LILLY CONFERENCES

ITLC | International Teaching Learning Cooperative, LLC

TEACHING FOR ACTIVE & ENGAGED LEARNING

San Diego

CALIFORNIA
JANUARY 4TH -6TH
2024

CONFERENCE PROGRAM

Table of Contents

Dear Colleagues,

We are excited to kick off 2024 with you in beautiful San Diego, California for the 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, two nationally known educators will join me in serving as plenary speakers: Mary Dixson, a speaker, teacher, and author with over 25 years in higher education and a focus in faculty development and retention/student success and Claire Howell Major, an author, teacher, and researcher with 30+ years of higher education experience and a focus on improving teaching for herself and colleagues nationally. 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, grading/ungrading, 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. Make time to network with participants, students, and mentors throughout the conference. 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

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.

Keep in the loop with **conference announcements via text using Remind**. Remind lets you stay informed with easy access and up-to-the-minute changes, while keeping your contact information private.

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 Reception
- Friday - Breakfast, Lunch, Afternoon Refreshments
- Saturday - Breakfast

Please present your name badge 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 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 with a topic, or thank for giving you a new way of thinking about your teaching practice.
- Write a thank-you note to the person who sponsored your travel here or send a thank-you to the person who introduced you to the ITLC Lilly conferences (stationery available at our registration desk).

Health

Please use care and considerate 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. Masks are no longer mandatory, but participants are encouraged to wear them if preferred. If you are not feeling well, we recommend a rest in your room.

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

Great Room

| 3 | 2 | 1 |

Book Raffle

Conference
Registration Desk

Shutters West
1

Shutters East
1

Shutters West
2

Shutters East
2
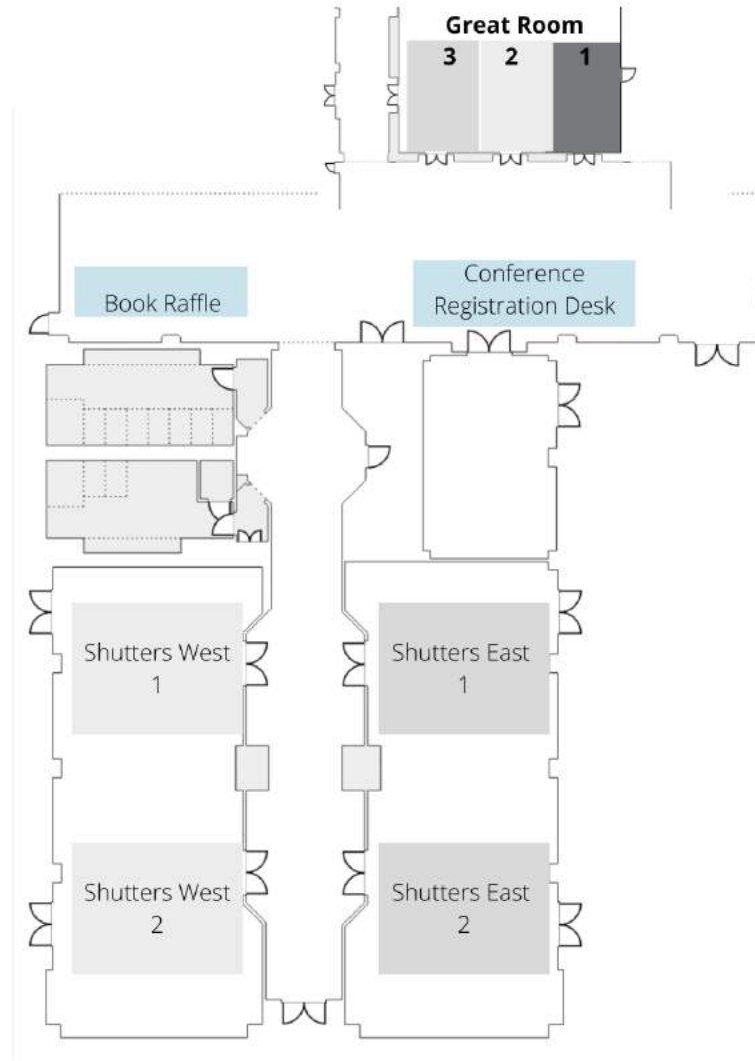
LILLY CONFERENCES

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Agenda

at a glance

CONFERENCE PROGRAM

January 4, 2024
Thursday

Conference Check-In
11:30 am - 5:00pm
South Foyer

LUNCH ON YOUR OWN

| 1:30 - 2:00 PM | Conference Welcome - General Session Great Room 3&4 **Todd Zakrajsek** | |
| 2:00 PM - 3:00 PM | **P1** The Mulligan Principle: The Power of Positive Communication in Promoting Resilience and Growth Mindset **Mary Dixson,** **University of Texas San Antonio** Great Room 4 | |

Breakout Rooms:	Great Room 1	Great Room 2	Shutters East 1	Shutters East 2	Shutters West 1	Shutters West 2	Brickstone
3:20 PM - 4:00 PM	**1a** The Student Cognition Toolbox: An Online Study Strategies Mini-Course - **L. Kordonowy**	**1b** Improving Instruction Beyond Academics Through Mental Health Awareness - **L. Culbertson** *Trigger Warning: This session addresses themes of suicidal ideation*	**1c** A New Guidebook for Communities of Practice: Classroom Applications - **M. Cox**	**1d** Alternative Grading in STEM Courses - **L. Wiglesworth & J. Haile**	**1e** Interactive Lectures: A Pedagogy of Engagement that Works! - **C. Major**	**1f** Designing Transdisciplinary Sustainability Curricula - **R. Wilson et al.**	
4:20 PM - 4:40 PM	**2a** Preparing a Manuscript for the Scholarly Teacher - **T. Zakrajsek**	**2b** Applying Design Thinking in Undergraduate Capstone Courses - **N. Mier**	**2c** SAMR Online Missions to Acheive Objectives - **A. Kara**	**2d** Designing Small Changes in Online Courses With the Col Framework - **C. Draper**	**2e** Using Case Studies to Examine Diverse Experiences of Psychological Disorders - **J. Boydston & A. Duncan**	**2f** Losing the Potential: At-Risk Gifted Students - **C. Geary**	Lilly Lounge
4:50 PM - 5:30 PM	**3a** Achieve? Engage? Empower? Choose D...All of the Above - **B. Galloway**	**3b** Exploring Opportunities and Challenges of Artificial Intelligence Integration in Education - **C. Nava**	**3c** Utilizing Interdisciplinarity and Peer Evaluation to Enhance Graduate Student Teaching - **D. Greene et al.**	**3d** Learning Student-Centered Pedagogy in an Emerging Teaching Professionals Academy - **R. Ahn & L. Mercado-Esquivias**	**3e** Engaging Embodied Cognition to Cultivate Learning Connections - **L. Bayers**	**3f** Neuro-Normative No More: Centering and Celebrating Neurodiversity in Your Classroom - **J. Dulek et al.**	
5:40 PM - 6:00 pm	**4a** "Knowing Better to Do Better": Neurodevelopment and Harm Reduction in Pedagogy - **M. Preston**	**4b** A Discussion Board Alternative? Podcasts Via a Social Annotation Program - **T. Ottusch**	**4c** It Doesn't Have To Be This Way! Cultivating Working Relationships With Our Students - **O. Hertz**	**4d** Building Student Resilience. It Is a Journey, Not a Destination - **G. Post et al.**	**4e** Tell Me, I Remember. Involve Me, I Understand- **M. Bane**	**4f** Who's Chat-ting? Comparing AI- and Non-AI-guided Written and Oral Assessments - **K. E. Rourke**	

| 6:00 PM - 7:00 PM | MEET & GREET PRIVATE RECEPTION Namebadge Required Brickstone |

Time		
6:45 AM - 4:50 PM	CONFERENCE HELP DESK South Foyer	
7:15 AM - 8:15 AM	PRIVATE BUFFET BREAKFAST Name Badge Required Dine In Only Great Room 3&4	

Breakout Rooms	Great Room 1	Great Room 2	Shutters East 1	Shutters East 2	Shutters West 1	Shutters West 2	Brickstone
8:30 AM - 8:50 AM	**5a** Affective Teaching Strategies for Online Learning - **P. Griswold**	**5b** Sharing Ethical Stories in the College Classroom: Using Three Features From Ethical Cognizance Theory - **J. Rodriguez**	**5c** Virtual Reality Field Trips: Exploring Strengths, Weaknesses, Opportunities, and Threats - **J. Spinney**	**5d** Unlocking Achievement: The Power of Experience Point Grading - **S. M. Brgoch et al.**	**5e** Ways to Connect With and Support Student Mental Wellness in Higher Education - **N. Dayne**	**5f** Teaching Gratitude During a Pandemic Using Social Psychology - **K. L. Ladd**	
9:00 AM - 9:40 AM	**6a** OER + UDL: Union of Student-Centered Approaches in Course Design - **L. Fanelli & K. L. Morin**	**6b** Through Your Students' Eyes: Using Feedback for Continuous Instructional Improvement - **J. Dulek**	**6c** Building Community and Confidence in College Calculus - **B. Wright et al.**	**6d** Scholarship of Teaching and Learning: Project Development Steps to Publication - **M. Cox**	**6e** Welcoming Undergraduates to Vertically Integrated Teams With a Feminist Approach - **M. Martin et al.**	**6f** Enhancing Inclusion and Lifelong Learning by Applying Age-Friendly Principles in the Classroom - **M. Marshall & M. Carpiac**	Lilly Lounge
10:00 AM - 10:40 AM	**7a** Rubrics as Useful Assessment Tools for Instructor and Student Success - **K. Marshall**	**7b** Innovative Strategies to Motivate and Build Resilience in Every Student - **J. Thibault**	**7c** Utilizing the PIER Framework in AI Assignments - **S. Tapp & M. Logan**	**7d** Improving Outcomes for Students with ADHD - **Mary Dixson**	**7e** Unlocking the Potential of Digital Accessibility to Empower Inclusivity in Education - **C. Andresen & J. Wisniewski**	**7f** Use of the Mindful Streamlining Self-Assessment Tool for Content Overload - **C. L. Ko & D.Vyas**	
10:50 AM - 11:30 AM	**8a** Maximizing Participation as a Teaching and Learning Tool - **M. Talhelm**	**8b** Cognitive Distortions #2: Roadblocks to Learning and Strategies to Overcome - **E. Hoover & A. Herrick**	**8c** Supporting Students with Autism Spectrum Disorder - **R. S. Dewey**	**8d** Metacognitive Strategies to Help Students Succeed in Any Class - **G. Wentzell -**	**8e** Creating a Community of Practice in Our Classrooms - **B. Galloway**	**8f** Playing With Power Tools: The Limitations, Dangers, and Possibilities of ChatGPT - **J. D. Thomas**	

Time		
11:30 AM - 12:30 PM	POSTER PRESENTATIONS Brickstone	
12:30 PM - 1:15 PM	PRIVATE BUFFET LUNCH Name Badge Required Dine In Only Great Room 3&4	
1:15 PM - 2:15 PM	**P2** Engaged Teaching: An Integrated Model to Improve Teaching and Learning Claire Howell Major University of Alabama Great Room 4	

Breakout Rooms	Great Room 1	Great Room 2	Shutters East 1	Shutters East 2	Shutters West 1	Shutters West 2	Brickstone
2:30 PM - 2:50 PM	**9a** Does Residency Support the Professional School Development Concept? - **M. Miller**	**9b** Teaching Personal Brand to Enhance Student Success - **J. K. Nevitt**	**9c** Undergraduates' Experience of Traveling Classroom to the Rez - **P. G. Monaghan-Geernaert**	**9d** The Impact of Teacher Self-Disclosure on Student Learning and Belonging - **E. Hoover & L. Hignite**	**9e** Publishing SoTL Work in the Journal on Excellence in College Teaching - **G. Wentzell**	**9e** Coded Concept Map to Frame Asynchronous Learning of Pediatric Assessments - **E. Meng**	
3:10 PM - 3:30 PM	**10a** Shifting the Center of Learning From Instructor to Students - **M. Raymond**	**10b** Strategic Response Analysis: Enhancing Collaboration and Learning Through Feedback Analysis - **N. Barta**	**10c** Reading Memoirs to Enhance Learning - **B. Nadeau**	**10d** Utilizing Generative AI for Engaging Learning Activities - **J. Lambert**	**10e** How I Fixed What I Did Wrong Using Team-Based Learning - **T. Matiella**		
3:40 PM - 4:20 PM	**11a** Coping and Learning Strategies to Improve Students' Academic and Everyday Experience - **R. Ahn & S. Ayebare**	**11b** Adaptive Equity-Oriented Pedagogy: Increasing Student Engagement, Belonging, and Success - **A. Phuong**		**11d** It's All Fun and Games - Gamification in Post-Secondary Education - **R. Alford & N. Hamilton**	**11e** High-Impact Practice to Magnify Diversity, Equity, Inclusion, and Belonging (DEIB) Among Students - **R. Sharma**		
4:30 PM - 5:10 PM	**12a** "Escaping" the Norm: Designing Evaluation to Optimize the Student Experience - **M. Feldhacker & W. L. Molitor**	**12b** Fictional Stories to Enhance the Context for Student Learning - **M. J. Oakes**	**12c** Lego® Game: Experiential Learning Activity on Structure Division of Labor - **R. George**	**12d** Adventures with Ungrading - **S. Epps**	**12e** Using Directed Self-Placement and Co-requisites as Tools for Students' Success - **D. Faherty et al.**		

Time		
5:15 PM - 6:15 PM	MEET & GREET PRIVATE RECEPTION Namebadge Required The Gallery	
	Enjoy Dinner and Evening on Your Own	

	January 6, 2024 Saturday
7:30 AM - 10:00 AM	CONFERENCE HELP DESK South Foyer
7:15 AM - 8:15 AM	PRIVATE BUFFET BREAKFAST Name Badge Required Great Room 3&4
8:30 AM - 9:00 AM	**Roundtable Discussions** Great Room 4
9:10 AM - 10:30 AM	**P3** **Pitfalls, Possibilities, and Protocals of Artificial Intelligence in Higher Education** **Todd Zakrajsek** **University of North Carolina at Chapel Hill** Great Room 4

Posters

In preparation for participating in the FLIPPED poster session, please view the posters online: lillyconferences-ca.com

1	Promoting Interdisciplinary Learning in the University Classroom - **C. Addison**
2	Teaching Cultural Responsiveness and Affirmative Care Skills To SW Graduate Students - **N. L. Arkadie & E. M.P. Schott**
3	Improving the Academic and Social Integration of Transfer Students - **K. Buch**
4	Student-Centered Curricular Changes Based on Learner Action Research Projects **D. J. Cluphf**
5	Debugging a Design Through Paired Learning - **A. Day**
6	Can POGIL Increase Retention for First-Semester Computer Science Students?- **R. Halma**
7	Faculty Development Training to Improve Online Teaching Skills Post-Pandemic - **S. Kapella Mshigeni**
8	Exploring Intersections of Community-Based Learning and Occupational Therapy Curricula - **A. Kashiwa & M. Hayes**
9	Effectiveness of Course-Based Undergraduate Research Experiences in Biology Courses - **H. Klug**
10	Using Yogurt Fermentation as a Tool for Hands-on Investigation of Microbiology - **T. Kuzmenko**
11	Hispanic-Serving Institutions as Catalysts for Belonging and Community in STEM Education - **P. Medina et al.**
12	Emphasizing Translational Research in Ecological and Environmental

	Courses - **J. Nagel Boyd**
13	Aging Adults' Outdoor Space Blooms During Community-Engaged Learning Experience - **J. Rognes**
14	Engaging Teachers in Global Citizenship Education Through Interdisciplinary Curriculum Approach - **I. J. R. Terogo**
15	Working Around the World - **V. Wang**
16	Game On! Utilizing Game-Based Learning for Literature Searching Instruction - **R. Whitney**
17	Comparing STEM Students' Online Learning Experience Between CSUSB and UCR **J. Fu & M. McIntyre**

Quick Reference Roundtable Discussions

A	Sustaining and Initiating Faculty Learning Communities - **M.D. Cox**
B	Welcoming Students' Whole Selves: Redefining Professionalism in Healthcare Education - **M. Gorenberg & J. Dulek**
C	Teamwork Makes the Dream of (Ungrading) Work - **H. Hoffman et al.**
D	Decreasing Student Reliance on AI by Using Oral Exams - **C. Johnson**
E	Enhance Student Learning and Engagement through Video in Asynchronous Classes - **A. Rutledge**
F	Helping Students Acquire the Skill to Change Their Behavior- **T. P. Searle**
G	Feedback from Students and Standpoint Epistemology - **C. Davia**

The Mulligan Principle: The Power of Positive Communication in Promoting Resilience and Growth Mindset

Presented by Mary Dixson,
University of Texas at San Antonio

Key Statement: Learning from mistakes matters, but lack of opportunity combined with low trust in faculty means feedback goes unused. Confirming communication and revision-centered assessment strategies change this dynamic.

Keywords: Resilience, Communication, Assessment

When examining the evidence supporting resilience and a growth mindset, it becomes clear that mistakes play a pivotal role in the learning process. To effectively help students learn from these mistakes, three essential components come into play: providing constructive feedback, offering opportunities for improvement, and fostering a solid foundation of trust between faculty and students through confirming communication. By analyzing how mistakes shape our teaching approach and identifying effective techniques to establish positive relationships and trust with our students, we can create assessment strategies that significantly enhance student performance and facilitate deep learning.

Outcomes:

1. Explore how and why using second chances are essential to student success in learning and life.
2. Identify and reflect on how our communication about mistakes builds trust with our students.
3. Take the first steps in creating assessments that incorporate confirming communication and a revision-based approach.

Plenary 2
Friday, January 5th
1:15-2:15 PM

Engaged Teaching: An Integrated Model to Improve Teaching & Learning

Presented by Claire Howell Major, The University of Alabama

Key Statement: Elevate pedagogical excellence in higher education with the Engaged Teaching framework, which emphasizes cognitive understanding, emotional connection, and intentional action.

2024 Plenary Speaker

Keywords: Engaged Teaching; College Teaching; Pedagogical Knowledge

Teaching in higher education has never been more challenging or more important than it is today. Educators are navigating rapidly changing learning contexts, integrating new tools and technologies, fostering substantive discourse among students with diverse views and values, and demonstrating the achievement of learning outcomes to various stakeholders. Throughout it all, college teaching remains an exceptionally rewarding profession, because it profoundly matters. Because of this, college teachers need to be present and fully engage with the craft of teaching. In this session, participants will learn about a framework for how to be an engaged teacher. Engaged Teaching emphasizes intellectual effort, a complex process that encompasses thinking, feeling, and doing. It's centered on cognitive understanding (Knowing What), emotional connection (Knowing Why), and intentional action (Knowing How).

Outcomes:
1. Enhanced Pedagogical Knowledge. Attendees will leave the session with a deeper and more comprehensive understanding of pedagogical principles.
2. A list of new teaching techniques to try. Attendees will learn about innovative teaching techniques that promote active engagement, critical thinking, and a deeper understanding of the subject matter.
3. Enhanced Understanding of what it means to be an Engaged Teacher. Attendees of this session will gain a deeper understanding of engaged teaching and its multifaceted approach that integrates cognitive understanding, emotional connection, and intentional action.

2024 Plenary Speaker

Pitfalls, Possibilities, and Protocols of Artificial Intelligence in Higher Education

Presented by Todd Zakrajsek
The University of North Carolina at Chapel Hill

Key Statement: Generative AI is scary, but it also holds amazing possibilities—provided we keep an eye on issues such as academic integrity and intellectual property.

Keywords: Generative AI, AI Use, Higher Education

Generative AI is already making waves and forcing changes at a rate likely never before seen in higher education. Some changes will be very good, as AI will allow for personalized learning experiences and customized student feedback. Generative AI will also become increasingly valuable in creating educational resources and images. That said, there is extensive fear that students will use AI to do their work. Concern also exists regarding the accuracy of content and the speed at which harmful content can be created. As we navigate these murky waters, we will need to be ever mindful of academic integrity, potential harmfulness of content, intellectual property, and data privacy.

Outcomes:

1. Describe how AI can be used to generate content and images designed for specific course material.
2. Explain root causes for some of the pitfalls that generative AI may cause.
3. Integrate policies regarding academic integrity and intellectual property into a course syllabus designed to address generative AI issues.

LILLY CONFERENCES

ITLC | International Teaching Learning Cooperative, LLC

Thursday
January 4th, 2024
Daily Schedule

CONFERENCE PROGRAM

11:30 am - 5:00 pm	Foyer

<div align="center">Registration Opens!</div>

1:30 pm - 2:30 pm	Great Room 3 & 4

<div align="center">Conference Welcome</div>

1:15 pm - 2:15 pm	Great Room 4

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Plenary 1
The Mulligan Principle: The Power of Positive Communication in Promoting Resilience and Growth Mindset
Mary Dixson

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<div align="center">

Concurrent Session 1
3:20 pm - 4:00 pm

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<div align="right">1a) Great Room 1</div>

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The Student Cognition Toolbox: An Online Study Strategies Mini-Course
Lauren Kordonowy, University of New Hampshire

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Key Statement: The Student Cognition Toolbox is a free, online mini-course instructing students about empirically supported effective study strategies, which provides interactive practice components to facilitate student mastery.
Keywords: Study Strategies, Study Scheduling, Transfer
Subtheme: Metacognition
               Instructional Strategies

      We have developed and deployed a comprehensive set of online, interactive instructional materials, the Student Cognition Toolbox (SCT), which (a) instructs students on how to select appropriate study strategies for different learning goals, (b) provides opportunities to practice using the strategies, and (c) includes assessments that measure how well students have mastered the strategies. This session will describe the study strategies within the SCT, followed by suggestions of how instructors might use the SCT

to empower students to become self-regulated learners and how they might integrate SCT material into their courses to maximize student learning of course-related content.

Outcomes:
1. Describe a variety of empirically supported study strategies their students might use within their courses.
2. Administer the Student Cognition Toolbox (SCT) in their courses.
3. Develop and implement SCT study strategy activities that meet their course learning goals and outcomes.

Improving Instruction Beyond Academics Through Mental Health Awareness
Linda Culbertson, Grove City College
Trigger warning: This session addresses themes of suicidal ideation

Key Statement: Improving instruction must focus on more than academic achievement. Properly managing mental health issues in classrooms is paramount to success. Create a springboard for action!
Keywords: Mental Health, Crisis Response, Academic Achievement
Subtheme: Wellness/Self-Care/Mindfulness
Indirect Instruction

Because improving instruction post-Covid involves much more than focusing on methodology, engagement, and technology, this session addresses the topic of mental health and its effects on academic achievement. Through presenter-shared research and active discussion, participants will learn the importance of properly managing mental health issues during the academic setting through 1) identification (Merikangas et al., 2010; Ooms, 2018); 2) assessment academic setting.
1. Identify cues that mental health needs are present in their students.
2. Develop an action plan for de-escalation of crisis situations and connecting students with appropriate resources.

A New Guidebook for Communities of Practice: Classroom Applications

Milt Cox, Miami University, Emeritus

Key Statement: *Participants will discuss the aspects of communities of practice (CoPs) presented in a new guidebook by Wenger-Trayner and determine whether their class should be one.*

Keywords: *Community of Practice (CoP), Small Group Learning, New CoP Guidebook*

Subtheme: *Course/Curriculum Design/Instructional Methods*

Classroom/Community Culture

This year Etienne and Beverly Wenger-Trayner published a new book, Communities of Practice: Within and Across Organizations, a Guidebook. We examine important aspects of communities of practice (CoPs) and possible applications for your class. This includes CoP structural elements, cultivating CoPs, facilitation, and evaluation. You may determine whether your course is a CoP, and if not, whether a CoP might better address some of your learning objectives. This could be a SoTL project.

Outcomes:

1. *Define and describe a CoP*
2. *Determine if your class is a CoP.*
3. *Decide whether a CoP better addresses any of your student learning objectives.*

Alternative Grading in STEM Courses
Lesley Wiglesworth, Centre College
January Haile, Centre College

Key Statement: Alternative grading is a popular topic in higher education. Beyond changing the grading scheme, are there other benefits to alternative grading, particularly regarding the classroom culture?
Keywords: Growth Mindset, Alternative Grading, Productive Struggle and Failure
Subtheme: Ungrading/Feedback

Classroom Community/Culture

Alternative grading systems vary from one course to another, but the underlying principles and discussion about how the grading system changes classroom culture transcends courses. Productive struggle requires effort. When the grading scheme embraces failure and iteration, students gain an understanding of their own learning process. In this session, we will discuss a few different approaches to utilizing alternative grading strategies in STEM courses, including how to provide timely and useful feedback. Session participants will have the opportunity to think about how they would modify a current course's grading scheme.

Outcomes:
1. Gain knowledge about mastery-based grading systems in STEM disciplines.
2. Explore how alternative grading systems in courses can positively impact classroom culture.
3. Outline feedback systems that help students embrace struggle in the classroom.

Interactive Lectures: A pedagogy of engagement that works!
Claire Howell Major, University of Alabama

Key Statement: A consideration of the benefits and challenges of lecture as a pedagogical approach and exploration of research-driven strategies for faculty to enhance engagement, foster critical thinking, and elevate learning experiences in lecture sessions.
Keywords: Lecture; Interactive Lectures; Research-Based Teaching; Student Engagement
Subtheme: Instructional Design

Educators today would be hard-pressed to identify a teaching technique more heartily maligned than the lecture. Critics have called lectures boring, obsolete, old-fashioned, overused, and even unfair. Scholars have declared lectures the losers of the pedagogical cage match with active learning. The criticisms, however, often are leveled at one type of lecture: the full-session,

transmission-model lecture. Interactive lecturing is a model for combining lectures and active learning techniques in a way that has been documented to engage students and improve their learning.

Outcomes:

1. Identify the challenges and benefits of lectures as a pedagogical tool.

2. Consider research findings on the effectiveness of Interactive Lectures.

3. Choose strategies grounded in academic literature to enhance student engagement in lectures.

Designing Transdisciplinary Sustainability Curricula
Rachel Wilson, Wittenberg University
John Ritter, Wittenberg University
Laura Jackson, Bentley University

Key Statement: Meeting sustainable development goals requires reshaping the way we educate the next generation of decision-makers. We present a novel approach to transdisciplinary sustainability curriculum.
Key Words: Backward Design, Transdisciplinary Sustainability, Teaching Resources
Subtheme: Course Design/Instructional Methods
            Instructional Skills

The wicked problems of sustainability exist in a world of interconnected natural and human systems. Meeting sustainable development goals (SDGs) in the face of climate change and economic-driven resource challenges requires reshaping the way we educate the next generation of decision-makers. Still, developing truly transdisciplinary curricula is difficult. In this presentation, we provide an overview of a novel approach to the collaborative design of a transdisciplinary curriculum and engage participants in the process of module design. Participants will be encouraged to build relationships with colleagues in other fields at their home institutions to collaboratively build transdisciplinary modules.

Outcomes
1. List the knowledge, skills, and perspectives that future leaders will require to address SDGs in the context of wicked problems.
2. Describe the approach and benefits of curriculum development among business and STEM faculty from a variety of disciplines.
3. Use backward design to develop a sample module that addresses one or more of the SDGs.

Concurrent Session 2
4:20 pm - 4:40 pm

2a) Great Room 1

2b) Great Room 2

Applying Design Thinking in Undergraduate Capstone Courses
Nelda Mier, Texas A&M University

Key Statement: Design thinking was used in an undergraduate capstone course. This innovative education approach had a positive impact on students' learning and professional skills development.
Key Words: Design Thinking, Capstone, Experiential Learning
Subtheme: Course Design/Instructional Methods
Experiential Learning

This presentation investigates the implementation of a capstone course based on the design thinking approach. Underserved and undergraduate public health students were engaged during one semester in implementing an intervention they designed and assessed. Prototypes created by the students addressed real-world health problems affecting college students enrolled in engineering, biomedical sciences, and other academic programs. A qualitative analysis of capstone students' feedback revealed that this course design had a positive impact on their communication skills, creativity, collaboration competency, planning and problem-solving ability, and

leadership. Students also gained valuable insights about their immediate and long-term professional career plans.

Outcomes:
1. Explain the design thinking approach and be able to apply it to their courses in any field.
2. Engage their students in creative processes to design and implement prototypes for addressing complex problems.
3. Foster a collaborative environment in the classroom promoting creativity and problem-solving skills.

Visual Storytelling Across the Disciplines
Karen Offitzer, Stonybrook University
Kate Levitt, Stonybrook University

Key Statement: In order to succeed academically and professionally, students must become proficient in visual storytelling, and learn to communicate effectively using visual mediums . . . such as memes!
Keywords: Multidisciplinary Studies, Storytelling, General Education
Subtheme: Experiential Learning
        Course Design/Instructional Methods

Although Writing Across the Curriculum is a proven strategy for students to become adept analysts, communicators, and deep thinkers, understanding how to write effectively is no longer enough for students to succeed socially, academically, and entrepreneurially. Given the cultural shift toward using image-based tools–from memes, to police cameras, to video-guided endoscopies–how we gain information about the world is becoming increasingly reliant on images across all industries and disciplines. Therefore, the Visual Storytelling Across the Disciplines pedagogy proposes that students must also learn to communicate using visual mediums and become adept at interpreting the information received from them.

Outcomes:
1. Understand that in order for students to be successful and well-educated, they must be competent in visual storytelling.

2. Connect the links between visual storytelling and current academic disciplines.
3. Generate a list of visual storytelling activities that engage students in a wide variety of cross-disciplinary study.

Designing Small Changes in Online Courses With the CoI Framework
   Christine A. Draper, University of Nevada Las Vegas

Key Statement: This session addresses how making small changes while considering the Community of Inquiry (CoI) framework supports effective online learning and engagement for diverse learners.
Keywords: Online Course Design, Community of Inquiry, Online Learning
Subtheme: Course Design/Instructional Methods
           Teaching Online

Colleges and universities have shifted the majority of their courses fully online. Many have done so with faculty who have no prior experiences of teaching online. Unfortunately, the quick move to online instruction is not often what effective online learning looks like, which can totally set back faculty and student attitudes about the quality of online courses. Now more than ever, faculty are understanding that effective online teaching combines an awareness of course design with effective strategies for supporting diverse learners. This session highlights small changes that can be effectively made in online courses by utilizing the Community of Inquiry framework.

   Outcomes:
1. Define the Community of Inquiry (CoI) model and how this creates a community and knowledge around quality online instruction while promoting collegiality and inclusion of diverse perspectives and formats.
2. Discuss the challenges of online teaching and learn effective strategies for utilizing the CoI framework with online course design.
3. Identify small changes that can be made effectively in courses to promote cognitive, social, and teaching presences.

Using Case Studies to Examine Diverse Experiences of Psychological Disorders

Julie Boydston, Washburn University
Angela Duncan, Washburn University

Key Statement: Examples of case studies will be reviewed and practiced to facilitate applying diverse experiences to principles of psychological disorders.
Keyword Search: Active Learning, Diversity, Case Studies
Subtheme: Experiential Learning
       Fostering Student Practice

Case-based examples have been shown to assist students in applying principles and symptoms they learn in psychological classes and other health-related fields (Mayo, 2004; Thibodeau, 2019). Case studies help students use their learning in more "real-world" situations, and faculty believe case studies help students increase critical thinking, view issues from different perspectives, and make practical applications of concepts (Yadav et al, 2007). Diverse client experiences can be added to and deleted from case studies to showcase how different factors of the case (e.g., sex, gender, race, symptom presentation, environmental factors) may influence a student's perception of psychological disorders.

Outcomes:
1. Describe how case studies can facilitate student learning.
2. Practice ways to use case studies to facilitate student learning.
3. Apply case study examples to their own teaching.

2f) Shutters West 2

Losing the Potential: At-Risk Gifted Students

Cynthia Geary, California State Polytechnic University

Key Statement: This presentation reviews typical and gifted youths' drug and alcohol trends and causes. Then, discusses preventative strategies to sustain gifted youth's engagement and cultivate resilience.
Keywords: Interactive, Relevant, Gifted
Subthemes: Wellness/Self-Care/Mindfulness
       Instructional Methods

This presentation reviews typical and gifted youths' drug and alcohol trends and causes. It defines potential in gifted learners and the risk of losing this potential to illicit drugs and alcohol. Reasons why high potential and gifted learners are more prone to addiction and are at a high risk for potential loss are discussed. Instructional strategies to sustain engagement of high potential and gifted students are incorporated. Nurturing resilience in high potential and gifted students is examined.

Outcomes:
1. Awareness of current drug and alcohol use in youth.
2. Why high potential and gifted students are prone to addictive behaviors.
3. How to cultivate instructional engagement and internal resiliency in high potential and gifted youth.

Concurrent Session 3
4:50 pm - 5:30 pm

3a) Great Room 1

Achieve? Engage? Empower? Choose "D" . . . All of the Above
> *Brent Galloway, Red Deer Polytechnic*

Key Statement: Student success results when we utilize instructional strategies that not only help them achieve but also help them feel engaged and empowered. Participate and learn!
Keywords: Instructional Design, Student Engagement, Empowerment
Subtheme: Instructional Strategies
             Course Design/Instructional Methods

As postsecondary instructors, we are challenged to not only help our students achieve the learning standards/outcomes but also help them become engaged and empowered learners. As educators, we want our students to gain the knowledge and skills to form the foundations for successful and fulfilling lives and make meaningful contributions to their communities and the world. In this session, participants will learn the IDEAL

way to bring all of these aspects together through an examination of current research delivered in an interactive, purposeful, and fun manner. Choose "D" . . . all of the above!

Outcomes:
1. Examine the research on effective instructional design and student engagement to help inform their own instructional design decisions.
2. Create an IDEAL Instructional Strategies booklet of notes and ideas on how to engage and empower learners in their classrooms.
3. Reflect on their instructional practices in order to develop a professional goal to help improve their teaching practice.

3b) Great Room 2

Exploring Opportunities and Challenges of Artificial Intelligence Integration in Education
Christina Nava, Boise State University

Key Statement: With bots in the mainstream, how are faculty using generative Artificial Intelligence (AI) to enhance effective teaching and support student learning?.
Keywords: Artificial Intelligence, Effective Teaching Practices, Student Engagement
Subtheme: AI/ChatGPT
Course/Curriculum (Re)Design

Join this 40-minute workshop to delve into the topic of Artificial Intelligence (AI) in education. Discover how faculty members are creatively incorporating AI into their courses to enhance the teaching and learning experience. Evaluate various AI strategies and identify one or two concepts to adopt for current or future courses. We will also discuss AI limitations and challenges surrounding ethical considerations, data privacy, and potential biases. This workshop promises an insightful peek into the unfolding landscape of AI in education.

Outcomes:
1. Explain the ways that faculty are using AI in their courses.

2. Evaluate AI uses and determine 1 or 2 ideas to implement in the future.
3. Understand AI limitations and challenges.

Utilizing Interdisciplinarity and Peer Evaluation to Enhance Graduate Student Teaching
  Drew Greene, Duke University
  Molly Goldwasser, Duke University

Key Statement: Duke's Transformative Teaching Triangles program: cultivating exceptional graduate educators through interdisciplinary peer evaluation and innovative pedagogical strategies adaptable to diverse institutional contexts.
Keywords: Peer Evaluation, Graduate Teaching Development, Interdisciplinarity
Subtheme: Assessment/Feedback/Ungrading
       Instructional Methods

   In today's competitive academic landscape, creating exceptional educators is of paramount importance. This session highlights the achievements of a transformative interdisciplinary peer evaluation program at Duke University designed to nurture graduate students into outstanding teaching professionals. By integrating cross-disciplinary perspectives, cutting-edge pedagogical strategies, and hands-on teaching experiences, the program equips future faculty with improved teaching strategies and a broadened perspective on educational development. Attendees will gain insights on the program's unique structure, success indicators, and reproducibility at other institutions. Join us to explore the effectiveness of this approach in shaping the faculty of tomorrow and fostering excellence in graduate education.

   Outcomes:
1. Apply the best practices and strategies derived from the successful implementation of the Teaching Triangles program to their own institutions, resulting in an enhanced understanding of interdisciplinary teaching methods and improved educational development for graduate students aspiring to enter faculty positions.

2. Critique the core components of Duke's Teaching Triangles program, emphasizing its interdisciplinary class observations and peer evaluations, and construct a compelling argument for its role in preparing graduate students for successful academic careers.
3. Differentiate the Teaching Triangles program's approach from traditional pedagogical methods, using its interdisciplinary and peer-evaluative components as a model for transformative graduate teaching development.

3d) Shutters East 2

Learning Student-Centered Pedagogy in an Emerging Teaching Professionals Academy
Ruth Ahn, California State Polytechnic University, Pomona
Lino Mercado-Esquivias, California State Polytechnic University, Pomona

Key Statement: In Spring 2023, an Emerging Teaching Professionals Academy was implemented. Seven multidisciplinary graduate students attended to learn and apply student-centered pedagogy to teach diverse students. In this presentation, several examples of student-centered pedagogical approaches will be experienced actively by conference participants.
Keywords: Student-Centered Pedagogy, Equity Pedagogy, Learning Community
Subtheme: Course Design/Instructional Methods; Experiential Learning

The Emerging Teaching Professionals (ETP) Academy is a research-based learning community based on Japan's beginning teacher induction model (Ahn, 2016). In this presentation, participants will first experience various student-centered pedagogical methods through a model lesson, including a notable student-centered pedagogical framework created by civil rights leader Bob Moses (Moses & Cobb, 2001). Participants will then think out loud about their experience in a small group discussion, followed by the presenters explicating the original curriculum with student outcomes. Participants will walk away with practical, equitable, and inclusive methods to teach diverse students.

Outcomes:

1. Analyze various student-centered pedagogical approaches to teaching diverse students.
2. Compare the pedagogical approaches presented/experienced with their own pedagogical practice.
3. Apply selected student-centered pedagogical approaches in their teaching after the conference.

<div align="right">3e) Shutters West 1</div>

Engaging Embodied Cognition to Cultivate Learning Connections
    Leslie Bayers, University of the Pacific

Key Statement: By tapping into embodied learning, instructors and students alike can cultivate deeper comprehension and revitalize connections within and beyond the classroom.
Keywords: Embodied Cognition, Connected Learning, Engaged Learning
Subtheme: Metacognition
        Classroom Community/Culture

The science of embodied cognition has established that thinking occurs through dynamic exchanges between the body and the brain and webs of interaction between humans and their environments. However, persistent notions of the brain hierarchically managing intelligence and the body—a legacy of Cartesian dualism—perpetuate static teaching mindsets and practices that reinforce educational burnout, disengagement, and inequity. Session participants will explore key findings of embodied cognition research and accessible approaches to incorporating embodied learning in their classes. By tapping into embodied learning, instructors and students alike can cultivate deeper comprehension and revitalize connections within and beyond the classroom.

Outcomes:
1. Consider how outdated notions of cognition perpetuate static teaching practices and reinforce educational burnout, disengagement, and inequity.
2. Discuss key findings and educational implications of embodied cognition research.

3. Identify accessible approaches to incorporating embodied learning in their classes.

Neuro-Normative No More: Centering and Celebrating Neurodiversity in Your Classroom

    Jeni Dulek, Pacific University
    Michelle Gorenberg, Widener University
    Alyssa Phillips, Pacific University

Key Statement: This presentation explores how neuro-normative teaching practices exclude and marginalize neurodivergent students and introduces neurodiversity-affirming pedagogy as a means of avoiding this by centering and celebrating neurodiversity.
Keywords: Neurodiversity, Inclusive Teaching, Anti-ableist Pedagogy
Subtheme: UDL DEIB
        Classroom Community/Culture

As the number of neurodivergent students attending college increases, so does the need for inclusive, anti-ableist, neurodiversity-affirming pedagogy. Faculty whose teaching practices center neuro-normative expectations may unknowingly cause challenges for their neurodivergent students, which can have long-lasting academic, social, and psychological impacts (Hamilton & Petty, 2023). This presentation will introduce participants to common neuro-normative practices and assumptions, including how these may be experienced by neurodivergent students. Presenters will describe how neurodiversity-affirming pedagogy benefits all learners and will encourage participants to consider changes to their teaching practices to reduce neuro-normative expectations and center and celebrate the neurodiversity present in their classrooms.

Outcomes:
1. Explain how neuro-normative classroom practices limit the learning and engagement of neurodivergent students.
2. Describe the benefits of planning for and celebrating neurodiversity in their teaching practices.

3. Identify at least one change they can implement in their teaching to move beyond neuro-normative practices and celebrate neurodiversity.

Concurrent Session 4
5:40 pm - 6:00 pm

"Knowing Better To Do Better": Neurodevelopment and Harm Reduction in Pedagogy
Marilyn Preston, Metro State University

Key Statement: Trauma causes epigenetic change. This workshop will use the lens of harm reduction to explore how pedagogy can be used to meet these changing needs.4b
Keywords: Harm Reduction, Neuroscience, Pedagogy
Subtheme: Course Design/Instructional Methods
Wellness/Self-Care/Mindfulness

Brains of young people who experienced the pandemic show signs of trauma and accelerated brain aging. It is imperative we find pedagogical ways of supporting students in rebuilding social-emotional and cognitive processes in order to heal and grow so that they may continue to learn and develop. Harm reduction aims to reduce the level of harm individuals experience when engaging in risk behaviors by centering compassion, care, and collaboration. This workshop will explore how principles of harm reduction can be used pedagogically to meet student's affective and physiological needs in a way that supports brain development and healing.

Outcomes:
1. Discuss how recent global and political events might have impacted students' neurodevelopment and neuroprocessing, paying particular attention to trauma-informed perspectives.
2. Identify the main principles of harm reduction as they apply to higher education pedagogy.

3. Explore the pedagogical practices that engage both trauma-informed and harm reduction models in order to better meet student needs.

A Discussion Board Alternative? Podcasts via a Social Annotation Program
Timothy M. Ottusch, University of Arizona

Key Statement: Discussion boards can become stagnant. Come see how I mixed in having students listen to podcasts in a social annotation program as an alternative.
Keywords: Discussion Boards, Podcasts, Social Annotation Programs
Subtheme: Instructional Strategies
Teaching Online

In courses, particularly online courses, discussion boards are used as a way to foster interaction and allow for application of material. But discussion boards can become stagnant. In this presentation I summarize how, in an asynchronous online course, I used podcasts via the social annotation program, Perusall. I will present data on its use and how students felt those assignments compared to the discussion board assignments. Overall, students preferred the use of podcasts in Perusall versus discussion boards. Pros and cons of the use of podcasts in Perusall versus discussion boards will also be discussed.

Outcomes:
1. Understand what social annotation programs are and how they can be used in college classes, particularly using podcasts.
2. Understand how students viewed podcasts in social annotation programs versus the use of discussion boards.
3. Construct ideas on how they may use these podcasts and social annotation programs in their own courses.

It Doesn't Have To Be This Way! Cultivating Working Relationships With Our Students
Oren Hertz, Florida International University

Key Statement: No one benefits from "us versus them" in the classroom. Let's learn how to meet our students where they are for the betterment of learning.
Keywords: Teaching & Learning, Classroom Leadership, Relationship Building
Subtheme: Instructional Strategies
Instructional Skills

For learning to happen in the classroom, we want to have a good working relationship with our students. In this session, we will review simple actionable options to better our working relationship with our students while maintaining high academic standards and rigor. It should never be us versus them. When we cultivate excellent working relationships, we start seeing better work from our students, higher engagement in the classroom, and increased attendance.

Outcomes:
1. Assess our current working relationship with our students.
2. Understand where our students are and how we can meet them where they are.
3. Construct an improved working relationship with our students for the betterment of teaching and learning.

<div align="right">4d) Shutters East 2</div>

Building Student Resilience: It Is a Journey, Not a Destination
Gretchen Post, Midwestern University
Robyn Sears, Midwestern University
Deb Black, Midwestern University

Key Statement: In higher education, students may lack experience navigating stressful situations, impacting success. Educators can strategically introduce techniques to encourage and build student resilience.
Keywords: Teaching Resilience, Student Success, Student Empowerment
Subtheme: Wellness/Self-Care/Mindfulness
Classroom Community

Mitigating student burnout through resilience training can lead to success in the classroom and beyond. Students entering undergraduate and

graduate education programs are in a period of transition and may encounter challenges associated with this transition, such as, financial burden, lack of social support, new learning styles, adapting to new environments, and evolving time commitments. These challenges can negatively impact learning and lead to physical and emotional difficulties. Resilience is the ability to successfully adapt to adversity. Individuals innately have varying levels of resilience, but resilience can be learned. Teaching resilience equips students with tools for academic and professional success.

Outcomes:
1. Define and understand the characteristics associated with resilience.
2. Discuss the importance of resilience for student success.
3. Strategize ways to incorporate resilience building into the curriculum.

4e) Shutters West 1

Tell Me, I Remember. Involve Me, I Understand
   Maria Bane, Eastern Kentucky University

Key Statement: Compared to teaching techniques such as lecture, reading, and demonstration, student understanding is deepened by opportunities to "learn by doing."
Keywords: Experiential Learning, Skills, Bloom's Taxonomy
Subtheme: Assessment/Feedback/Ungrading
               Instructional Methods

This study examined the learning process of 28 undergraduate students who participated in a series of learning opportunities. Learning was compared across three phases: (1) reading and lecture, (2) instructor demonstration of skills, and (3) student experience practicing the skill. Data were collected in the form of written self-reflections (qualitative) and student self-ratings using visual analog scales (quantitative). Findings suggest that all three phases of learning were important and that experiential learning tasks promoted higher levels of learning according to Bloom's taxonomy. For instructors in higher education, time spent involving students in experiential learning opportunities may augment more traditional learning approaches.

Outcomes:
1. Define key components of experiential learning.
2. Describe the value of experiential learning in promoting higher categories of learning described by Bloom's taxonomy.
3. Analyze approaches to experiential learning used in this study that may be employed in their own teaching.

Who's Chat-ting? Comparing AI- and Non-AI-Guided Written and Oral Assessments

Kerry E. Rourke, Babson College

Key Statement: Should you let your students use AI? Come learn how AI-guided assessment compares to traditional assessment in outcomes and perceptions of fairness among college students.
Keywords: Assessment, Artificial Intelligence, Student-Centered
Subtheme: AI/ChatGPT
Assessment/Feedback/Ungrading

Students are intrigued by, yet wary of, AI tools. These tools are omnipresent, and our students deserve opportunities to learn how to critically and ethically engage with them. Simultaneously, in an AI-saturated world, faculty seek fair summative assessment methods. In response to this context, I designed a 3-part assessment: (1) an essay written without AI tools, (2) an essay requiring the guided and reflective use of AI tools, and (3) an extemporaneous oral exam allowing no access to AI tools. Sixty students completed all 3 assessments. I measured student learning and student perceptions of fairness and will present the results.

Outcomes:
1. Compare the results of student writing generated with and without AI assistance.
2. Clarify their own attitudes toward the use of AI, particularly for writing-based assessments.
3. Judge whether an oral assessment is an adequate summative assessment for their purposes.

6:00 pm - 7:00 pm   Brickstone

Meet & Greet
Private Reception

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LILLY CONFERENCES

ITLC | International Teaching Learning Cooperative, LLC

Friday
January 5th, 2024
Daily Schedule

CONFERENCE PROGRAM

6:45 am - 4:50 pm   South Foyer
                        Conference Help Desk Available

7:15 am - 8:15 am   Great Rooms 3 & 4
                        Private Buffet Breakfast
                        Name Badge Required

Concurrent Session 5
8:30 am - 8:50 am

5a) Great Room 1

Affective Teaching Strategies for Online Learning
   Patrick Griswold, Metropolitan State University of Denver

Key Statement: COVID-19 has accelerated the transition to online teaching.
Instructors need innovative strategies to ensure students in the helping
professions continue to develop affective skills.
Keywords: Affective Teaching, Online Learning, Teaching Strategies
Subtheme: Instructional Strategies
             Online Teaching

        The COVID-19 pandemic has accelerated the movement toward online
learning. Bloom's taxonomy proposes three learning domains: cognitive,
affective, and kinetic. Of the three, online affective learning is the most
challenging, particularly for students who are entering helping professions
such as counseling, social work, and nursing. To ensure students have the
necessary attitudes and self-reflective skills to be effective helpers, instructors
need to incorporate innovative and creative online emotional learning
opportunities. The National Standards for Quality (NSQ) provide a template for
instructors. This workshop utilizes NSQ standards to offer affective teaching
strategies for online learner-content, learner-learner, and learner-instructor
interactions.

        Outcomes:

1. Describe 5 different levels of affective learning.
2. Analyze 5 standards for quality online learning from the National Standards for Qualities (NSQ).
3. Implement affective teaching strategies for learner-content, learner-learner and learner-instructor interactions.

<div align="right">5b) Great Room 2</div>

Sharing Ethical Stories in the College Classroom: Using Three Features From Ethical Cognizance Theory
  José Rodriguez, CSU Long Beach

Key Statement: This session demonstrates how faculty members can share ethical stories with students by using three features that promote ethical identities, intentions, and agency.
Keywords: Ethical Identity, Intentionality, Agency
Subtheme: Experiential Learning
              Indirect Instruction

This session discusses original research, demonstrating how faculty members can cultivate a sense of ethics via storytelling with diverse students in college settings. The session demonstrates how professors can share humane narratives with members of different cultural groups to promote ethical identities, intentions, and agency in academic communities.

Outcomes:
1. Discuss the significance of identity, intentionality, and agency in ethical storytelling.
2. Clarify the role of stories in facilitating ethical identity, intentionality, and agency in compassionate communication with students from distinct cultural groups.
3. Facilitate expressions of ethical stories in the college classroom.

<div align="right">5c) Shutters East 1</div>

Virtual Reality Field Trips: Exploring Strengths, Weaknesses, Opportunities, and Threats
  Jamie Spinney, Southern Utah University

Key Statement: Exploring the strengths, weaknesses, opportunities, and threats of implementing virtual reality field trips in an undergraduate geography classroom.
Keywords: Virtual Reality, Field Trips, Place-Based Education
Subtheme: Instructional Strategies
                       Teaching With Technology

Field trips provide students with an opportunity to escape the classroom and explore real-world locations, events, or experiences. Virtual reality field trips (VRFTs) use virtual reality (VR) technology to transport participants to different locations or environments by wearing VR headsets, which have the potential to revolutionize education by providing students with hands-on, immersive learning experiences without leaving the classroom. This presentation uses SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis as a framework to help make informed decisions and develop strategies to overcome the challenges of implementing VRFTs in an undergraduate geography classroom.

Outcomes:
1. Assess the value of virtual reality field trips (VRFTs) for enhancing student engagement and learning.
2. Summarize the opportunities and challenges of implementing virtual reality (VR) technology.
3. Analyze the potential applications of VR for place-based education.

Unlocking Achievement: The Power of Experience Point Grading
Shea M. Brgoch, Western Kentucky University
Stacey A. Forsythe, Western Kentucky University
Evan A. Davis, Linfield University

Key Statement: This presentation highlights students' perceptions of an experience point grading system, which may enhance students' intrinsic motivation and engagement, and offers suggestions for classroom adoption.
Keywords: Student Engagement, Gamification, Autonomy

Subtheme: Assessment/Ungrading/Feedback
          Course/Curriculum (Re)Design

Intrinsically motivated students are more likely to engage in deeper learning (Simons et al., 2004) and have higher levels of performance and success (Howard et al., 2021). Adopting gamification elements into classrooms may enhance students' intrinsic motivation and engagement (Buckley & Doyle, 2016). Our study combined principles of self-determination theory and gamification through an experience point grading system. This "additive grading" allowed students to "level up" their grade by completing assignments and earning experience points, thereby focusing on growth instead of missed points. Preliminary analysis indicates students generally enjoyed the autonomy of the grading structure and provided suggestions for improvement.

Outcomes:
1. Identify the common features of experience point grading.
2. Recognize the effect of experience point grading on student motivation.
3. Discuss options for implementing experience point grading into their own course design.

Ways to Connect With and Support Student Mental Wellness in Higher Education
Nancy Dayne, California State University - Long Beach

Key Statement: This workshop is designed to look at the stressors that students face, resources, and ways to build community. Discover ways to build relationships, support students, and make adjustments to your teaching.
Keywords: Student Wellness, Connections, Community Building
Subtheme: Wellness/Self-Care/Mindfulness
          UDL DEIB

Students in higher education are facing unprecedented challenges, especially since the COVID-19 pandemic. How do educators meet students where they are, especially when they are facing stress and struggles with mental wellness. This workshop is designed to look at the stressors that our

students face, support services, and ways to build community and connections.

    Outcomes:
1. Learn new ways to check in with students and create a strategy to use.
2. Evaluate wellness resources available and choose one to share.
3. Understand the common stressors of college students and how they can support students.

Teaching Gratitude During a Pandemic Using Social Psychology
    Kevin L. Ladd, Indiana University South Bend

Key Statement: Coursework and mental health are not always aligned closely. Focusing on the science of gratitude, assignments can facilitate both academic excellence and mental health.
Keywords: Mental Health, Social Psychology, Gratitude
Subtheme: Wellness/Self-Care/Mindfulness
       Metacognition

    Teaching social psychology focused on the science of gratitude supported assignments that engaged students in academic literature and simultaneously practicing personal gratitude. Daily journaling of five distinct instances (25 recorded instances for each of 13 weeks) of personal gratitude prompted students toward self-reflection and the creation of data for analysis. These daily assignments fed into a final paper featuring: Pure Academic Reflection, Evaluation of Personal Gratitude Data, and Meta-Analysis of Gratitude Practices in Relation to Scientific Knowledge. The power of the exercise far outstripped expectations of both the instructor and the students!

    Outcomes:
1. Understand the extent of mental health challenges facing students.
2. Actively reconceptualize classrooms as a means to foster positive mental health in tandem with high academic standards.
3. Learn to create assignments delivering long-term impact for students and their social networks.

6a) Great Room 1

OER + UDL: Union of Student-Centered Approaches in Course Design
Lisa L. Fanelli, Goodwin University
Karrie L. Morin, Goodwin University

Key Statement: This presentation aims to unveil the approach of bringing OER & UDL principles together to increase student accessibility and discuss the implications for future course development.
Keywords: Open Educational Resources, Universal Design, Online Learning
Subtheme: UDL DEIB
         Course/Curriculum (Re)Design

In Universal Design for Learning (UDL) and Open Educational Resources (OER) foundations, it is understood that the learner is not lacking the tools to perform, rather, the absence of accessibility to learning resources, as well as the delivery of content not being optimal and conducive to appreciate the variability in learning. Research is vast for UDL and OER frameworks individually; however, there is limited discussion incorporating both methodologies specific to (re)designing a course. The authors, both advanced teaching fellows in UDL, integrated UDL principles into a Leadership in Health course while simultaneously converting into an OER course.

Outcomes:
1. Recognize components of the OER process in your own curricular development.
2. Connect UDL principles to touchpoints in your courses.
3. Generate ideas for combining OER and UDL resources to enhance accessibility to all learners.

6b) Great Room 2

Through Your Students' Eyes: Using Feedback for Continuous Instructional Improvement

Jeni Dulek, Pacific University

Key Statement: This presentation explores how and why faculty can use feedback from students currently taking their courses to make immediate adjustments that improve teaching and enhance learning.

Keywords: Student Feedback, Instructional Improvement, Formative Evaluation

Subtheme: Instructional Strategies
Classroom Community/Culture

This presentation will address the use of mid-semester student feedback to improve instruction and enhance learning outcomes for the students currently taking your course. We will discuss the benefits of soliciting student feedback during the semester, examine several ways a faculty member can solicit mid-semester student feedback, and introduce a simple process for collecting feedback and implementing immediate changes to instruction based on it. The session will include practical strategies and suggestions for gathering and responding to student feedback, and participants will receive access to several sample tools and resources for carrying out the feedback process in their own courses.

Outcomes:
1. Describe the benefits of soliciting student feedback during the semester.
2. Explain how to gather and respond to student feedback to make immediate adjustments to their teaching approaches.
3. Identify at least one resource or strategy they plan to use to solicit feedback from their students.

6c) Shutters East 1

Building Community and Confidence in College Calculus

Brianna Wright, University of California, Los Angeles
Mia Elliott, University of California, Los Angeles
Karina Ramirez, University of California, Los Angeles

Key Statement: Learn about one community college's strategies for retaining students in calculus. Using student responses, you will see how collaboration and program-specific services support STEM learning.
Keywords: Community College, STEM Pathways, Collaborative Learning
Subtheme: Course Design/Instructional Methods
          Classroom Community/Culture

       Calculus is a gateway and gatekeeper to STEM degree completion and STEM jobs. Our session recognizes the efforts of one community college to retain students in STEM by integrating supports and services that value community building, relationships, quality instruction, and collaboration. Utilizing a range of tools, including technology, a calculus-centered tutoring center, and collaborative tasks, the program seeks to assist students in their STEM paths. Our session allows participants to reflect on their own math journeys and discuss practices that uplift and empower students. While we focus our session on mathematics, these learning strategies are applicable to all STEM classrooms.

    Outcomes:
1. Assess the role educators play in fostering a community of care that encourages engagement and collaboration.
2. Recognize the benefits of class-specific tutoring.
3. Analyze how to utilize technology in promoting student engagement and learn how to adapt available materials.

<div align="right">6d) Shutters East 2</div>

Scholarship of Teaching and Learning: Project Development Steps to Publication
    Milton D. Cox, Emeritus Miami University

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

<div align="right">6e) Shutters West 1</div>

Welcoming Undergraduates to Vertically Integrated Teams With a Feminist Approach
Mary Martin, University of Michigan Medical School
Alesha Kotian, University of Michigan Medical School

Key Statement: Want to learn how to best leverage undergraduate potential in your academic projects? Join us to workshop ways to meaningfully engage undergraduates on your existing or future projects.
Keywords: Vertical Integration, Mentorship, Experiential Learning
Subtheme: Course Design/Instructional Methods
            Wellness/Self-Care/Mindfulness

In this session, three doctoral students will demonstrate the application of Feminist Emancipatory Adult Learning Theory (FEALT) to the vertical integration of undergraduates into graduate student/faculty-led teams executing small to moderate-scale projects. FEALT challenges structural power imbalances and elevates undergraduates' knowledge and voices while dismantling traditional hierarchies (Tisdell, 1998; hooks, 1994). Furthermore,

this theoretical framework empowers graduate students/faculty to provide accessible opportunities for mentorship, skill development, and crucial real-world experience to prepare them for graduation (Joshi et al, 2019). This is achieved through (a) providing appropriate hands-on experiential learning opportunities and (b) addressing intangible barriers like the hidden curriculum (Hafferty & Franks, 1994).

Outcomes:
1. Identify appropriate initiatives in which meaningful contributions from an undergraduate student could be incorporated.
2. Implement an approach to recruiting undergraduate students that is inclusive of students from disadvantaged and underrepresented backgrounds (hidden curriculum).
3. Acquire options to appropriately recognize undergraduate student work including monetary contributions, grant/award opportunities, course credits and/or formal mentorship/advising.

<div align="right">6f) Shutters West 2</div>

Enhancing Inclusion and Lifelong Learning by Applying Age-Friendly Principles in the Classroom
Mary Marshall, California State University Long Beach
Maria Carpiac, California State University Long Beach

Key Statement: This presentation challenges preconceptions about aging and learning, provides age-friendly strategies for improved older adult inclusion, and encourages participants to adapt these principles in their own classrooms.
Keywords: Age-Friendly, Classroom Inclusion, Older Adult Learners
Subtheme: UDL DEIB
                 Classroom Community/Culture

The aging population is on a steady rise, leading to a notable increase in the number of older adult learners actively participating in education and seeking opportunities for lifelong learning. The Age-Friendly University (AFU) Global Network principles can serve as a valuable guiding framework for increasing inclusion in classrooms for older adult learners. This presentation will guide participants through confronting their own beliefs about aging and learning and share examples of how the AFU principles can guide better

inclusion of older adults in classrooms and educational programs. Participants will be able to brainstorm ways to apply these principles to their own classrooms.

Outcomes:
1. Identify any beliefs they hold that may include ageism
2. Summarize 1 to 3 Age-Friendly University (AFU) principles and how they support older adult learners
3. Apply 1 AFU principle to instructional methods they use in their own classroom

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Concurrent Session 7
10:00 am - 10:40 am

7a) Great Room 1
Rubrics as Useful Assessment Tools for Instructor and Student Success
Kimberly Marshall, Saskatchewan Polytechnic Instructional Leadership and Development Center

Key Statement: Work smarter, not harder, with rubrics. Refresh and rethink types of rubrics and their components to lead to successful teaching and learning in the classroom!
Keywords: Assessment, Instruction, Feedback
Subtheme: Assessment/Ungrading/Feedback
Instructional Skills

Rubrics can be time-consuming, but they should not make you feel like you are trying to solve a Rubik's cube! Rubrics are a valuable tool for enhancing student learning and improving teaching effectiveness. They promote objectivity, clarity, feedback, alignment with learning outcomes, and assessment, all of which contribute to better student performance and achievement. In this session you will explore the purpose and benefits of using rubrics for assessment, review the types of rubrics and experience a rubric "refresh" activity.

Outcomes:
1. Identify the purpose and benefits of rubrics.
2. Identify two types of rubrics and basic components.
3. Discuss rubric creation ideas and strategies.

Innovative Strategies to Motivate and Build Resilience in Every Student
Jake Thibault, Why Try

Key Statement: From trauma, isolation, and poverty, to mental health challenges, our students have faced many obstacles over the last three years. Come see a formula to help you guide students through the challenges that destroy motivation and make it difficult to find success.
Keywords: Resilience, Student Motivation, Mental Health
Subtheme: Course Design/Instructional Methods
Wellness/Self-Care/Mindfulness

The breakthrough idea of this presentation is that resilience can be taught. In fact, it's something we are all born with, from the unhoused person on the street to the brightest Ivy League professor. Most of us—including many of our schools' most struggling students—just haven't learned how to access what's already inside. In this presentation, participants will learn about the vital skills of resilience and will be empowered to deliver these skills to students of any background and learning style.

Outcomes:
1. Know how to build a belief in students that they can change their circumstances, no matter how hopeless.
2. Gain strategies to transform pain and adversity into fuel.
3. Recognize and know how to utilize the resources for resilience that exist around them.

Utilizing the PIER Framework in AI Assignments
Suzanne Tapp, Texas Tech University
Micah Logan, Western Kentucky University

Key Statement: As we prepare our students for a future with AI, students need guideposts to help them know when and how to use these tools.
Keywords: Principles, Framework, AI
Subtheme: AI/ChatGPT
            Assessment/Feedback/Ungrading

        Generative artificial intelligence (AI) promises to change the landscape of teaching and learning, particularly as we anticipate that our students will undoubtedly encounter AI in their future careers. As more and more faculty endeavor to integrate generative AI into their assignments and curriculum, we created the PIER framework to focus on an iterative cycle of Permission, Integrity, Expectations, and Reflection as a set of guiding principles for AI use. This learning tool establishes a set of standards to promote effective and responsible use of AI tools that are sure to last longer than the next version of ChatGPT.

    Outcomes:
1. Analyze and apply the PIER framework for effective AI assessment.
2. Evaluate the usefulness of PIER by using AI tools in formative assessment for improved feedback.
3. Work together to crowdsource strategies to help students identify when and how to use AI (or not).

<div align="right">7d) Shutters East 2</div>

Improving Outcomes for Students with ADHD
    Mary Dixson, University of Texas at San Antonio

Key Statement: Just under 10% of kids 3-17 have been diagnosed with ADHD. As these students enter college, faculty need information, techniques, and tools to help them thrive in our classrooms and beyond. Walk away with ideas and free resources you can use today!
Keywords: ADHD, Disabilities,, Equity
Subtheme: UDL
            DEIB

Current estimates show almost 10% of kids between 3 and 17 have received a diagnosis of ADHD. Many more will receive their first diagnosis after arriving on our campuses. As faculty, we need to look beyond basic accommodations to support this growing population. This includes developing strategies for assessments and assignments, working in groups, and lecturing. This workshop will help explain ADHD and related conditions, demonstrate successful strategies to help students thrive in your classroom, and offer free online resources to take back to your home institutions.

Outcomes:
1. Describe ADHD and related learning disabilities.
2. Demonstrate classroom strategies that benefit ADHD students while improving outcomes for the entire class.
3. Describe ways to adapt assessments and homework to help ADHD students succeed.

7e) Shutters West 1

Unlocking the Potential of Digital Accessibility to Empower Inclusivity in Education

Christine Andresen, Medical University of South Carolina
Jennifer Wisniewski, Medical University of South Carolina

Key Statement: Embrace the idea of an equitable online learning experience and unlock your learners' full potential using digital accessibility best practices to create inclusive instructional materials.
Keywords: Digital Accessibility, Inclusive Design, Online Learning
Subtheme: UDL DEIB
            Teaching Online

In today's increasingly digital world of education, ensuring equal access to learning resources is of paramount importance. This presentation aims to shed light on the significance of digital accessibility and its impact on our diverse student bodies. We will introduce challenges faced by individuals with disabilities and discuss practical strategies for designing and developing inclusive instructional materials. By examining best practices, guidelines, and emerging technologies, we will demonstrate how you can proactively embrace accessibility to enhance student engagement and unlock your learners' full

potential. Join us to embark on a journey toward a more inclusive and equitable online learning experience.

Outcomes:
1. Summarize the importance of creating digitally accessible instructional materials.
2. Investigate digital accessibility resources and tools.
3. Apply digital accessibility best practices to instructional materials.

Use of the Mindful Streamlining Self-Assessment Tool for Content Overload
Caroline L. Ko, University of the Pacific
Deepti Vyas, University of the Pacific

Key Statement: The Mindful Streamlining Self-Assessment Tool was developed using the framework of backward design to encourage revision of course content that is conscious of cognitive/content overload.
Keywords: Streamlining, Overload, Revision
Subtheme: Wellness/Self-Care/Mindfulness
             Instructional Methods

As new information emerges on a topic, instructors may be inclined to add more content into their teaching sessions without revision/removal of existing content. This may lead to content, course, and ultimately curricular overload. Although curricular mapping and defined course goals can prevent curricular overload, little research has been done to assist individual instructors with mindfully streamlining content within their individual teaching sessions (i.e., one lecture, discussion session, or laboratory practical). We have developed the Mindful Streamlining Self-Assessment Tool (MSSAT) to guide faculty in revising individual teaching sessions.

Outcomes:
1. Describe external and internal factors that lead to content and curricular overload.
2. Utilize backward design in content revision.
3. Apply the Mindful Streamlining Self-Assessment Tool to a teaching session.

Concurrent Session 8
10:50 am - 11:30 am

Maximizing Participation as a Teaching and Learning Tool
   Melissa Talhelm, Southern Connecticut State University

Key Statement: Come learn strategies for maximizing how instructors and students—particularly first-years—can use clear participation expectations for improving learning, thinking about learning, and building a classroom community.
Keywords: Classroom Engagement, Participation, Metacognition
Subtheme: Metacognition
            Instructional Skills

   Most college instructors' syllabi inform students that participation is part of their course grade. But, really, what does that mean—to instructors or students? Come learn strategies for maximizing how instructors and students—particularly first-years— can use clear participation expectations for improving learning, thinking about learning, and building a classroom community. We'll talk about how to use rubrics to clarify and assess what you and your students want participation to look like in your classroom.

   Outcomes:
1. Consider specific expectations and standards for class participation that reflect student population and content.
2. Understand how clear expectations for participation can influence teaching and learning outcomes.
3. Evaluate how an individualized participation rubric can become a teaching and learning tool.

Cognitive Distortions #2: Roadblocks to Learning and Strategies to Overcome

Eve Hoover, Midwestern University
Amber Herrick, Midwestern University

Key Statement: Early career coaching and mentorship aimed at recognizing cognitive distortions while also teaching resilience strategies may cultivate a community of wellness within the classroom.
Keywords: Resilience, Self-Awareness, Coaching
Subtheme: Wellness/Self-Care/Mindfulness
        UDL DEIB

Higher education is highly demanding and is associated with escalating stress and burnout. Personal stressors are often amplified by cognitive distortions such as fixed mindset, self-efficacy, magnification, and comparison. Unfortunately, these cognitive patterns often affect the success of the learner and frequently persist, negatively impacting future careers. To expand on content previously presented by authors at Lilly 2023, presenters will explore strategies to foster an inclusive, educational classroom culture by promoting self-awareness of inner dialogue without judgment. These small, yet powerful, curricular inclusions prioritize well-being and strengthen resilience.

Outcomes:
1. Define and identify cognitive distortions such as fixed mindset, self-efficacy, magnification, and comparison.
2. Utilize engaging, interactive class activities to anonymously share thoughts and reflections about cognitive distortions.
3. Investigate strategies to overcome cognitive distortions.

8d) Shutters East 2

Metacognitive Strategies to Help Students Succeed in Any Class

Gregg Wentzell, Miami University

Key Statement: Metacognition, a skill that is not well developed in most novice learners, is crucial for helping students achieve higher-order learning outcomes.

Keywords: Metacognition, Self-Explaining, Bloom's Taxonomy
Subtheme: Instructional Strategies
Metacognition

Metacognition—the ability to think about our thinking, accurately judge our level of learning, and be consciously aware of ourselves as problem-solvers—is crucial to students' intellectual development and success. This session will explore evidence-based strategies for helping students develop their metacognitive skills. We'll review Bloom's Taxonomy and engage in some activities to support students' becoming more metacognitively self-directed learners who are capable of achieving higher-order learning outcomes.

Outcomes:
1. Define metacognition.
2. Describe metacognitive strategies you can incorporate into your teaching.
3. Discuss how these strategies can contribute to helping students become more self-directed learners.

8e) Shutters West 1

Creating a Community of Practice in Our Classrooms
Brent Galloway, Red Deer Polytechnic

Key Statement: Students often experience more success when learning collaboratively within a community of practice. Research and ideas on how to foster this experience will be shared. Together everyone achieves more success.
Keywords: Collaboration, Community of Practice, Cooperative Learning
Subtheme: UDL DEIB
Interactive Instruction

Considerable research is available to support the idea of designing collaborative learning experiences into our classrooms. Further to this is the idea of creating spaces in our institutions that will allow for the development of a community of practice in which students are connected to each other on

many levels throughout their learning journey. In this session, participants will learn through the sharing of a Case Study Research Project which examined the benefits of collaborative learning and the use of cohorts in program development. Participants will also learn how to utilize a variety of instructional strategies that foster collaborative learning which help to create a community of practice.

Outcomes:
1. Compare and contrast different instructional strategies that help to foster collaborative learning in our classrooms
2. Analyze different ideas on how to create a community of practice within our classrooms and institutions.
3. Create a plan of action to better foster the use of collaborative learning in our classrooms/institutions that will help to create effective communities of practice.

Playing With Power Tools: The Limitations, Dangers, and Possibilities of ChatGPT
   J. D. Thomas, University of Texas at Dallas

Key Statement: Large language models (LLMs) like ChatGPT are incredibly powerful tools, but their outputs are only as good as their inputs. This session will explore ways we can train students to see LLMs as tools in their toolbelts and not as replacements for knowledge and expertise.
Keywords: Course Design, ChatGPT, Prompt Engineering
Subthemes: AI/ChatGPT
              Instructional Strategies

Whether we like it or not, our students are using ChatGPT. This session will provide an overview of how ChatGPT and other LLMs work, describe the importance of conducting skill assessments with our students, and explore why and how we should teach students the basics of prompt engineering. We need to help students assess their expertise (or lack thereof), develop proficiency in prompt engineering basics, and use LLMs in ways that are aligned with their competencies in various disciplinary domains.

Outcomes:
1. Understand how LLMs work and why it's important to conduct expertise assessments with students.
2. Explore the basics of prompt engineering and the importance of teaching students to develop sophisticated prompts and prompt sequences.
3. Discuss the importance of helping students use LLMs in accordance with their level of disciplinary expertise.

Poster Presentations
11:30 am - 12:30 pm
Brickstone

Promoting Interdisciplinary Learning in the University Classroom
Christopher Addison, The University of British Columbia

Key Statement: Students benefit from an interdisciplinary approach to science education. But making interdisciplinary connections is difficult for students! Best practices and student perceptions will be discussed.
Keywords: Interdisciplinary Learning, Science Education, Curriculum
Subtheme: Instructional Method
　　　　　STE(A)M

The pressing need to solve large-scale and complex societal problems has driven the demand for an interdisciplinary approach to contemporary science education. These approaches generally present content in an interdisciplinary format, with the goal of breaking down preexisting silos of disciplinary knowledge.

Our lived experience and recent scholarly work demonstrates that interdisciplinary instruction must be intentionally designed, clear and explicit to students, and continuously supported at the program and classroom level. This presentation will highlight student barriers to engaging in

interdisciplinary thinking and initial steps that all educators can undertake to promote this higher-order thinking in their classrooms.

Outcomes:
1. Identify key challenges for students to make interdisciplinary content connections.
2. Describe best practices for engaging students in interdisciplinary learning in the classroom.
3. Summarize available methods for assessing student interdisciplinary thinking.

Teaching Cultural Responsiveness and Affirmative Care Skills To SW Graduate Students

Nicole L. Arkadie, California State University of San Bernardino
Erik M. P. Schott, California State University of San Bernardino

Key Statement: Through a DEI lens. Enhancing cultural responsiveness and affirmative care skills of graduate students to work with BIPOC and marginalized communities.
Keywords: Instructional Skills, Course/Curriculum (Re) Design, Indirect Instruction
Subtheme: Course/Curriculum Design/Instructional Methods
UDL/DEIB

Social work students' clinical and ethical skill development must ensure they have adequate cultural humility/responsiveness and an affirming care approach to client services while utilizing a Diversity, Equity, and Inclusion (DEI) framework with marginalized communities. Social work students' effective client care skills are essential while working with diverse and marginalized populations by addressing three critical domains in coursework designed from a DEI framework that includes: assessment, engagement, and intervention. In addressing these three domains, future professional social workers will ensure that they are providing affirmative, culturally competent clinical care to individuals, couples, families, groups, and communities.

Outcomes:

1. Acquire strategy on how to incorporate a DEI framework in course syllabus
2. Describe and provide information about affirming care approach to use with students
3. Demonstrate cultural responsiveness as an teaching intervention for students

Improving the Academic and Social Integration of Transfer Students
Kim Buch, University of North Carolina - Charlotte

Key Statement: We created a learning community to facilitate the academic and social integration of transfer students. Longitudinal data show its positive impact on participants' academic success.
Keywords: Transfer Students, Learning Communities, Academic and Social Integration
Subtheme: Assessment/Feedback/Ungrading
Course/Curriculum Design/Instructional Method

Transfer students are a growing population of undergraduates who are academically at-risk but often underserved by 4-year institutions. We created a transfer learning community (TLC) for entering psychology transfer students to enhance their social and academic integration and success. The TLC is a cohort-based, discipline-centered LC, incorporating a range of strategies associated with transfer success, including linked courses, in-community advising, collaborative learning, and embedded co-curricular activities. This study reports the positive impact of the TLC on the 265 transfer students who have participated in the program during its first three years.

Outcomes:
1. Learn about a discipline-centered learning community for transfer students and how it can impact the social integration and academic success of participants.
2. Envision ways in which our TLC model might be adopted or adapted for use with a range of student groups across diverse academic disciplines.
3. Apply lessons learned from our program and its assessment to ensure successful transfer of our model to yield a similar positive impact.

Student-Centered Curricular Changes Based on Learner Action Research Projects

D. J. Cluphf, Southern Illinois University Edwardsville

Key Statement: What do school teachers want to learn? An analysis of 200 graduate Action Research projects by teachers determined that curriculum must address Basic Psychological Needs Theory.
Keywords: Action Research, Instructional Methods, Curriculum Design
Subtheme: Course Design/Instructional Method
        Experiential Learning

        Student-centered instruction (SCI) is accomplished via a multitude of practices supporting creativity and ingenuity. Analysis of over 200 action research projects indicated that graduate students who are school teachers focused primarily on Self-Determination Theory (SDT) with the majority involving student autonomy, competence and relatedness. Analysis suggests that SDT is foundational to effective classroom practices and that graduate coursework must address this viewpoint. To that end, curricular changes included the addition of a course in SDT as well as teaching/addressing SDT in all courses in the context of school teaching and action research. This has been favorably received by graduate students.

Outcomes:
1. Describe Action Research.
2. Explain the contributions of Self-Determination Theory to Action Research.
3. Address curricular change based on identified student learning needs.

Debugging a Design Through Paired Learning

Andie Day, Belmont University

Key Statement: Two students "debug a design" by role-playing a designer and a technician to succeed in creating a more fully realized, manufacturable fashion design.
Keywords: Creative Problem-Solving, Collaborative Learning, Role-Playing

Subtheme: Experiential Learning
            Instructional Methods

Conceptualizing, designing, and creating are all important parts of the design process for fashion design students. However, students often begin to create a garment before considering the constraints of construction, resulting in a product that is misaligned with the original design intention. In a class activity titled "Debugging the Design," inspired by the process software engineers use to fix a piece of broken code, two students work together to role-play the professions of designer and technician. By discussing the product's construction, materials, and user experience, the two students succeed in creating a more realized, constructible fashion design.

Outcomes:
1. Comprehend the interconnectedness between conceptualizing, designing, and constructing creative projects.
2. Recognize the significance of considering constraints early in the design process and how neglecting this aspect can lead to misalignment with the original design intent.
3. Acquire insights into the practical implementation of role-playing techniques to encourage cross-disciplinary communication, helping students bridge the gap between creative design and technical execution.

Comparing STEM Students' Online Learning Experience Between CSUSB and UCR

Joyce Fu, University of California, Riverside
Miranda McIntyre, California State University, San Bernardino
Montgomery Van Wart, California State University, San Bernardino
Jesus Herrara, California State University, San Bernardino
Yunfei Hou, California State University, San Bernardino
Hani Aldirawi, California State University, San Bernardino

Key Statement: STEM Students's online learning experience differs between R1 (UCR) and R2 (CSUSB) institutions in many aspects including lectures and exams format, feeling of inclusion, etc.

Keywords: Online Learning, Inclusion, Institutional Differences
Subtheme: Online/Hybrid/Hyflex Instruction
Instructional Skills

This study recruited over 1,100 CSUSB and UCR students in a variety of STEM disciplines to better understand the needs and preferences of students from the two Hispanic-Serving Institutions. While students agreed on some aspects of online learning, there were considerable institutional differences particularly in lectures, exams and inclusion. CSUSB students reported a stronger preference toward online exams and stronger feelings of belonging compared to UCR. Overall, the results highlight institutional differences in online instruction that reflect both student and university characteristics. These findings emphasize the importance of considering institutional needs and resources in "best practices" for online teaching.

Outcomes:
1. Assess students' experience of STEM online learning
2. Compare the institutional differences
3. Identify a few strategies to improve students STEM online learning experience

Using Principles of Active Learning to Maximize Engagement With Neuroanatomy
Mackenzie Feldhacker, University of South Dakota

Key Statement: This poster will highlight a scholarly project and describe the methods used to increase active learning in a traditionally lecture-based content area of neuroanatomy.
Keywords: Instructional Methods, Active Learning, Neuroanatomy
Subthemes: Instructional Methods
STEAM

The purpose of this study was to understand if active learning strategies improved the student learning experience and were effective for teaching occupational therapy students about neuroanatomy. Additionally, the study assessed the effectiveness of an online virtual anatomy tool to support learning. Preliminary findings of the study, including student feedback of the

techniques, and strategies for implementing active learning to supplement lecture content will be shared. Important takeaways from this poster will include development of a deeper understanding of evidence-based practice for teaching and learning and ways to implement active learning principles in an often lecture-based content area.

Outcomes
1. Summarize the effectiveness of active learning principles for teaching neuroanatomy to occupational therapy students.
2. Connect effective strategies for teaching neuroanatomy with other STEM topics and/or traditionally lecture-based content.
3. Apply learning activities used in the study to similar, content-heavy courses to maximize student learning outcomes.

Can POGIL Increase Retention for First-Semester Computer Science Students?
Ruthie Halma, Truman State University

Key Statement: The first- to second-year retention rate for computer science majors is one of the lowest rates of all majors. Can using the POGIL approach help?
Keywords: Classroom Community/Culture, Experiential Learning, Interactive Instruction
Subtheme: Instructional Strategies
            Experiential Learning

Retention from first to second year for computer science majors is known to be one of the lowest of all majors. The POGIL approach to concept learning was used in a first-year computer science classroom and compared to teaching the same material using the traditional lecture method. Results are given comparing the two methods, as are potential additional uses of POGIL to engage new learners and potentially increase retention.

Outcomes:
1. Apply the POGIL approach in a typical first-year computer science (CS1) classroom setting.

2. Connect the POGIL approach of learning to other potential uses in a CS1 classroom.
3. Consider the use of POGIL to increase first year retention in computer science.

Faculty Development Training to Improve Online Teaching Skills Post-Pandemic

Salome Kapela Mshigeni, CSU San Bernardino

Key Statement: This presentation aims to share a case study from a faculty member who went through a 3-week intensive training program to improve their online teaching skills. Using the change management theory, an approach of transitioning students and faculty to achieve better outcomes.
Keywords: Quality Learning and Teaching, Faculty Development, Online Teaching
Subthemes: Course Design
                Instructional Methods

Post-pandemic, the demand to deliver online education remained high; however, many faculty members were still not fully trained nor technologically-savvy enough to teach classes virtually. Although online education is not a new pedagogy, the increased demand for it post-pandemic was not prepared with adequate, high-capacity IT infrastructure, nor were enough resources consistently available to provide faculty help their students become successful. While these resources were immediately provided during the first 3 months of online transition, particularly during lunch hours, some faculty found the efforts to be at odds with their "school or work schedule" and did not attend. Motivated by a faculty development opportunity to complete a course redesign using the Quality Learning and Teaching (QLT) framework, it is never too late to get a refresher and sharpen up our skills that will help improve and deliver competitive education virtually in the 21st century. This workshop significantly improved my online teaching abilities. Drawing from qualitative feedback from peer faculty and instructors, I discuss challenges, experiences, and evidence-based recommendations for improvement.

Outcomes:

1. Not all faculty were tech-savvy to navigate as students during virtual training.
2. Majority of faculty lacked the motivation to participate without incentives.
3. Evidence-based approaches on the delivery of virtual quality education are essential for improvement.

Exploring Intersections of Community-Based Learning and Occupational Therapy Curricula

Amy Kashiwa, University of Puget Sound
Maggie Hayes, University of Puget Sound

Key Statement: This research identifies how community-based learning influences student knowledge of the occupational therapy profession. Student perceptions were analyzed after attending an exhibit on cultural tattooing.
Keywords: Community-Based Learning, Scholarship of Teaching and Learning, Socialization to the Profession
Subtheme: Experiential Learning
               Instructional Strategies

This Scholarship of Teaching and Learning study uses thematic analysis to understand how a community-based learning experience influenced occupational therapy students' knowledge of the profession. After attending an exhibit on cultural tattooing, student perceptions were analyzed using deductive coding corresponding to seven curricular threads. The themes that emerged from the iterative coding process were socialization to the profession and diversity, equity, and inclusion. In conclusion, a community-based learning activity is a valuable teaching method for making curricular connections and deepening student understanding of the occupational therapy profession. Additionally, students gave explicit examples of increasing cultural awareness for clinical practice.

Outcomes:
1. [Caring] Increase interest in developing a community-based learning activity.
2. [Action] Describe how a community-based learning activity ignites advocacy and promotes cultural awareness.

3. [Integration] Connect novel learning experiences to curricular Design.

Effectiveness of Course-Based Undergraduate Research Experiences in Biology Courses
Hope Klug, University of Tennessee at Chattanooga

Key Statement: Course-based undergraduate research experiences provide effective hands-on learning for students in biology courses. Come check out the poster for more information!
Keywords: Experiential Learning, Course Design, Research Experience
Subtheme: Experiential Learning
   Course Design/Instructional Methods

   Experiential learning increases undergraduate student success. Course-based undergraduate research experiences (CUREs) are a form of experiential learning in which a course becomes research intensive, such that students participate in discipline-specific research in a classroom setting. While some evidence suggests that CUREs promote student learning, additional research is needed to fully understand the effectiveness of CUREs in biology courses. Here, I describe a CURE in a non-majors biology course in which students conducted a semester-long study at the Tennessee Aquarium to quantify flashlight fish behavior. In this presentation, I provide details of how students engaged in all aspects of the scientific method.

  Outcomes:
1. Define course-based research experience.
2. Describe an example of a course-based research experience in a biology course.
3. Explain how a course-based research experience can improve student success in a non-majors science course.

Using Yogurt Fermentation As A Tool For Hands-On Investigation of Microbiology
Tatiana Kuzmenko, Loyola Marymount University

Key Statement: We have developed a group research project-based activity designed to introduce students to concepts of Microbiology and scientific thinking. The activity doesn't require any special equipment and is suitable for remote lab.
Keywords: Hands-On, Remote Lab, Microbiology
Subtheme: Experiential Learning
                Instructional Methods

We have designed an interactive, inquiry-driven collaborative activity tailored for students with varying backgrounds in biology to investigate the concepts of Microbiology. Through this exercise, students learn the intricacies of yogurt fermentation, and then explore how different factors like temperature, substrate, and inoculant source can influence the process. Results are assessed both qualitatively, by examining characteristics such as smell and appearance, and quantitatively, using viscosity measurements. Students combine and analyze their data to present their conclusions orally. This activity can be performed in any part of the world, so it is suitable for remote labs and institutions lacking specialized equipment.

Outcomes:
1. Master the fundamentals of setting up experimental assays like yogurt fermentation while working aseptically.
2. Generate a hypothesis, design and execute an experiment considering the necessity of replicates and controls.
3. Collectively gather, analyze, interpret, and orally present the data relating the findings to the current scientific literature.

Hispanic-Serving Institutions as Catalysts for Belonging and Community in STEM Education

Pamela Medina, California State University San Bernardino
Miranda McIntyre, California State University San Bernardino
Ana Ni, California State University San Bernardino
Donna Garcia, California State University San Bernardino

Key Statement: Online education can foster feelings of belonging and community, leading to better outcomes in STEM education. Learn about the impact of HSIs and best practices in online teaching.

Keywords: Online Learning, STEM, Belonging and Community
Subtheme: Teaching Online
 UDL DEIB

Existing literature posits that learning is a social endeavor, and that a sense of belonging underlies a number of positive academic outcomes. Accelerated by the COVID-19 pandemic, however, course offerings have increasingly moved online, raising the question of how belonging manifests in the online setting. Within this space, Hispanic-Serving Institutions (HSIs) are noted as catalysts for belonging. Guided by the literature in social constructivism, this study explores the sense of belonging and community of STEM students, specifically taking online courses, at a mid-size HSI in a large metropolitan area.

Outcomes:
1. Analyze contributions to belonging and community in online courses.
2. Summarize the role of HSIs in fostering learning among STEM students.
3. Adapt best practices for teaching to the online space.

Emphasizing Translational Research in Ecological and Environmental Courses
Jennifer Nagel Boyd, University of Tennessee at Chattanooga

Key Statement: Introducing students to the concept of translational research in core courses can help to cultivate a scientific culture that emphasizes practical, effective, and collaborative environmental problem-solving. Come and see the poster for more information!
Keywords: Application, Collaboration, Problem-Based Learning
Subtheme: Experiential Learning
 Course Design/Instructional Methods

Translational research is a scientific approach that aims to turn research findings into effective practices. It requires an integrative perspective in which researchers from multiple disciplines, stakeholders, and decision-makers work collaboratively to develop and deliver research so that it ideally results in complex environmental problem-solving. Historically used in the context of biomedical research, translational research is rapidly expanding in the

ecological and environmental realms given the seriousness and complexity of many contemporary environmental issues. Here, I describe ways to incorporate and emphasize translational research approaches in core ecology and environmental courses.

Outcomes:
1. Define translational research.
2. Describe an example of translational research in the context of environmental problem-solving.
3. Explain how emphasis on translational research in early coursework can help to activate engaged and collaborative scientific perspectives.

Aging Adults' Outdoor Space Blooms During a Community-Engaged Learning Experience
Jamie Rognes, Drake University

Key Statement: Occupational Therapy Doctorate (OTD) students collaborated with a community partner to complete a mutually beneficial project as part of a community-engaged learning experience for aging adults in OTD curriculum.
Keywords: Community-Engaged Learning, Aging, Engagement
Subtheme: Course Design/Instructional Methods
          Experiential Learning

Students desire more hands-on learning outside the classroom. Students identified significant value in community-engaged learning opportunities to utilize skills across the occupational therapy process. The community partner felt supported by OTD students. The needs of the community partner were identified. Students and staff decided an art mural would enhance the outdoor leisure space and promote engagement among participants. The redesigned space was anticipated to increase participation outdoors and the likelihood of increased sun exposure. Sun safety posters were placed by the back door. The overall response to the finished project was overwhelmingly positive from academic faculty, program staff and participants.

Outcomes:
1. Analyze ways students benefit from community-engaged learning in the OTD curriculum.
2. Generate a list of how a community can benefit from community engaged learning in the OTD curriculum.
3. Describe how an outdoor mural can promote leisure engagement among aging adults.

Engaging Teachers in Global Citizenship Education Through an Interdisciplinary Curriculum Approach
Ionell Jay R. Terogo, University of San Jose - Recoletos Philippines

Key Statement: Educators play an important role in ensuring how the university core values are taught to students. Their awareness of GCED/ESD had assisted in making these values visible in the classroom (real-life application for both teachers and students).
Keywords: Global Citizenship Education, Education for Sustainable Development, Curriculum Interdisciplinary Approach
Subtheme: Course Design/Instructional Methods
                Classroom Community/Culture

This presentation is a program summary report of webinar workshops on global citizenship education (GCED), transformative education, human rights and peace education, and instructional integration of these concepts in the basic education curriculum spearheaded by the Office of Curriculum and Instruction of the University of San Jose – Recoletos (funded by UNESCO APCEIU). Teachers participated in workshops, discussed social issues and sustainability concepts, applied active strategies relevant to GCED, and identified best practices to apply to teaching practice. The results of the program show a strengthened teacher commitment toward education for sustainable development through their intentional interdisciplinary approach to curriculum planning and implementation.

Outcomes:
1. Describe the bases and framework of the global citizenship webinar-workshop series for faculty (especially the Learn-Share-Act framework).

2. Share teachers' outputs, evaluation results, and qualitative responses which reflect transformative education and interdisciplinary approach to curriculum.
3. Explain how GCED and ESD were thoughtfully committed by instructors through their interdisciplinary integration in the curriculum.

Working Around the World
   Viktor Wang, California State University, San Bernardino

Key Statement: The effects of religion, language and culture, political structure, economics, and physical environment on the development of the workplace and people's perceptions of work, occupations, and working conditions are examined. Come and see!
Keywords: Definition of Work, People's Perceptions of Work, Work Ethics
Subtheme: Course/Curriculum (Re)Design/Teaching Methods
             Teaching With Technology

This session examines the effects that religion, language and culture, political structure, economics, and physical environment have on the development of the workplace and people's perceptions of work, occupations, and working conditions. The session describes multicultural diversity in the workplace and the global workforce in reference to how people perceive each other on the job. The session compares and contrasts similarities and differences between work and society in the United States and other countries. The session also attempts to analyze the origins of people's own work ethic and their attitudes toward work and differences in occupations.

   Outcomes:
1. Describe the definition of *work* as it is perceived throughout the world and what it means in a global society.
2. Describe multicultural diversity in the workplace and the global workforce in reference to how people perceive each other on the job.
3. Analyze the origins of their own work ethic and their attitudes toward work and differences in occupations.

Game On! Utilizing Game-Based Learning for Literature Searching Instruction

Rachel Whitney, Medical University of South Carolina

Key Statement: Game-based learning was used to update existing active learning activities for literature searching and resulted in higher student engagement and positive feedback

Keywords: Game-Based Learning, Educational Games, Literature Searching

Subtheme: Instructional Strategies
           Technology in the Classroom

First-year pharmacy students lacked confidence in their literature-searching skills. The course instructor updated the existing active learning activities using game-based learning strategies. Game-based learning can immerse students into content in a fun and interactive manner. Literature searching is taught over two weeks and is divided into basic and advanced searching techniques. A crossword puzzle was created for basic searching techniques, and a virtual escape room was created for advanced searching techniques. Overall, the gamification of literature searching in this course resulted in increased student engagement with the content, increased assignment scores, and positive feedback after each session.

Outcomes:
1. Explain how game-based learning can increase student engagement and learning.
2. Describe the use of game-based learning activities to supplement or replace traditional lectures.
3. Identify existing course content that can be enhanced using game-based learning.

12:30 pm - 1:15 pm   Great Rooms 3 &4

Private Buffet Lunch
Name tag required

Plenary 2
Engaged Teaching: An Integrated Model to Improve Teaching and Learning
Claire Howell Major
University of Alabama

Concurrent Session 9
2:30 pm - 2:50 pm

9a) Great Room 1
Does Residency Support the Professional School Development Concept?
   Marty Miller, Wisconsin Lutheran College
   Susan Myrick, Louisiana State University of Alexandria

Key Statement: Residency provides an immersed experience to engage students in quality practices with school partners. Come and learn key insights into the professional development school concept.
Keywords: Partnerships for Professional Development, Immersed Experience, Collaboration at Work
Subtheme: Course Design/Instructional Methods
            Experiential Learning

      Is a year-long residency in education programs effective in improving teacher quality? Come and learn from two different perspectives of the development and implementation of two undergraduate residency programs.
      Despite the ongoing national debate on the concept of a yearlong residency, this session documents the successes and challenges from a Midwest private college and a southern central public university.
What works? Learn how established residency programs require a preparation setting with collaborative partners where coursework, clinical experiences, and expectations are closely aligned to ensure that residents are professionally ready to teach and sustain a career as an educator.

      Outcomes:

1. Deepen one's knowledge of the processes and implementation of a yearlong residency program.
2. IIdentify joint responsibilities which support a successful initiative mutually beneficial for stakeholders in a residency model.
3. Describe the pros and cons of establishing a residency program using the initiative of residency to focus on high-quality instructional practices.

<div align="right">9b) Great Room 2</div>

Teaching Personal Brand to Enhance Student Success
Jessica K. Nevitt, Indiana University

Key Statement: The skills students acquire in college have value. In this session, we will explore ways to enhance student success by teaching principles of personal branding.
Keywords: Careers, Personal Branding, Student Success
Subtheme: Experiential Learning
　　　　　Instructional Methods

Personal branding is a concept that has value in a job search, but it can also have value in classroom instruction. In today's job market, a degree is not enough. Students must be able to relate what they are taught in college to eventual professional success. No matter what we teach, incorporating the concepts of personal branding into classroom instruction can assist students to understand and articulate the unique value of their educational experience, enhancing their success in the job search. In this session, you will learn the concepts of personal branding and ways to teach it effectively.

Outcomes:

1. Connect the concept of personal branding to eventual student success in the job search.
2. Describe the value of personal branding in classroom instruction.
3. Analyze ways to incorporate the concepts of personal branding into lesson plans.

<div align="right">9c) Shutters East 1</div>

Undergraduates' Experience of Traveling Classroom to the Rez

Pamela G. Monaghan-Geernaert, Northern State University

Key Statement: Students thrive and reflect when traveling to see other cultures and learning from diverse communities. Creating experiential learning options is essential for student lifelong success.
Keywords: Culture, Experiential Education, Traveling Classroom
Subtheme: Experiential Learning
            Classroom Community/Culture

Experiential learning has been identified as an important learning tool with which students can make sense of the world around them and learn from diverse populations. This presentation highlights a weeklong traveling classroom experience in which students lived and traveled throughout the 3,500 square miles of the Standing Rock Sioux Reservation. Processes for creating the classroom and coordinating the trip will be highlighted, as well as specific learning opportunities built into the trip. A summary of the student and faculty experiences will be discussed, as well as strategies for other campuses to create similar programs.

Outcomes:
1. Describe how to network and create a traveling classroom.
2. Prepare experiences for students when traveling.
3. Create reflective assignments for students on return.

The Impact of Teacher Self-Disclosure on Student Learning and Belonging
Emily Hoover, Nevada State University
Lance Hignite, Nevada State University

Key Statement: Effective teaching is more than content knowledge and assignment design. The practice of teacher self-disclosure helps learners feel supported as people while they navigate academe.
Keywords: Teacher Self-Disclosure, Relational Teaching, Sense of Belonging
Subtheme: Experiential Learning
            Instructional Methods

Faculty strive to build trust and maintain authentic relationships with students, but they may hesitate to add their own lived experiences to lectures and class discussions. Self-disclosure is the practice of sharing personal information with others, often to increase trust. Even though self-disclosure is rooted in counseling, it can be applied to many disciplines as a teaching and learning strategy. Research shows that "positive student perceptions of the class and teacher are created when these disclosures do occur" (Simpson, 2009). This presentation will explore the value of teacher self-disclosure in learning environments that implement interactive lecturing and discussion-based learning.

Outcomes:
1. Understand the benefits and disadvantages of self-disclosure.
2. Explore the various options for practicing teacher self-disclosure.
3. Reflect on session strategies to implement self-disclosure to deliver content and create authentic community.

9e) Shutters West 1

Publishing SoTL Work in the *Journal on Excellence in College Teaching*
Gregg Wentzell, Miami University

Key Statement: Learn about the *Journal on Excellence in College Teaching*, as a long-running journal in higher education and teaching methods. Learn what reviewers look for and how to submit a manuscript, as well as how to request institutional subscriptions.
Keywords: SoTL, Publication, Pedagogical Research
Subtheme: Professional Development
Publication Opportunity

Hear the managing editor of JECT speak about publishing pedagogical research in higher education. Learn how the journal selects its topics for publication, frequency of publications, and how to prepare and submit a manuscript. Learn about the process of working with the editorial board addressing revisions during the writing process.

Outcomes:
1. Overview of JECT mission and circulation.

2. Publication datelines, manuscript preparation, and timelines for manuscript processing,
3. Institutional subscription requests..

Coded Concept Map to Frame Asynchronous Learning of Pediatric Assessments

Ling Yu (Elena) Meng, University of Southern California

Key Statement: A color- and shape-coded concept map introduces students to asynchronous work on standardized assessments in relation to core course topics prior to in-class practice.
Keywords: Concept Map, Asynchronous Learning, Knowledge Quiz
Subtheme: Instructional Methods
              Course Design

Blended learning allows for active learning outside of class while promoting student engagement, performance, and satisfaction (Fisher et al., 2021). Teaching standardized assessments in a pediatric occupational therapy course employs this method: students are tasked to research basic information on pediatric assessments prior to in-person practice. As concept maps can promote knowledge organization and foster meaningful learning (Torre et al., 2023), the instructor developed one to introduce students to assessments in relation to core course topics. This asynchronous learning experience is further enhanced through the use of quizzes as evidenced in a meta-analysis conducted by Spanjers et al. (2015).

Outcomes:
1. *Evaluate course content for asynchronous learning.*
2. *Create a coded concept map to frame the content of the course.*
3. *Develop quizzes to assess student learning with asynchronous content.*

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3:10 pm - 3:30 pm

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<div align="right">

10a) Great Room 1

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Shifting the Center of Learning From Instructor to Students
   Mary Raymond, Siena Heights University

Key Statement: Fostering a collaborative approach, a learner-centered environment is emphasized. This session explores the implementation of learner-centered teaching methods suitable for all types of classroom settings.
Keywords: Teaching, Learning, Instruction
Subtheme: Course Design/Instructional Methods
               Interactive Instruction

Research findings on the effectiveness of learner-centered teaching emphasize its positive impact on content engagement, learning outcomes, and retention. This session will highlight the key practices involved in implementing learner-centered teaching, including content nature, teacher's role, learner responsibility, evaluation methods, and power distribution. Participants will examine the importance of instructors as facilitators and learners' roles in achieving academic excellence. Interactive content includes group activities on implementing learner-centered strategies, exploring successful learner behaviors, and exploring diverse classroom assessment techniques in various learning environments.

Outcomes:
1. Investigate research-backed approaches to encourage collaborative learning among students.
2. Explore evidence-based principles that underpin learner-centered instruction.
3. Apply learner-centered teaching principles effectively in virtual, face-to-face, and blended classroom settings.

<div align="right">

10b) Great Room 2

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Strategic Response Analysis: Enhancing Collaboration and Learning Through Feedback Analysis
   Nichole Barta, Gonzaga University

Key Statement: Discuss a strategic approach that enhances student and instructor collaboration in improving teaching and learning by analyzing and applying feedback from response patterns.
Keywords: Feedback, Analysis, Assessment
Subtheme: Assessment/Feedback/Ungrading

Explore strategic response analysis, a strategy for enhancing collaboration and learning through feedback analysis. This session describes how instructors and students can work together to apply feedback to enhance learning and performance. We'll discuss practical applications and share examples demonstrating how strategic response analysis can be integrated into various contexts and subjects to improve teaching and learning outcomes. Learn about a strategy that not only informs teaching practices but also assists students by offering targeted and actionable feedback.

Outcomes:
1. Develop feedback approaches that enhance collaboration between instructors and students.
2. Apply strategic response analysis to a summative assessment.
3. Implement strategic response analysis in a course to enhance achievement of learning outcomes.

Reading Memoirs to Enhance Learning
Barbara Nadeau, Quinnipiac University

Key Statement: Memoirs highlight the diversity of life experiences. Strategies for using memoirs to deepen learning and promote appreciation of diverse values and beliefs will be shared.
Keywords: Reflective Thinking, Diversity, Learning Strategies
Subtheme: Experiential Learning
Metacognition

Memoirs are powerful vehicles to share personal narratives, shedding light on the diversity of life stories among individuals. They provide students the opportunity to explore the lived experiences and social dynamics that influence an individual and compare these to their own experiences (Brien &

McAllister, 2017; Moore, 2023). Memoirs can also be used as a unique approach to apply course content. Memoirs are well received by students and enhance learning outcomes (Phares, 2020). Effective strategies for utilizing memoirs, highlighting their potential to deepen learning, promote appreciation for diverse values and beliefs, and nurture reflective thinking will be shared.

Outcomes:
1. Summarize how memoirs can be used to enhance understanding of different perspectives.
2. Identify opportunities to use memoirs in one's own curricula to promote deeper learning of course content.
3. Use memoirs to foster students' self-reflection.
4.

Utilizing Generative AI for Engaging Learning Activities
Jeff Lambert, Duquesne University

Key Statement: Consider ways of preparing students to use Generative AI in professional contexts through engaging activities that work in both synchronous and asynchronous settings.
Keywords: Generative AI, Classroom Technology, Learning Activities
Subtheme: AI/ChatGPT
          Instructional Methods

Generative AI is becoming woven into all professional fields, and this shift demands that we prepare students to utilize AI in ethically reflective and intentional ways. This session will provide outlines for learning activities using generative AI that are universal enough to work in multiple academic and professional contexts. Most importantly, these strategies increase student engagement by connecting to contemporary trends and opening up students' potential for creative interaction with the discipline in question and the technology that they will be using in their professional lives.

Outcomes:
1. Understand how to utilize multiple different generative AI platforms.
2. Construct learning activities that utilize generative AI.
3. Assess the limitations of generative AI that are important for students to know.

How I Fixed What I Did Wrong Using Team-Based Learning
Terri Matiella, The University of Texas at San Antonio

Key Statement: Blending teaching styles with team-based learning elements created an introductory general education class in environmental science that helps students succeed and they actually enjoy.
Keywords: Team-Based Learning, Pedagogy, Curriculum Design
Subtheme: Course Design/Instructional Methods
        Instructional Methods

I implemented a full-scale team-based learning curriculum in my introductory general education class in environmental science, and students hated it! Literature says students learn deeply and receive many benefits with team-based learning pedagogy. Implementing a full-scale team-based learning teaching method was a challenge, and at the end of the semester, student feedback was not positive. I took elements of the method that were important to learning, creating a sense of belonging, and teamwork, then added other teaching techniques based on best practices to create a curriculum that helps students succeed and they actually enjoy.

Outcomes:
1. Assess strengths of team-based learning pedagogy.
2. Identify parts of team-based learning that could be applicable in courses they teach.
3. Discuss how team-based learning techniques contribute to student belonging and improve academic success.

Concurrent Session 11
3:40 pm - 4:20 pm

Coping and Learning Strategies to Improve Students' Academic and Everyday Experience

Ruth Ahn, California State Polytechnic University, Pomona
Sandra Ayebare, California State Polytechnic University, Pomona

Key Statement: Presenters will share coping and learning strategies that help students improve their academic experience. Participants will actively learn and discuss the strategies for immediate application to help their students.
Keywords: Social and Emotional Learning, Learning Strategies, Online Learning
Subtheme: Wellness/Self-Care/Mindfulness
Metacognition

During the past several years, students' well-being and ability to learn have been adversely affected by mandated lockdowns, isolation, the loss of their loved ones, and a host of other factors (Babb et al., 2022). Responding to these needs, hands-on, participatory workshops on coping and learning strategies were offered by a state university to improve students' learning experiences. In this presentation, participants will experience selected strategies that help with anxiety, overwhelming feelings, multitasking, time management, and other issues to improve participants' student learning. The session will end with a small and whole group discussion.

Outcomes:
1. Use social and emotional learning (SEL) research to create an effective learning environment.
2. Construct a list of learning strategies with participants to address time management, organization, overwhelming feelings, and other issues.
3. Identify learning strategies that will help participants' students improve their academic experience.

Adaptive Equity-Oriented Pedagogy: Increasing Student Engagement, Belonging, and Success
Andrew Estrada Phuong, University of California San Diego
Key Statement: This session introduces Adaptive Equity-Oriented Pedagogy (AEP). Research shows that AEP strategies have improved college instructors'

success and students' achievement by over a full-letter grade, and promotes a sense of belonging.

Keywords: Adaptive Equity-Oriented Pedagogy, Inclusive teaching, Address equity barriers

Subtheme: DEIB

This session introduces adaptive equity-oriented pedagogies (AEP) that participants can apply to advance student success. AEP synthesizes evidence-based practices (e.g., UDL, formative assessments, modeling, deliberate practice) to address diverse students' learning needs (i.e., strengths, interests, areas for growth). Randomized controlled trials and regression analyses show that compared to active learning courses, instructors applying AEP increased average student achievement by over a letter grade for all students. AEP also increased positive psychosocial outcomes (e.g., motivation, reduced stereotype threat, growth mindset, self-efficacy). This session contributes AEP strategies that have improved student success in Social Science, Humanities, and STEM courses. This session highlights instructor professional development strategies that have supported instructors in using multiple data sources to adjust teaching, address equity barriers (e.g., stereotype threat, imposter phenomenon), and improve student learning in over a dozen courses.

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 can apply to your teaching context or professional development strategies.

11d) Shutters East 2

It's All Fun and Games: Gamification in Post-Secondary Education
Regan Alford, Midwestern University
Nicole Hamilton, Midwestern University

Key Statement: A literature review to demonstrate how gamification of core knowledge for students serves to increase intrinsic motivation and improve cognitive recall through knowledge application.

Keywords: State of the Literature, Knowledge Application, Intrinsic Motivation

Subtheme: Teaching With Technology

Instructional Methods

Gamification is the application of typical gameplay elements into nongame settings to encourage participation and facilitate learning. This is an area of significant ongoing research with direct application to graduate education and preparation for real-world scenarios. The change in learning styles of the digital native generation (Gen Z) and recent transition to remote learning in the setting of the COVID-19 pandemic highlights the importance of engaging online learners and promoting active critical thinking. This project reviews the current state of the literature in research on gamification as it pertains to post-secondary education.

Outcomes:
1. Identify critical design elements of gamification as it pertains to higher education.
2. Apply basic gamification strategies to a real-life scenario.
3. Understand the need for further study in gamification.

11e) Shutters West 1

High-Impact Practice to Magnify Diversity, Equity, Inclusion, and Belonging (DEIB) Among Students
Ritu Sharma, Purdue Global

Key Statement: Students enhance self-efficacy and learn better when high-impact practices are employed in class (online/onsite) to promote diversity, equity, inclusion, and belonging (DEIB).
Keyword: Online/Onsite Learning, Student Success, DEIB
Subtheme: UDL DEIB
Indirect Instruction

This session explores evidence-based practices to enhance diversity, equity, inclusion, and student collaboration. Rooted in the 2017 framework of Hartwell et al., we emphasize core objectives: awareness, knowledge, skills, and action in DEIB teaching. The aim is to foster student success across diverse backgrounds and learning styles. Our strategies optimize outcomes, promoting individualized and sustainable success while preparing students

for careers and engaged citizenship. This comprehensive approach adds significant value to teaching outcomes, enriching the educational experience.

Outcomes
1. Analyze high-impact practices to not only embrace but enhance diversity.
2. Evaluate effective inclusive approaches to promote student engagement.
3. Construct teachable dialogue despite difficult differences.

Concurrent Session 12
4:30 pm - 5:10 pm

12a) Great Room 1

"Escaping" the Norm: Designing Evaluation to Optimize the Student Experience
Mackenzie Feldhacker, University of South Dakota
Whitney Lucas Molitor, University of South Dakota

Key Statement: This presentation will summarize the design and implementation of a game- and team-based escape room to replace a high-stakes comprehensive practical examination.
Keywords: Game-Based, Active Learning, Student Engagement
Subtheme: Instructional Strategies
                Assessment/Feedback/Ungrading

Today's learners seek entertaining and engaged learning experiences that mirror the fast-paced demands of life outside the classroom, which presents challenges for faculty to design activities that are fun while still meeting objectives. Simultaneously, students are often overwhelmed and experience stress with high-stakes assessments, especially in graduate professional education where practical exams require them to perform skills to demonstrate competency. Creatively using a variety of evaluation methods and activities, such as an escape room, allows faculty to reflect on the purpose

of evaluation and learners to demonstrate mastery in a way that improves their experience and makes learning enjoyable.

Outcomes
1. Analyze the components of a successful game-based learning and evaluation experience.
2. Plan for how they can implement similar evaluation methods into their own curriculum and/or course.
3. Collaborate to share and refine ideas for evaluation modification and/or implementation specific to their learning situation.

<div align="right">12b) Great Room 2</div>

Fictional Stories to Enhance the Context for Student Learning
Michael J. Oakes, Indiana University

Key Statement: Brief fictional stories, customized for key concepts, can provide a practical and accessible context for student learning. See how this works in economics and finance.
Keywords: Storytelling, Context, Student Learning
Subtheme: Instructional Strategies
Experiential Learning

Students in many introductory classes are immediately confronted with new, abstract concepts and mathematical models to help evaluate potential decision-making. Brief fictional stories, customized for the key concepts at hand, can provide a practical and accessible context for student learning. This was illustrated well with *The Goal*, a 1984 novel demonstrating the benefits of just-in-time production processes. This presentation will briefly review the results of research on storytelling in higher ed classrooms and then provide examples of bespoke, concept-targeted fictional stories that enhance the context for learning in economics and finance courses.

Outcomes:
1. Understand the results of a few key research studies on the impact of storytelling on student learning.
2. Explain why usual case studies, and the vignettes so popular in textbooks, don't provide effective learning context as readily as might be believed.

3. Experience examples of brief, bespoke fictional stories aimed at students in economics and finance courses and that might be useful as a starting point for developing their own storytelling.

"Lego® Game": Experiential Learning Activity on Structure/Division of Labor

Ranjan George, Rutgers School of Business Camden

Key Statement: This proposal is a presentation of an experiential activity to engage students to appreciate the concept of structure and division of labor.
Keywords: Experiential Learning, Innovating Pedagogical Approaches, Classroom Activity
Subtheme: Instructional Strategies
                    Experiential Learning

Structure and division of labor are important topics of discussion in the business curriculum. The teaching and learning of these concepts can be enriched using experiential learning games. This proposal involves a demonstration of a classroom activity referred to as the Lego® Game. This fun-filled activity/game takes 25–30 minutes of class time and 15–20 minutes of discussion time, enabling students to gain a greater appreciation of the application and significance of structure and division of labor. In addition, the activity adds relevance and meaning toward the practical application of the concepts in real-world organizational settings.

Outcomes:
1. Appreciate how undergraduate business students would value experiential learning as an alternative to reading and rote learning of the concepts of structure and division of labor.
2. Synthesize the study of concepts and theories relating to structure and division of labor using the experiential learning methodology.
3. Gain insights to enable students to achieve a higher learning experience of structure and division of labor.

Adventures With Ungrading
   Susan Epps, East Tennessee State University

Key Statement: If our current grading processes and policies encourage students to focus on grades, let's explore how ungrading puts the focus back on learning.
Keywords: Assessment, Ungrading, Learning
Subtheme: Assessment/Feedback/Ungrading

   Do your students focus more on grades than learning? Ungrading is an increasingly popular instructional approach using structured formative feedback to shift student focus from assessment to learning. In this session, we'll look at traditional grading processes and policies and then explore how ungrading furthers learning, rather than stopping it. Although not a magic bullet, ungrading may well change how your students learn. This session is not "how to" ungrade, but rather "why you should consider ungrading." We must record a final grade for our courses, but that doesn't mean grading every assignment is the only way to get there!

   Outcomes:
   1. Assess their current grading practices.
   2. Consider how ungrading could be used in their classes.
   3. Develop at least one activity to pilot with the concept of ungrading.

12e) Shutters West 1

Using Directed Self-Placement and Co-requisites as Tools for Students' Success
   Dionna Faherty, Clover Park Technical College
   Chris Chen Mahoney, Clover Park Technical College
   Dion Alexander, Clover Park Technical College

Key Statement: This presentation shows how pairing a well crafted DSP system with co-requisites for core classes can be extremely effective at ensuring students' overall success.
Keyword: Co-requisites, Self-Placement, Gen-Ed

Subtheme: Curriculum/Course Design/Instructional Methods

Student Engagement/Empowerment

A system that combines Directed Self Placemen (DSP) and co-requisite classes in English and math helps students navigate core courses more efficiently. This, in turn, keeps them on track for timely graduation. This presentation will go over what works for us at Clover Park Technical College, specifically how we use DSP to increase our students' agency in their own educational journey. Our team will take participants through some methods for creating DSP questions that will work for their situations, and end by facilitating an open discussion with attendees about their current co-requisite programs and how DSP could improve their efficacy.

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Outcomes:
1. Understand how DSP and Co-Requisites work together to improve student success rate in core courses.
2. Have the tools to create your own DSP Questions.
3. Collaborate with other educators about refining the individual system of onboarding students.

Evening Reception
5:15pm - 6:15pm
The Gallery

Enjoy Dinner and the Evening on Your Own!

7:30 am - 10:00 am	South Foyer

<div align="center">Conference Help Desk Available</div>

7:15 am - 8:15 am	Great Rooms 3 & 4

<div align="center">Private Buffet Breakfast
Name Badge Required</div>

8:30 am - 9:00 AM	Great Rooms 3 & 4

<div align="center">Roundtable Discussions</div>

Roundtables

A

Sustaining and Initiating Faculty Learning Communities (FLCs)
Milton D. Cox, Miami University, Emeritus

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

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.*

Welcoming Students' Whole Selves: Redefining Professionalism in Healthcare Education

Michelle Gorenberg, Widener University
Jeni Dulek, Pacific University

Key Statement: This discussion focuses on inequities inherent in teaching and assessing "professionalism" for aspiring health professionals and the potential for the development of more inclusive alternatives.
Keywords: Professionalism, Inclusion, Healthcare Education
Subtheme: UDL/DEIB
            Course (Re)Design/Instructional Methods

Used to set guidelines and expectations for students' values, appearance and behaviors (Madzia, 2023), "professionalism" is often a focus of training and evaluation in health professions' education. Historically rooted in racist, gendered, heteronormative, and ableist values, current standards of professionalism in healthcare have resulted in the exclusion and/or marginalization of students whose identities do not align with these outdated norms (Madzia, 2023; Rosenberg et al, 2021). This roundtable discussion focuses on inequities inherent in current approaches to teaching and assessing "professionalism" for aspiring health professionals, impacts on the student experience, and on the potential for the development of more inclusive alternatives.

Outcomes:
1. Describe the ways in which current standards of professionalism may exclude or marginalize students.
2. Describe current methods of teaching and assessing "professionalism" in their own programs and the potential impacts on students' experiences.

3. Propose alternative methods for teaching/assessing "professionalism" which have the potential to be more equitable and inclusive.

C

Teamwork Makes the Dream (of Ungrading) Work
Holly Hoffman, Central Michigan University
JoDell Heroux, Central Michigan University
Kristina Rouech, Central Michigan University

Key Statement: Creating a supportive environment and growth mindset while introducing an ungrading approach with first-year education students provided opportunities for reflection and content mastery.
Key Words: Ungrading, Evaluation, Critical Reflection
Subtheme: Assessment/Feedback/Ungrading
           Metacognition

Experienced faculty in three interdisciplinary courses collaborated to braid coursework and experiences of introductory courses in the spirit of equity and student success. In order to obtain the impact of ungrading with first-year students in an education living and learning community, this pilot project facilitated the collection of detailed reflections from students and instructors. An analysis highlighted decreased anxiety among students, higher quality project outcomes for students, increased student and faculty engagement, and increased self-awareness of learning through metacognitive strategies.

Outcomes:
1. Define ungrading, as well as the purpose, benefits and challenges.
2. Synthesize effective approaches to ungrading across three interdisciplinary courses in a learning and living community and reflection of conference attendees on their own grading practices.
3. Demonstrate an understanding of how ungrading may be utilized to increase student success and acquisition of content knowledge in their current and future classrooms.

Decreasing Student Reliance on AI By Using Oral Exams
Carla-Elaine Johnson, Saint Paul College

Key Statement: Utilizing oral exams as an alternative reduces student reliance on AI with written assessments.This session includes methods to best integrate oral exams in coursework.
Keywords: Assessment, Feedback, Student Engagement
Subtheme: AI/ChatGPT
 Assessment/Feedback/Ungrading

 One recent frustration for educators during the past several years is the rise in usage of ChatGPT to complete papers and written exams. One solution is to return to the usage of oral exams (Allison, 2021). These allow students to engage with the coursework [when the instructor] assessment is just a written paper or a written exam (Mascadri et al., 2023). The instructor can assess student needs and facilitate a deeper understanding (Huxam et al., 2012). This method works for students with disability concerns. This system helps to relieve the pressure often felt on both sides regarding grading practices and knowledge acquisition.

 Outcomes:
1. Summarize how the use of oral exams improves student engagement with the course material and with the professor.
2. Characterize how the use of the oral exam provides a reasonable deterrent to the increasing use of AI materials (such as Chat GPT3) in students' written coursework.
3. Formulate their own variation of course assessments that would benefit from an oral exam option in lieu of a written exam or a written paper.

Enhance Student Learning and Engagement Through Video in Asynchronous Classes
Amy Rutledge, Oakland University

Key Statement: Strategically designing courses with video in asynchronous classes to enhance student learning and engagement, streamlining video creation for time efficiency and reduced effort.
Keywords: Online Learning, Engagement, Course Design
Subtheme: Teaching Online
Course/Curriculum (Re)Design/Instructional Methods

Strategic integration of video into online asynchronous classes has amplified student comprehension and engagement. These videos are thoughtfully incorporated into the course design, delivering content in brief, focused segments (5-15 minutes) highlighting key weekly skills. To assess learning and dispel misconceptions, mandatory quizzes follow each video, either integrated within or post-viewing, and scored through the Learning Management System. Furthermore, achieving a perfect score on the video quiz is necessary to access homework assignments, compelling students to engage with and understand the lessons before proceeding to homework tasks. This approach ensures proactive learning and enhances.

Outcomes:
1. Apply a basic framework to build engaging videos.
2. Understand the basics of how to build videos and discover supporting video technologies.
3. Apply best practices for online course design using videos.

F

Helping Students Acquire the Skill to Change Their Behavior
Travis P. Searle, Brigham Young University

Key Statement: Teachers can help students acquire the skills to change their behavior. These skills enable students to build habits of success that lead to lasting change.
Keywords: Teaching Skills, Student Development, Experiential Learning
Subtheme: Wellness/Self-Care/Mindfulness
Instructional Strategies

How can educators help students acquire the skills to change their behavior? Students need help in developing the skills necessary to build

habits of success that lead to lasting change. This session will enable participants to explain key concepts and processes that help individuals change their behavior. Participants will apply the key concepts and processes to their own lives to change a desired behavior. They will evaluate a plan that an individual makes to change their behavior. Participants will be equipped with the knowledge and skills to create assignments that help their students acquire the skills to change their behavior.

Outcomes:
1. Explain key concepts and processes that help individuals change their behavior.
2. Apply the key concepts and processes to their own lives to change a desired behavior.
3. Evaluate a plan an individual makes to change their behavior.

Feedback from Students and Standpoint Epistemology
Cory Davia, University of the Pacific

Key Statement: Knowledge is shaped by our social positions. So, students know things about our courses that we don't. This session explores implications for requesting students' feedback.
Keywords: Student Voice, Sense of Belonging, Standpoint Epistemology
Subtheme: Classroom Community/Culture

Standpoint epistemology is the branch of philosophy that investigates how our social positions change the evidence we have, our patterns of attention, and the kinds of inferences we can draw. Students and professors occupy different social positions, so there are things about our courses that students have an easier time seeing than we do. Recognizing this offers insight into how we can ask for and respond to student feedback in ways that make that feedback more constructive and affirm students' sense of belonging.

Outcomes:
1. Define "standpoint epistemology.
2. Identify distinctive features of their students' epistemic standpoint.
3. Apply standpoint epistemology to the feedback practices in their courses.

ITLC Lilly Staff thanks you for making this conference a success!

Thank you to our reviewers who make programming selection decisions, offer supportive developmental feedback as needed, and maintain a quality of which we are proud. You are responsive, professional, and make working together a rewarding experience.

Thank you to the presenters who diligently prepare the materials for each session, with you—the audience—in mind, sharing experiences, knowledge, and resources generously with all of us.

Thank you to the plenary speakers—your expertise and student-centered approach set the tone for the conference theme. Your support of faculty and commitment to continual improvement of teaching as an art and science inspires.

Thank you to those who partner or sponsor the conference.

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Workbook

Developing Your Professional Action Plan

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One-Minute Paper

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ONE-MINUTE PAPER

Instructions:
Set a timer for one minute; use that minute to write a response to the following prompt:

What do you most enjoy about teaching? Write about what brings you energy and happiness or the reason(s) you wanted to become an educator.

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Course
Enrichment

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COURSE ENRICHMENT

Take a few moments to think about the courses you will teach in the upcoming semester. Identify one concern or challenge you have, or anticipate having, in one of those courses.

A) Describe the issue or challenge that you have identified.

B) Describe the ideal situation or exit behavior for the challenge identified.

C) To what extent are the contributing factors to the identified challenge related to student behavior (or lack thereof) and to what extent are the contributing factors related to your behavior (or lack thereof)?

D) What strategies might be implemented to assist in moving toward the desired state?

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Take-Home Exam

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TAKE-HOME EXAM

Instructions: Two to three weeks after the conference, review the issue or challenge you noted on the Course Enrichment page. In light of what you learned at the conference:

1.   What strategies have you implemented? Have they been successful? If not, what adjustments can be made?

2.   Did you contact any new campus resources upon your return from the conference? If so, how have they helped? If not, who might you contact?

3.   Review your notes from the conference and select one new concept or idea to try in the coming two weeks. Describe here briefly what you will attempt.

4.   With whom did you speak and wish to have a follow-up conversation at a later time? Try for 10 new contacts at this conference.

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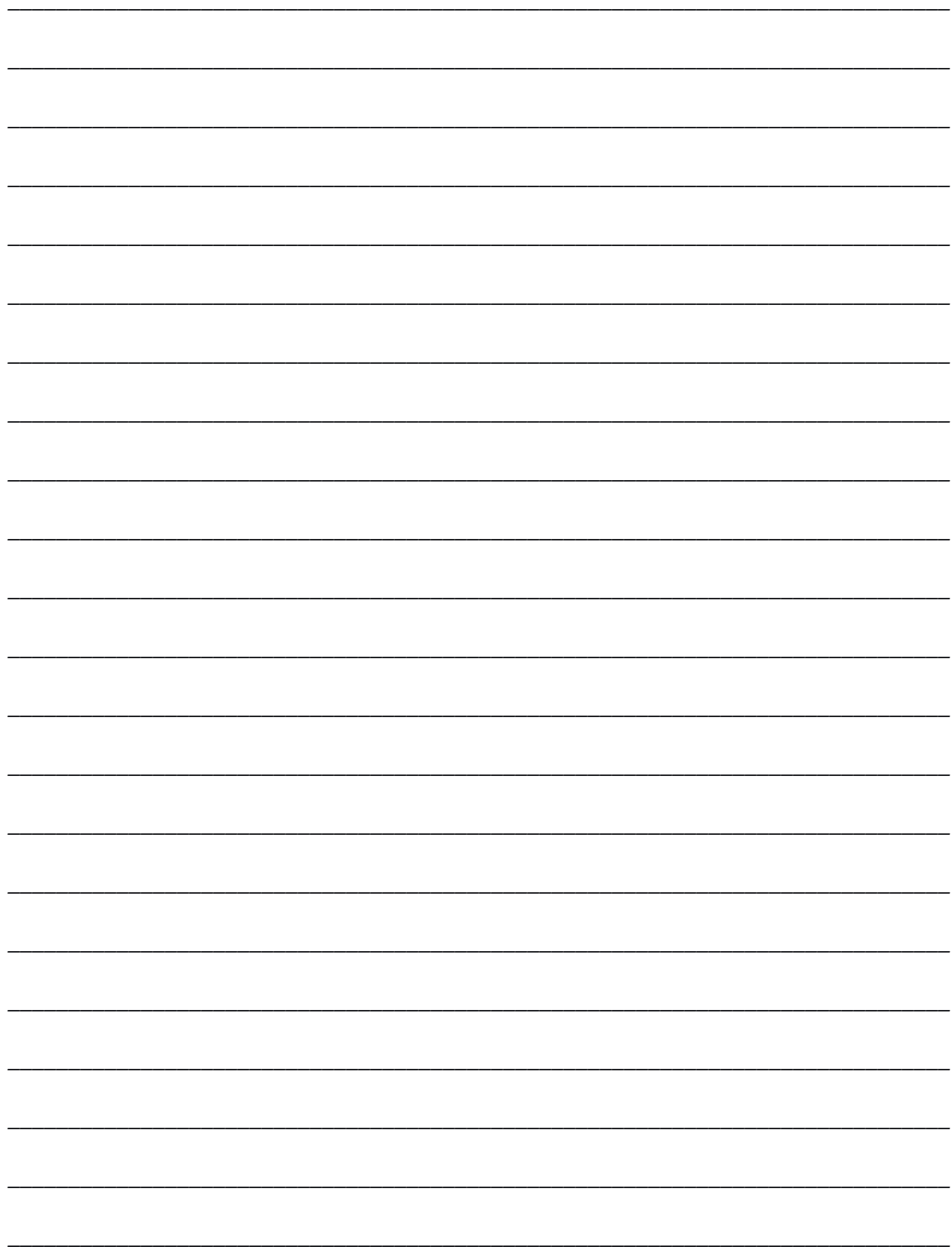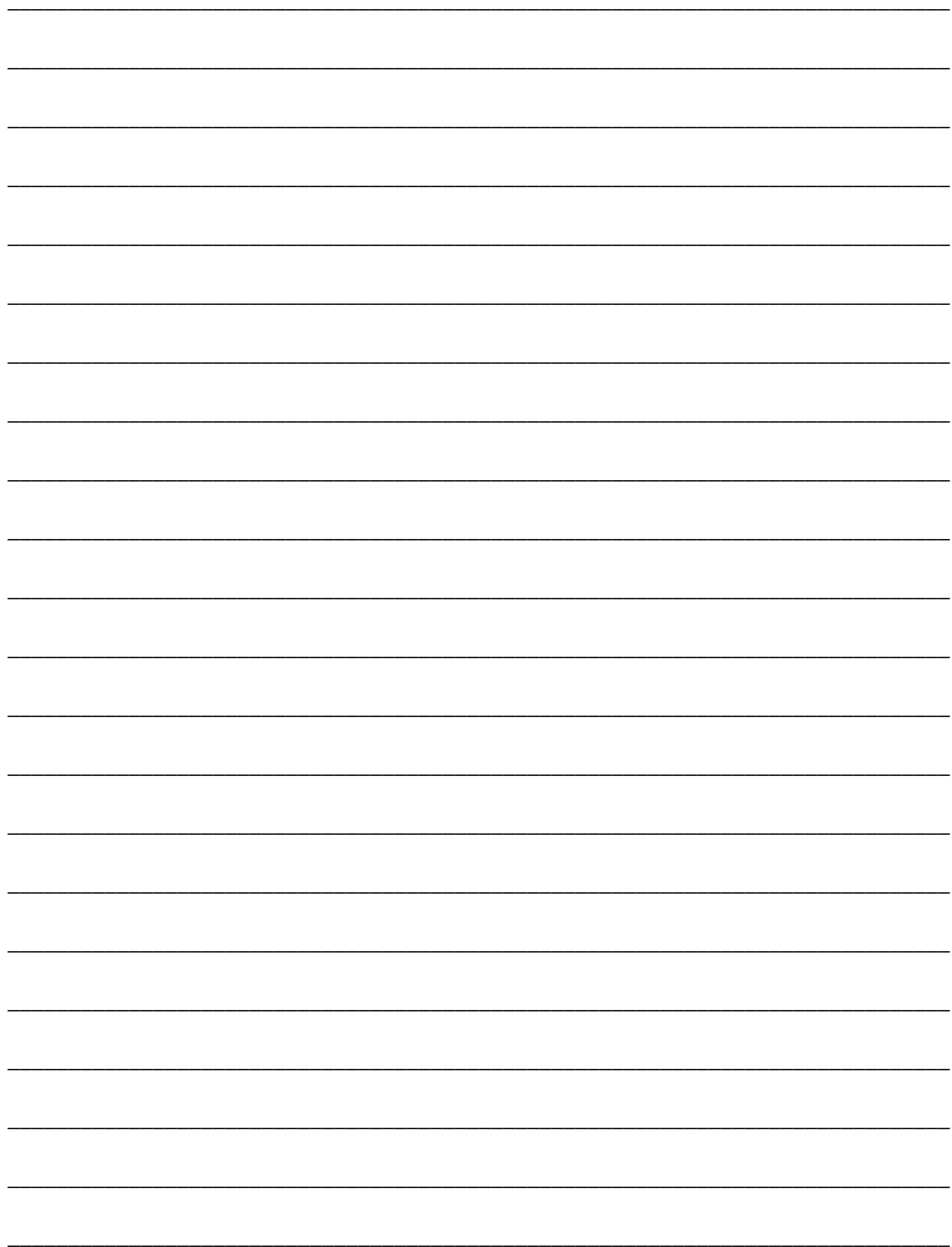
Networking &
Contacts

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NETWORKING & NEW CONTACTS

NAME	INSTITUTION/EMAIL	NOTES/REASON FOR FOLLOW-UP

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Reflections &
Notes

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REFLECTIONS/NOTES

Use this space to list any new ideas formed, concepts considered, musings, or anything else that might prove helpful to you in the future. Consider: What surprised you? What can you apply to your work?

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Create Space!

We invite you to use this space to brainstorm, visualize, draw connections (or doodles), and explore other methods of engagement
that go beyond text.
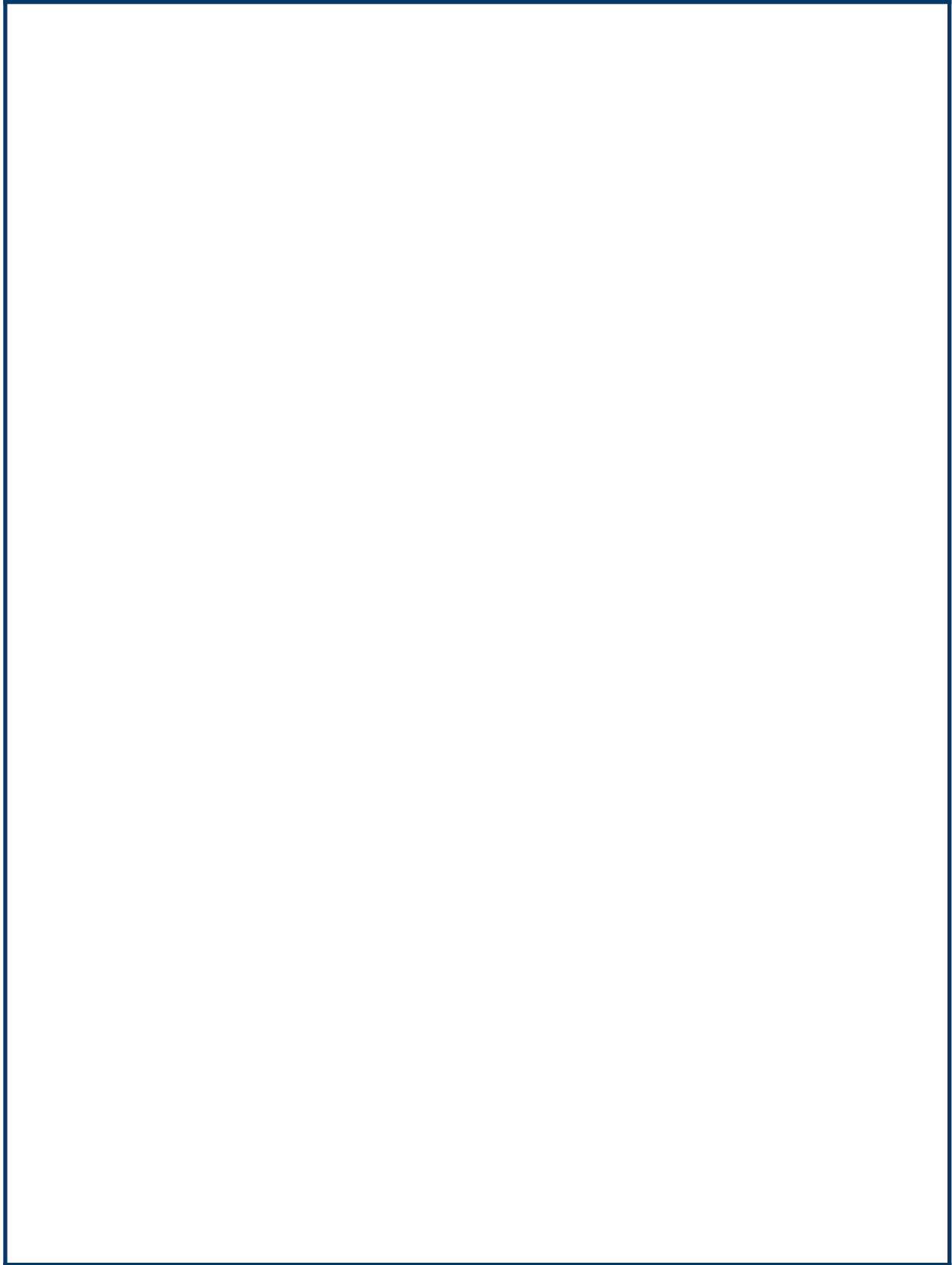
Thank You For...

Take a few moments to write a thank-you to the group, board, or individual who encouraged or funded your trip to this conference. Consider sharing some of what you learned and intend to implement at your institution or the good connections you made. Please stop by the registration desk for a free Thank-You note if you prefer to handwrite the letter.

Stamps are available for purchase, and letters can be mailed from the conference venue.

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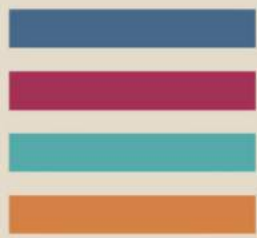
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IN HIGHER ED

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

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

I have always wanted to teach.

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

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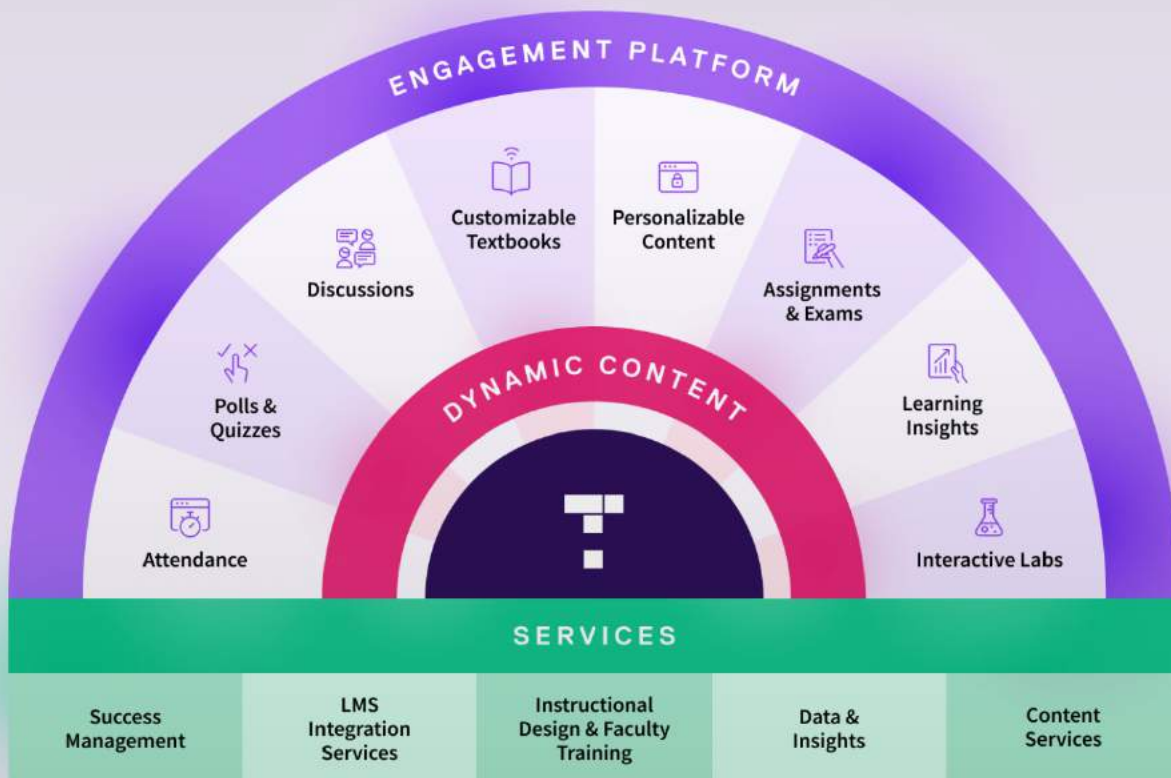
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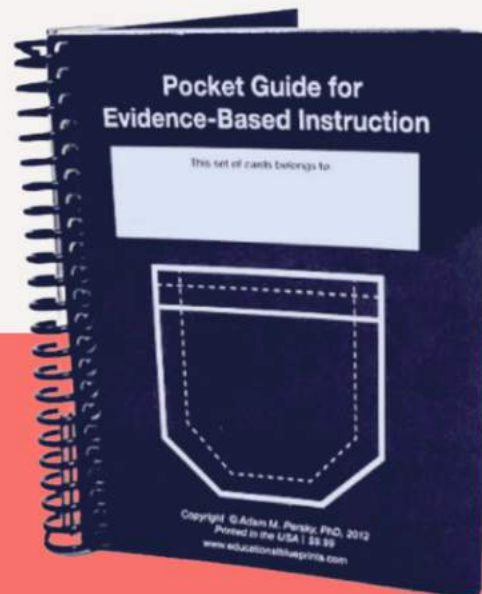
Pocket Guide for Evidence-Based Instruction

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