms That Are Safe Enough To Be Dangerous

Jordan H. Davis, JD Speaks LLC

Key Statement: Can trauma-informed teaching enhance intellectual rigor? Learn evidence-based strategies to create supportive, ambitious classrooms where students thrive academically and engage deeply. Join us!

Keywords: Trauma-Informed Teaching, Trauma-Informed Pedagogy, Student Wellbeing
Subthemes: Classroom Community/Culture, UDL DEI

What if trauma-informed teaching practices could make classrooms not just more inclusive and conducive to student wellbeing, but also more intellectually rigorous? This workshop shows how care for students and intellectual rigor can reinforce each other. Drawing on evidence-based strategies, participants will learn to design classes that center love, trust, and accessibility. These strategies create environments where students engage with controversial topics, ask challenging questions, and make productive mistakes. Educators will learn to cultivate classrooms that are both supportive and academically ambitious, preparing students for impactful learning beyond course boundaries.

Outcomes:

1. Articulate the core tenants of trauma-informed pedagogy and their importance to learning environments
2. Evaluate their classroom policies, assignments, assessments, and physical space design to ensure alignment with trauma-informed practices
3. Develop a personal toolkit used to respond to students in teaching situations that require trauma-informed care

21d) Shutters East 1

Using Self-Authorship as a Lens To Enhance Reflection

Aurora C. Sartori, University of Arizona
Chris J. Rosales, University of Arizona

Key Statement: Reflection is a powerful pedagogical tool. Self-authorship theory can breathe new life into the ways we use reflection, enhancing lifelong learning and identity development.
Keywords: Metacognition, Student Development, Reflection
Subthemes: Indirect Instruction; Resiliency/Self-Care/Mindfulness

Reflection is a powerful pedagogical tool that helps students make meaning of their experiences (Jehangir et al., 2011), supporting resilience (Rogers, 2001), metacognition (Laird et al., 2014), and lifelong learning skills (Alt et al., 2022). One particular student development theory, self-authorship (Magolda, 2001), offers a lens that can allow educators to more effectively harness the power of reflection in their classrooms. The self-authorship process involves recognizing the contextual nature of knowledge and developing an internally defined sense of self. In this session, participants will explore approaches to incorporating reflective practices that support students in their journey toward self-authorship.

Outcomes:

1. Describe how they engage in reflection and discuss its benefits as a pedagogical tool.
2. Experiment with reflective approaches that support self-authorship by writing, sketching, mapping, and/or discussing in response to a series of prompts.
3. Generate an intention for how they plan to incorporate or expand reflective practices in their teaching.

21e) Shutters East 2

Mapping a Multidimensional Framework for Generative AI in Higher Education

Patricia Turner, University of California, Davis

Key Statement: Integrating work in computational neuroscience, cognitive science, and education, this presentation introduces a multilevel framework faculty can use to guide teaching and SoTL research around Generative AI.
Keywords: AI Literacy, AI Teaching and Research, AI Ethics

Subthemes: Teaching With Technology/AI; Instructional Methods

Generative AI (GenAI) has rapidly initiated potentially significant changes in the way higher education approaches teaching, learning, and assessment. Yet our understanding of how GenAI can be used to enrich learning is still developing. In this interactive workshop, I'll discuss insights from computational neuroscience, cognitive science, and education to introduce a multilevel framework faculty can use to guide teaching and research around GenAI. The framework advocates for a shared understanding of AI use, AI literacy, and AI impacts that prioritizes student learning and cognitive development, with attention to ethics, as GenAI takes on a more prominent role in teaching and learning.

Outcomes:

1. Identify the components of a multidimensional framework that can be used to guide teaching and research around Gen AI in higher education.
2. Explore key constructs around education and GenAI, such as critical thinking, metacognition, AI literacy, AI ethics, and AI use, and identify connections among them.
3. Apply the framework to your own teaching and/or research context.

Plenary Session

Aligning Generative AI & the Science of Learning

Todd Zakrajsek

10:00 AM - 11:00 AM

Great Rooms 4 & 5

Institutions Represented

Arizona State University
American University in Cairo
Angelo State University
Augusta University
Austin Community College
Azusa Pacific University

Babson College
Bates College
Bemidji State University
Blinn College
Brigham Young University
Brigham Young University Idaho
Butte College

Cal Poly Pomona
California State University, Long Beach
California State University, San Bernardino
Central Michigan University
Cleveland State University
College of Lake County
Collin College
Columbia College
Cornerstone University
Curricu.me
Cuyahoga Community College

Dallas College – Eastfield Campus
Drake University

Florida International University
Front Range Community College

Hawaii Pacific University
Holy Family University
Hope International University
Howard Community College

Indiana University
Indiana University Bloomington
Indiana University Northwest

JD Speaks LLC
Johnson County Community College

Lone Star College -Kingwood
Lone Star College - North Harris
Loyola Marymount University

Manor College
Mercy College
Mercy University
Messiah University
Metro State University
Miami University
Midwestern University
Montana Tech

New Mexico State University
North Carolina State University
North Central College
Northern Kentucky University

Northland Community and Technical College

Oakland University
Ohio University
Ohio University Zanesville
Oregon State University

Pacific University
Palo Alto College
Point Loma Nazarene University
Providence College

Ridgewater College
Rutgers University

Salisbury University
Sam Houston State University
Saskatchewan Polytechnic
SIU Edwardsville
Southern New Hampshire University
St. Cloud State University
St. George's University
St. Paul College

Tacoma Community College
Taylor University
The University of Arizona
Thiel College

United States Air Force Academy
Université du Quebec a Montreal
Université Laval
University of Arizona
University of Arizona Global Campus
University of Arkansas
University of British Columbia
University of California, Irvine
University of California, Merced
University of California, San Diego
University of Cincinnati
University of Kentucky
University of Minnesota Duluth
University of Minnesota MorrisUniversity of North Carolina at Asheville
University of North Carolina at Chapel Hill
University of North Carolina at Charlotte
University of San Diego
University of Southern California
University of Tennessee At Chattanooga
University of the Pacific
University of Waterloo
University of Wisconsin - Madison
University of Wisconsin - Whitewater
University of Wyoming
Utah State University
Utah Valley University

Valencia College
Vanguard University
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TEACHING IN HIGHER ED

Teaching in Higher Ed produces a weekly podcast, blog posts and recommendations to help you be more successful at facilitating learning.

It started when I was around 6 years old...

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

I have always wanted to teach.

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

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2025 Conference Events

2025 National Lilly Conferences

Start the New Year Together - January 9 - 11th

Conference on Teaching for Active & Engaged Learning

LILLY - SAN DIEGO, CA

January 9-11, 2025

DoubleTree - Mission Valley
San Diego, CA
Registration is open

Keynote Speakers:

Christina Moore, Oakland University presenting:
Built to Last:
The Flexible, Resilient Structures of Our Teaching

Gregg Wentzell, Miami University presenting:
Engaging Theories of Learning for more Effective Teaching

Todd Zakrajsek, UNC at Chapel Hill presenting:
Aligning Generative AI and the Science of Learning

Close out the Academic Year in Austin - May 19 - 21st

Conference on Evidence-Based Teaching and Learning

LILLY - AUSTIN, TX

May 19 - 21, 2025

DoubleTree by Hilton - Austin, TX
Call for Proposals is open.
Registration is open.

Keynote Speakers:

Laura Pipe, UNC at Greensboro presenting:
A New Old Game:
Breaking Rules for a Different Tomorrow?

Lauren Cardon, University of Alabama presenting:
When Students Check Out:
5 Strategies for Student Engagement

Todd Zakrajsek, UNC at Chapel Hill presenting:
Leveraging Classroom Formative Feedback:
Tools and Techniques for Enhancing Learning

Refresh as the New Academic Year Starts - August 11 - 13th

Conference on Innovative Strategies to Advance Student Learning

LILLY - ASHEVILLE, NC

August 11 - 13, 2025

Embassy Suites - Asheville, NC
Call for Proposals is open.
Registration opens in December

Keynote Speakers:
Are being confirmed at this time.

We are ecstatic to return to Asheville, and support the local economy and recovery process.. Please note the conference has moved to a venue downtown. We look forward to seeing the resilience and reconstruction of Asheville and the surrounding area when we return next summer.

Reignite Your Teaching mid Fall - October 8 - 10th

Conference on Advancing Teaching and Learning

LILLY - TRAVERSE CITY, MI

October 8 -10, 2025

Park Place Hotel
Call for Proposals is open.
Registration opens in December

Keynote Speakers:
Are being confirmed at this time.

Where is all began - November 20 - 22nd

Original Lilly Conference on College Teaching

LILLY- "O"

November 20 - 22, 2025

Miami University - Oxford, OH

Thank you for joining us in 2024.
Plans for the 44th annual conference are forthcoming!

Hosted by: Miami University