LILLY CONFERENCES
EVIDENCE-BASED TEACHING & LEARNING

ENHANCING ONLINE, ONSITE, AND HYBRID

TEACHING AND LEARNING

SYNCHRONOUS SESSIONS APRIL 6. 13. 20, & 27, 2022
ASYNCHRONOUS SESSIONS available through June 2022

Conference Program
&
Workbook

April 6, 13, 20, 27, 2022

ITLCLILLYONLINE.COM

FIND YOUR ZONE TO ZOOM!

Synchronous Start Times

Eastern Time	12:30 PM	- 4:30 PM
Central Time	11:30 PM	- 3:30 PM
Mountain Time	10:30 AM	- 2:30 PM
Pacific Time	9:30 AM	- 1:30 PM
Alaskan Time	8:30 Am	- 12:30 PM
Hawaii Aleutian Time	7:30 Am	- 11:30 AM

Login to Zoom one of 2 ways:
Conference portal (requires site membership)
Conference App Sched

The zoom waiting room will open 15 minutes before the synchronous start time.
Your ITLC Lilly Conference Staff host will admit participants 5 minutes before our start time.
Synchronous Programming
ITCL Lilly Zoom Meeting Room

Synchronous Programming
Each Wednesday

Beginning at 12:30 pm Eastern Daylight Time
to
4:30 pm Eastern Daylight Time

Synchronous Programming
April 6, 2022
12:15 Login

12:30 PM   Welcome! Setting Intentions, Goals, & Community Building

1:00 PM   Plenary Presentation by Thomas Tobin "No New Normal: New Problems, new Patterns, New Approaches, New Actions, New Results"

2:00 PM   Bio Break 10 min

2:10 PM   Concurrent Session 1
   a) Online Student Engagement: Active While Asynchronous, Stacey Souther - Cuyahoga Community College
   b) Monday Morning: Evidence-Based Strategies to Improve Critical Reading, Alice Horning - Oakland University
   c) Overcoming Student Resistance to Challenging material: The Power of Literary Circles, Sean Camp & Jen Evers, Utah State University

2:50 PM   Bio Break 10 min

3:00 PM   Concurrent Session 2
   a) Classroom Leadership Post COVID-19, Oren Hertz - Florida International University
   b) Beyond Belonging: Creating Spaces for First-Generation Students to Flourish, Stephanie Foot, Gardner Institute
   c) Queering Education: Practical Strategies for Identity-Affirming Classroom Management, Elise Bjork & Katherine Wilford - University of St. Augustine for Health Sciences

3:40   Bio Break 10 min

3:50 PM   A New Approach to Faculty Development, SImon Jones OneH:

4:30 PM   Report out/Daily wrap

During this first week of April:
   - self pace through pre-recorded presentations,
   - share on discussion boards,
   - complete session evaluations.

Synchronous Programming
April 13, 2022
12:15 Login

12:30 PM   Welcome Back! Announcements & Community Builder

1:00 PM   Plenary Presentation by Chavella Pittman

2:00 PM   Bio Break 10 min

2: 10 PM   Concurrent Session1:
a) Capitalizing on What Matters: Understanding the Culture Code of the College Classroom Christie Kleinmann - Belmont University
b) Concurrent Remediation: A Solution to the Pitfalls of Preparatory Courses, Amanda Holton - University of California Irvine
c) Inclusive Practices in Student Engagement, Neal Malik - California State University, San Bernardino

2:50   Bio Break 10 min

3:00 PM   Concurrent Session 2
a) Micro-affirmations in the Classroom
b) *Anuja Gupta*
c) Cognitive Barriers of Zoom Fatigue and Solutions for Online Instruction, Rachel Gallardo - Blinn College

3:45 PM   Bio Break

3:50 PM   Introducing a platform for Professional Development - Olivia Fleming, OneHE
4:30 PM   Daily Wrap
During this second week of April:
-    self pace through pre-recorded presentations,
-    share on discussion boards,
-    complete session evaluations.

Synchronous Programming
April 20, 2022
12:15 Login

12:30 PM   Welcome Back! Announcements

1:00 PM   Plenary Presentation by Todd Zakrajsek, ITLC/UNC Chapel Hill

2:00   Bio Break 10 min
2:10 PM   Small Group Discussions

2:45 PM   Concurrent Session 1
   a) Preparing Students for Change: Addressing Student Resistance Through Graduate Advising Michelle Gorenburg, Widener University Jeni Dulek, Pacific University
   b) "You've Gotta Change Your Strategy": Applying Theory to Practice in Mixed Reality Simulations S.Kiersten Ferguson, Stacy Ann Strang and Jenifer Culver, Southern Methodist University
   c) A Mindful Approach to Student Well-Being, Eve Hoover - Eve Hoover

3:25 PM   Bio Break 10 min

3:35 PM   Concurrent Session 2
   a) Is it Okay to Teach without Slides? Support Materials for Instructional Presentations Kerri Brown Parker
   b) Deepened and Transformative Learning in Leadership Education Using Guided Critical Reflection, Sequetta Sweet - Stockton University
   c) Establishing Social Presence in Online Courses, Trish Harvey - Hamline University

4:10 PM   Breakout Rooms: Prompt 1

4:30 PM   Debrief Daily Wrap
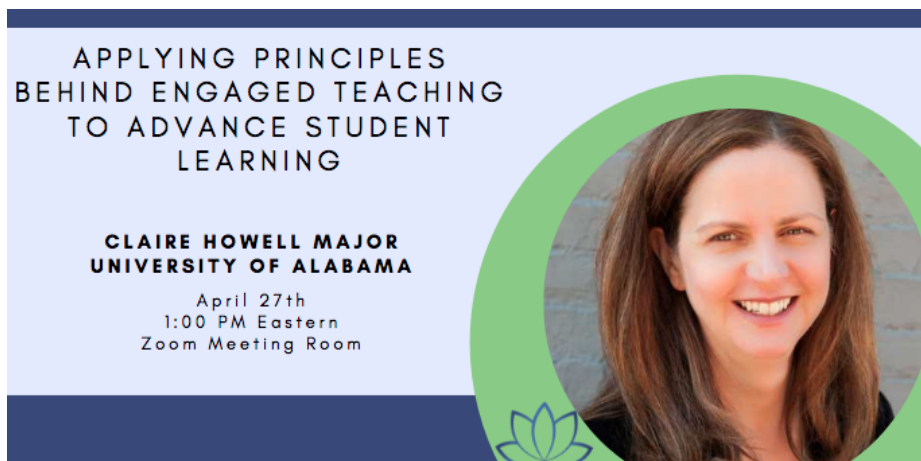During this third week of April:
   - self pace through pre-recorded presentations,
   - share on discussion boards,
   - complete session evaluations

Synchronous Programming
April 27, 2022
12:15 Login

12:30 PM   Welcome Back! Recap, Announcements
1:00 PM   Plenary Presentation by Claire Howell Major, University of Alabama

APPLYING PRINCIPLES
BEHIND ENGAGED TEACHING
TO ADVANCE STUDENT
LEARNING

CLAIRE HOWELL MAJOR
UNIVERSITY OF ALABAMA

April 27th
1:00 PM Eastern
Zoom Meeting Room

2:00   Bio Break 10 min

2:10 PM   Focus on Faculty

2:50   Bio Break 10 min

3:00 PM   Concurrent Session 1
   a) Respectful Discourse: Inclusion in Culturally Diverse Classrooms, Kentina Smith, Anne Arundel Community College
   b) A Structure for Designing Specifications Grading System, Renée Link - University of California Irvine
   c) Addressing Bias and Stereotyping: Tools for Equitable and Effective Teamwork - Geoffrey Pfeiffer, Worcester Polytechnic Institute

3:40 PM Bio Break 10 min

3:30 PM   Unconference Session
   1. Kindness: It's Not Just for Pushovers Anymore - Julia Kregenow, Pennsylvania State University
   2. Effective Communication for Success - Tia Agan, Angelo State University
   3. Faculty Wellness: The Importance of Personal Transformation - Stacey Souther, Cuyahoga Community College

4:30 PM General Session

Plenary Presentations

April 2022

No New Normal: New Problems, New Patterns, New Approaches, New Actions, New Results

Thomas J. Tobin

In the 40 years that the Lilly conferences have been around, instructors, faculty members, and administrators in higher education have seen trends, fads, theories, and best practices come and go. Today's burning insight quickly becomes yesterday's cringe-worthy obsolescence.

Since Milt Cox first gathered a faculty learning community under the Lilly banner in 1981, we've learned a few things about teaching and learning that have stood the test of time—ideas and practices for which we have sound evidence that they actually work at individual and large scales, across varying cultural, institutional, and geographic identities.

In this interactive plenary session, I'll propose three new patterns that we can all adopt and adapt as we respond to the changing landscape of college and university teaching. Each new pattern addresses an immediate need, uncovers a long-standing gap in our practices, and rests on solid evidence of efficacy. We'll examine ideas that have earned wider adoption among all of us: ungrading, universal design for learning, and user-experience (UX) design.

We'll also explore the shadow versions of these new patterns: ideas and practices that seem like good practices but are examples of us guarding the wrong tower. These are things like an insistence on procedural rigor, generalizing about learners, and designing for instructor convenience.

3 Surprising Ways Privilege Ruins Inclusive Teaching (and How They Provide Hope)
Chavella Pittman, Dominican University

Researchers, administrators, and instructors tout the importance and value of inclusive teaching. And many would probably go even further to say that they practice it. But do they, really? This talk will share 3 surprising ways that privilege gets in the way of inclusive teaching. Privilege ruins the efforts of even the most well-intentioned administrators and practitioners to enact inclusive teaching in the classroom. But all is not lost because at the same time, these also provide the most fruitful opportunities for the future of inclusive teaching practices.

Outcomes:

1. Understand several ways that privilege ruins inclusive teaching.
2. Describe a variety of inclusive teaching practices.
3. Plan to improve their own inclusive teaching practices (i.e. the hope).

Helping Students Navigate Higher Education's Hidden Curriculum

Outside the formal dimensions of learning lies a curriculum rarely discussed: the hidden curriculum. This curriculum is not carefully laid out in college catalogs. The hidden curriculum can vary widely from course to course, making it challenging for motivated students to know how to be successful. In this session we will uncover a bit of higher education's hidden curriculum, such as when and how much should a student talk in class, when is it ok to ask for feedback, what is the best use of office hours, and how does one write a paper on an undesirable assigned topic.

Outcomes:
1. Describe the concept of a hidden curriculum in academe.
2. Explain how they can make the hidden curriculum more explicit for students.
3. Adapt at least one new strategy that makes the hidden curriculum easier for students to navigate.

Applying Principles Behind Engaged Teaching to Advance Student Learning

Claire Howell Major, University of Alabama

Engaging in teaching involves thinking through the what, why, and how of different instructional processes, such as designing courses, creating conducive learning environments, choosing methods, and reflecting on the process of improvement. In this session, participants will learn about a model for engaged teaching, focused specifically on thinking through the what, why, and how of understanding student learning. Participants also will learn about specific teaching techniques that can help them address and overcome challenges to learning.

Outcomes:
1. Explain engaged teaching.
2. Explain several key cognitive processes related to student learning
3. Explain several challenges to these processes.
4. Choose techniques to help address the challenges.

A B S T R A C T S

Evidence-Based Teaching & Learning

Listed by Subtheme

Abstracts are presented by Conference Subthemes:

Each entry listing presents the following content in this order:

Title
Presenters, Affiliation *(alphabetical by lead presenter's last name)*
Key Statement
Keywords
Abstract
Session Outcomes

Corresponding Discussion Boards

Each subtheme has a dedicated discussion board. Please join asynchronous discussions and share resources you find useful. Discussion boards will be moderated through May 10, 2022.

ASSESSMENT

Evidence-Based Teaching & Learning

What Does an A Mean? An Approach to Meaningful Grading
Stacy Betz, Purdue University Fort Wayne
Key Statement: Frustrated by the arbitrariness of grading? Intrigued by ungrading and specifications grading? Learn about another, novel approach to grading where grades have inherent meaning.
Keywords: ungrading, specifications grading, formative assessment

The use of formative assessments is rooted in good intentions – make the assignment worth minimal points to emphasize learning over grades. However, any points-based grading scale is somewhat arbitrary. In the spirit of ungrading and specifications grading, a novel grading method was developed that assigns grades by comparing a student's performance on formative versus summative assignments. Formative assignments are completed with the assistance of self-reflection and instructor feedback whereas summative assignments are completed independently. This allows grading to reflect not only the quality of work but the degree of independence in completing the work.

Outcomes:
1. Explain traditional versus non-traditional grading methods.
2. Describe how formative and summative assessments can evaluate student independence.
3. Develop a grading scale that has qualitative, inherent meaning.

Experience Counts: Implementing Prior Learning Assessments of Integrative Thinking for Nursing Students
Maureen Dunn, The Pennsylvania State University
Margaret Slattery, The Pennsylvania State University
Mary Alyce Nelson, The Pennsylvania State University
Suzanne K. Kuhn, The Pennsylvania State University
Michael Evans, The Pennsylvania State University

Key Statement: This session will discuss the development and implementation of a prior learning assessment for integrative thinking with non-traditional nursing students.

Keywords: nursing education, integrated thinking, non-traditional students

Integrative thinking, defined as connecting, applying, and synthesizing knowledge across multiple domains, has emerged as a cornerstone of US general education. However, research suggests that non-traditional students may already be adept at such thinking, especially those who work in integrative fields, like nursing. This session will highlight the development of a prior learning assessment process that enables experienced nursing students to demonstrate their integrative thinking skills. Our pilot study indicates that the PLA allows students to meet general education requirements, facilitating time to graduation, while enabling them to reflect constructively on the intersections between their professional and academic experiences.

Outcomes:
1. Discern the challenges and opportunities related to how adult/non-traditional learners engage in integrative thinking.
2. Evaluate the prior learning assessment process, including the assessment instruments used (i.e., a modified version of the AAC&U VALUE rubric).
3. Reflect on the intersections between learning, experience, integrative thinking, and the mission of general education.

Assessing Students' Clinical Competency Using Objective Structured Clinical Examination (OSCE)
Nabila Enam, University of the Sciences
Theresa Rhette-Davis, University of the Sciences

Key Statement: A Standardized assessment method is used in health science to test students' clinical performance skills and knowledge to develop students' clinical competency.

Keywords: objective structured clinical examination (OSCE), clinical skill, clinical competency

The Objective Structured Clinical Examination (OSCE) is a gold standard for performance-based assessment in healthcare, which can provide procedural fairness through standardized evaluations. OSCE is an objective way to test students' practical skills across a range of scenarios. The rubrics are developed to assess knowledge and make grading more standardized. OSCE is shown to have high agreement among graders (Lyngåa et al., 2019; Newble, 2004; Aronowitz et al., 2017). Occupational therapy students' clinical skills were assessed using the OSCE method during a practical lab exam. The feedback on the assessment method and grading protocol were positive from students and instructors.

Outcomes:
1. Understand the "why" of using the OSCE as an objective assessment method to test students' clinical skills.
2. Understand the "how" to use the OSCE as a performance-based assessment to test students' clinical skill.
3. Understand the "benefit" of using OSCE in health science education.

Analyzing the Effects of an Accountability Checklist on Graduate Students' Collaborative Writing Skills
Sarah Egan Warren, North Carolina State University
Brooke Belcher, North Carolina State University
Priyadarshani Kulkarni, North Carolina State University

Key Statement: Find out what we learned when we added a simple accountability requirement to our peer review checklist used by graduate students for collaborative report writing.

Keywords: peer review, Collaborative writing, graduate students

STEM graduate students must communicate effectively in writing to a wide audience. One way to support their writing skills is through peer review. However, even after peer review, the assignment quality can be uneven. In this study, we examined the comments and ratings on collaborative reports from two classes of graduate students. The class of 2021 were encouraged to use the rubric as a checklist prior to submitting. The class of 2022 used the same rubric and were required to intial each rubric item prior to submitting. We discuss the implications of these findings for best practices for peer review.

Outcomes:
1. Describe challenges with peer review.
2. Understand the advantages and disadvantages of an accountability checklist.
3. Consider changes to peer review checklists.

A Structure for Designing Specifications Grading Systems
Renée Link, University of California, Irvine
Key Statement: Want to design a specifications grading system but aren't sure where to start? We have examples and flowcharts. Please bring your course learning outcomes.
Keywords: specifications grading, mastery grading, alternative grading systems

Letter grades should represent learning outcomes a student has achieved. Specifications grading makes grading more transparent than traditional points-based grading systems, but designing and implementing a full or partial specifications grading system for a course may seem daunting. Here, we present a structure for how to design a specifications grading system regardless of the course discipline, course type (lecture, lab, etc.), student enrollment, and level of support (by teaching assistants, learning assistants, graders, etc.). Attendees should bring their course learning outcomes to the session. This work was created in collaboration with Kate J. McKnelly and William J. Howitz.

Outcomes:
1. Describe different ways to connect letter grade bundles to course LOs in specifications grading systems.
2. List the six components of specifications grading systems and explain which components can be incorporated into a course independently of the others.
3. Evaluate how to introduce op opportunities for students to revise/resubmit/retake assignments while managing the time needed to spend grading.

Interaction Effects on Three Types of Assessments in an Online Course
April Millet, The Pennsylvania State University
Emre Dinc, The Pennsylvania State University
Timothy Bralower, The Pennsylvania State University
Key Statement: We explored how engagement is related to success in various types of assignments in an online earth science course.
Keywords: engagement, interactions, assessment

Engagement and assessment are both essential to learning. Our large-enrollment undergraduate class uses several types of assessment to maintain student engagement including questions embedded in the online content using H5P, as well as three types of assessments (content mastery quizzes, analysis mastery laboratories, and a capstone that evaluates synthesis and writing skills). We were

curious to learn more about the interaction effects between the H5P questions and the three types of assessment. This session will explore what we learned.

Outcomes:

1. Learn the details about the course and the study.
2. Hear the results of the study and the findings
3. Take away recommendations for designing courses to take advantage of the findings.

Moving Testing Out of the Classroom: Student Impact and Challenges

Patrick Devin Murphy, University of Memphis

Kendra Murphy, University of Memphis

Key Statement: Presenters will explore research about online testing in in-person classes and the impact on student outcomes in undergraduate and graduate courses after switching delivery.

Keywords: testing, outcomes, blended teaching

Blending online testing with in-person classes is a way to leverage class time. The need for online testing has also been increased due to the challenges of the global pandemic and online teaching. However, concerns about effects on student grades and the potential for cheating may make some instructors leery of the switch. This session will empirically explore research about online testing in in-person classes as well as results from an analysis of student grades before and after a switch from in-person testing to online testing. Undergraduate and graduate implementation and results will both be discussed.

Outcomes:

1. Describe the grade effects of moving to online testing.
2. Examine the potential difficulties in doing so.
3. Select the mix of in-person and online testing appropriate for their courses.

Implementing Oral Examinations as an Effective Assessment Tool

Jessica Peacock, Merrimack College

Andrew Cannon, Merrimack College

Key Statement: Implementing oral examinations to effectively evaluate students' knowledge can provide students with opportunities to convey content knowledge, build confidence and improve communication.

Keywords: oral exam assessment, exam preparation, health science courses

We developed and implemented oral final examinations in place of written tests to both on-ground and remote students during COVID-19. Participants emphasized the overall experience as positive despite feeling anxious; students expressed that they felt confident and spent more preparing to connect with course material rather than just memorizing content. We conclude that implementing oral examinations to effectively evaluate students' knowledge can provide students with opportunities to convey content knowledge, build confidence and improve communication.

Outcomes:

1. Implement oral examinations as an effective assessment method in a multi-modality learning environment.
2. Incorporate best practices when developing oral examinations to ensure students' can convey knowledge effectively.
3. Recognize the advantages and disadvantages of implementing oral examinations.

CLASSROOM/ COMMUNITY CULTURE

Evidence-Based Teaching & Learning

Effective Communicaiton for Success

Tia Agan, Angelo State University

The ability to communicate effectively isimportant for success in any position, especially in higher education where we deal with stakeholders from the community, across the university, in the classroom, and through virtual settings. Whereas most professional interactions are positive, at some point, having a difficult conversation will be necessary. However, the idea of having tough conversations can be daunting event for the most seasoned professionals. There's no need to fear because the presenters will cover strategies for maintaining professional communication in persona nd virtually, even when faced with aggressive or hostile situations.

Outcomes:
1. Apply strategies for professiona communication in person.
2. Learn strategies for professional communication by telephone or email.
3. Apply strategies for handling difficult conversations.

Student Retention in a Graduate Healthcare Program: Lessons Learned

Jenise Engelke, University of Mary Hardin Baylor
Stephanie Hughes, University of Mary Hardin Baylor
Megan Ware, University of Mary Hardin Baylor

Key Statement: Molding graduate healthcare students into self-directed learners/ professionals by identifying the needs of the student and meeting those needs with available resources on and off-campus.

Keywords: retention, engagement, self-directed learners

After creating a student engagement and retention committee for a doctor of physical therapy program, the committee members researched ways to improve student retention. Through this research, the focus was on ways to identify struggling learners, identify the needs of the student, and locate and introduce the students to available on and off-campus resources. The overall intention is to mold

students into self-directed learners and future professionals while improving student retention and success in a doctoral-level program. The committee has learned valuable lessons about meeting the students' needs, providing appropriate resources, building trusting relationships, and overall growth of the student.

Outcomes:
1. Understand the value of trusting relationships between the students and faculty members.
2. Learn different ways to identify and track struggling students through their time in a graduate program.
3. Define self-directed learning as it relates to student growth.

Classroom Leadership Post COVID-19
Oren Hertz, Florida International University
Key Statement: Classroom leadership refers to the professor's engagement level with the students as well as the professor's ability to lead students to knowledge. Student reports of classroom leadership vary. What changed in classroom leadership post COVID19?
Keywords: classroom leadership, student motivation, student engagement

Classroom leadership refers to the professor's engagement level with the students as well as the professor's ability to lead students to knowledge. Some students report excellent classroom leadership while others report the opposite. What changed in classroom leadership post COVID-19? What should professors focus on aside from content delivery? In this presentation, we will identify the changes COVID-19 had imposed on students and how professors should adapt accordingly. Simple yet effective classroom leadership practices will be shared to include student engagement, operating from the heart, and how professors can increase student motivation.

Outcomes:
1. Understand what students might expect from their professors in terms of classroom leadership.
2. Explain how COVID-19 changed some aspects of classroom leadership.
3. Identify flaws in classroom leadership pre-pandemic and focus on replacing the classroom leadership flaws with best practices post-pandemic.

Aspects of the Motivational Climate that Predict Course and Instructor Ratings
Brett D Jones, Virginia Tech
Kazim Topuz, University of Tulsa
Sumeyra Sahbaz, Oklahoma State University
Key Statement: We created a web-based simulator to estimate the effects of motivational climate on course and instructor ratings using data from 2,938 undergraduate students.
Keywords: MUSIC Model of Motivation, student evaluations of teaching, student motivation

The motivational climate of a course—as measured by students' perceptions of eMpowerment, Usefulness, Success, Interest, and Caring (MUSIC is an acronym to remember these perceptions)—has been shown to predict course and instructor ratings. We used data from 2,938 undergraduate students in 30 classes to create an online simulator based on Bayesian Belief Networks. The simulator predicts course and instructor ratings based on students' MUSIC perceptions. In our presentation, we will demonstrate the simulator and how course ratings change as students' MUSIC perceptions change. Instructors who want high course ratings should consider how their teaching affects students' MUSIC perceptions.

Outcomes:
1. Learn which course perceptions are associated with the motivational climate in a course,
2. Experience an online simulator demonstration to determine how students' course perceptions affect their course and instructor ratings.
3. Understand how changes in students' MUSIC perceptions (i.e., perceptions of eMpowerment, Usefulness, Success, Interest, and Caring) can affect their course and instructor ratings.

Capitalizing on What Matters: Understanding the Culture Code of the College Classroom
Christie M. Kleinmann, Belmont University
Key Statement: What makes a successful classroom experience -- its culture code. This presentation introduces classroom culture codes and helps participants infuse these codes into their teaching.
Keywords: classroom culture, culture codes, course structure

Every professor wrestles with the question what makes a successful classroom experience. Researcher Rapaille says the secret is knowing a classroom's culture code -- the unwritten expectations that give an experience meaning. While this idea originated in marketing, its tenets are helpful. What is the culture code that drives the classroom experience, and more importantly, how can a professor use this code successfully? Based on qualitative research, this presentation introduces three culture codes for the college classroom: community, freedom, and professional experience. Participants will learn about each of these codes and discuss how to integrate them into the college classroom.
Outcomes:
1. Explain how culture codes guide the classroom experience.
2. Describe the three culture codes of the college classroom.
3. Develop course structures/activities that maximize these culture codes.

Kindness: It's Not Just for Pushovers Anymore
Julia Kregenow, Pennsylvania State University
Kindness in teaching doesn't mean lowering expactatios. On the contrary, we should maintain high standards and give our students support and tools to reach those goals. We should also remember that students are human, and life happens. In this interactive presentation we will discuss practical approaches for making a personal connection with students (even if you have a large class), being approachable for questions, fosteringa team atmosphere with you as a coach rather than oppontnt, and building flexibility into your course logistics without making extra work for yourself. Cuz, save some kindness for yourself, duh.
Outcomes:
1. Structure your grading scheme to build in flexibility and reduce anxiety.
2. Generate a reason to contact all of your students personally in the first few weeks of the term.
3. Project approachability for questions in office hours and during class.

Addressing Bias and Stereotyping: Tools for Equitable and Effective Teamwork
Geoffrey Pfeiffer, Worcester Polytechnic Institute
Key Statement: Bias and stereotyping on student teams harms learning. We share evidence of harm and the value of asset-based approaches for equitable and effective team dynamics.
The ability to work collaboratively on a team is one of the top three desired skills by employers and can improve learning outcomes. However, our and others' research shows that team dynamics and learning on teams is hampered by racial, gender, and other forms of bias. Five years of funded research

shows issues of task-assignment bias, intellectual marginalization, and lack of work recognition is prominent on student teams, with significantly higher rates for historically marginalized students. This session discusses these issues, and shares a set of asset-based tools we have piloted, tested, and revised over five years with thousands of students. These tools have been shown to create more equitable and effective team dynamics.

Outcomes:
1. Understand and review evidence of ways biases and stereotyping on teams can materialize in different ways, such as task-assignment bias.
2. Learn about asset-based tools in support equitable and effective team dynamics from the start of student collaboration.
3. Understand and review evidence of the benefits of asset-based tools for team dynamics, student learning, and student sense of belonging.

Respectful Discourse: Inclusion in Culturally Diverse Classrooms
Kentina "Tina" Smith, Anne Arundel Community College
Key Statement: Faculty-to-student and student-to-student communications involve social, emotional, and behavioral components. We will explore examples of these components, for respectful interactions in diverse environments.
Keywords: intercultural communication, social emotional, diversity

What are inclusive ways to interact and communicate in culturally diverse classrooms? Culture is not always visible. Too often, cultural diversity is mistaken as solely referring to face diversity – things we see on the surface like perceived race or ethnicity. When it comes to interactions in classroom settings, miscommunication can be, in part, due to cultural differences. Aspects of individuals that we do not see are the invisible components that dictate how we interact and how we perceive messages from others such as different worldviews, social norms, beliefs, and values. We will explore example practices for developing an inclusive environment.

Outcomes:
1. Identify teaching and learning goals, to inform communication strategies.
2. Explore social, emotional, and behavioral aspects of interactions.
3. Discuss learner-centered strategies for classroom application.

The Who, What, and Where of a Psychologically Safe Classroom
Katherine Wilford, University of St. Augustine
*Elise Bjork, University of St. Augustine*
Key Statement: Psychological safety creates an optimal learning environment. This presentation will discuss the who, what, where, when, why, and how of a psychologically safe classroom.
Keywords: classroom management, psychological safety, students

The dynamics of higher education often include an instructor as the leader while students vie for attention and affirmation. As a result, students feel competitive and fear making a mistake. A psychologically safe (PS) classroom elevates interpersonal trust between students and instructors, thereby encouraging students to take risks and make mistakes. This produces a richer learning environment as students and instructors reflect on errors and cement the learning process. The purpose of this practice session is to discuss the literature on the benefits of psychological safety in education followed by suggestions to transform a traditional classroom into a PS classroom.

Outcomes:

1. Define and describe the characteristics of a psychologically safe classroom.
2. Identify barriers to implementation of a psychologically safe classroom.
3. Discuss methods to transform a traditional classroom into a psychologically safe classroom.
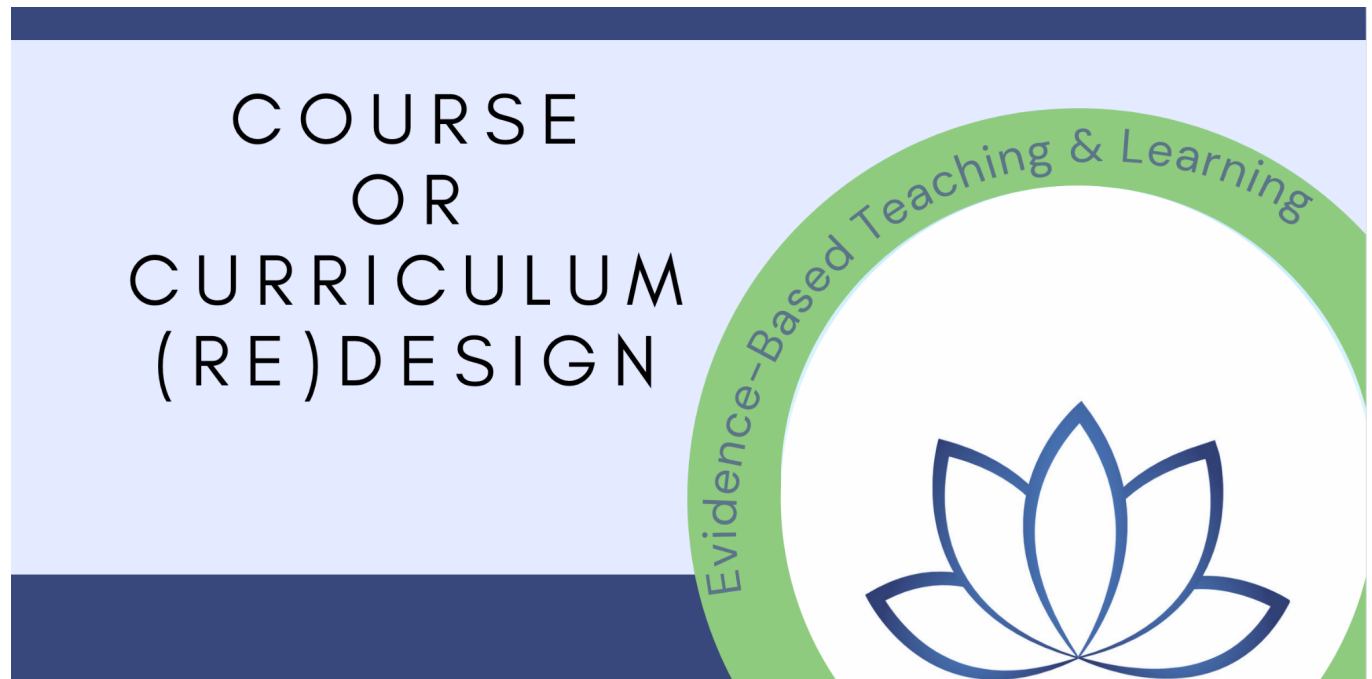
Designing Bass-Ackwards: Using a Backward Design Approach to Online Course Design
Mark Cooper, Idaho State University
Key Statement: Does content determine learning goals or should learning goals determine content? Come learn about backwards design and find out!
Keywords: instructional design, backward design, course design

In designing courses, we often get too focused on the material we have to cover in a textbook and not on the desired outcomes. How do we know our student leave the course with the knowledge and skill. Come learn how a backward design approach beginning with the end in mind will provide better results for student understanding and knowledge transfer.

Outcomes:
1. Identify a design process that begins with the end in mind.
2. Explain how this course design process is completely different from what you are using.
3. Recall the benefits of using this design process to create better courses.

Creating Equitable Pathways: Using Improvement Science to Guide Curricular Redesign
Stephanie M. Foote, Gardner Institute
Brandon Smith, Gardner Institute
Rob Rodier, Gardner Institute
Key Statement: This session will describe the outcomes of two national pilot communities that used improvement science and curricular analytics tools to identify opportunities for curricular redesign.
Keywords: curricular redesign, improvement science, curricular analytics

This session will describe the outcomes of two pilot communities, involving faculty and staff from various colleges and universities, that used improvement science and curricular analytics tools to engage in curriculum redesign at their institutions. Drawing on the characteristics of a Networked Improvement Community (NIC), the pilot communities focused on a well-defined aim (desired outcome) and the groups were guided by a theory and of improvement. Specifically, the use of a model for

improvement that allows continuous learning to inform each step of the cycle allowed members to work in an accelerated way to Plan, Do, Study, and Act (PDSA).

Outcomes:
1. Describe characteristics of a Networked Improvement Community (NIC).
2. Analyze 1-2 improvement science strategies used in two pilot curricular redesign communities.
3. Begin to create a plan to employ the resources from the session to form their own curricular redesign community.

Evaluating How Learners Navigate Bioinformatics Narratives and Workflows
Carlos C. Goller, North Carolina State University
Key Statement: Effectively using web-based bioinformatics tools requires learning concepts and trying different approaches. Come learn how we are evaluating, encouraging exploration, and improving an approach!
Keywords: online learning, bioinformatics, self-regulation
The use of web-based bioinformatics tools has become a way for life scientists with limited or no coding experience to design and run workflows to analyze genomic data. The BIT Metagenomics course was designed as an eight-week course-based research experience for undergraduate and graduate students with the goal of empowering students to effectively use bioinformatics tools such as the KBase platform. We evaluated how participants interact with KBase in 2020 and 2021 by analyzing KBase assignments submitted by students, annotations of readings, quizzes, and surveys. Our results can help other instructors facilitate the implementation of bioinformatics tools to support learners.

Outcomes:
1. Describe one approach for implementing and assessing bioinformatics activities that align with national core competencies.
2. List strategies for encouraging troubleshooting, self-regulation, and help-seeking for computer-based tool users.
3. Develop ideas for student assignments that use open educational resources and create new ones that will empower students to try, learn, and share their bioinformatics knowledge.

Building a Thriving Classroom Using the ECO-STEM Tools
Silvia Heubach, California State University, Los Angeles
Jane Dong, California State University, Los Angeles
Corin Bowen, California State University, Los Angeles
Key Statement: Use the ECO-STEM Peer Observation Tool and the ECO-STEM Resource Repository to enhance your teaching and turn your classroom into a thriving learning environment.
Keywords: classroom culture, pedagogical resources, peer observation
The ECO-STEM project aims to create a student-ready university with a learning environment where students, faculty, and staff thrive. Faculty professional development is supported by the ECO-STEM Peer Observation Tool that focuses on three areas: Climate, Structure, and Vibrancy. Participants will identify the area(s) they want to focus on and select appropriate resources (literature, sample activities, or sample documents) from the ECO-STEM resource repository to support their growth in that area. A Padlet will be provided for participants to share their findings and feedback on the ECO-STEM tools and to enrich the repository by adding their own/suggesting additional resources.

Outcomes:
1. Use the ECO-STEM Peer Observation Tool to identify areas in which to adapt to better meet the needs of their students.
2. Select a reading that pertains to one or more of the areas for peer feedback.

3. Identify an activity to use in their classes to change one of the areas they have identified.

Concurrent Remediation: A Solution to the Pitfalls of Preparatory Courses
Amanda Holton, University of California - Irvine
Key Statement: Problems with traditional preparatory courses will be addressed. Our implementation of a concurrent course was able to reverse these problems and lower achievement gaps.
Keywords: preparatory courses, concurrent enrollment, diversity equity inclusion

Preparatory courses often do little to improve student outcomes and even harm some student populations. However, removing the courses does nothing to erase the achievement gaps that initiated the original implementations. When our own prerequisites showed similar pitfalls, we implemented a concurrent preparatory course, to teach necessary chemistry, study and metacognitive skills as they were needed in their general chemistry course. This method showed improved outcomes on learning assessments and long term gains in retention. Problems with traditional remediation, our implementations and our results will be discussed. Participants will reflect on how their prerequisite courses affect student populations.

Outcomes:
1. Describe problematic results from typical prerequisite course implementations.
2. Explain the assessed benefits of concurrent instruction in our course.
3. Use the new information to reflect on their institutional practices.

Monday Morning: Evidence-Based Strategies to Improve Critical Reading
Alice Horning, Oakland University
Key Statement: Evidence of students' difficulties with critical reading is readily available. Three tested strategies that can go into every class will be demonstrated for immediate use.
Keywords: online reading, critical reading, evidence

There's not much question that every student needs stronger critical reading skills for work in every discipline; qualitative and quantitative studies of students' reading ability make clear their inability to evaluate both traditional texts and online materials. The relevant skills are essential for completing a degree, for working in a digital and now often remote environment and for participating in our democracy. Three evidence-based strategies will be presented: lateral reading, 25-word summaries and mindful reading can all go directly into the classroom to improve students' critical reading immediately. This work is urgently needed for every student.

Outcomes:
1. Understand students' reading problems.
2. See how assignments can be improved.
3. Develop Monday morning strategies for every class.

Segue to Data Science
Courtney Lamar, Clark Atlanta University
Key Statement: The Segue Toolkit for Data Science has been created to assist instructors with integrating data science in introductory programming courses. Come POGIL with us!
Keywords: data science, computing education, POGIL

By 2026, the US Bureau of Labor Statistics projects careers in computer science and data science to increase by 22% and 28%, respectively. Institutions with computing-related majors are uniquely positioned to meet this demand by integrating data science in the curriculum. With already

packed core and course curricula, and an overflowing workload, faculty are often skeptical of adding "one more" course or "one more" topic to a course. We integrated and piloted the "Segue Toolkit for Data Science," with three, POGIL-based modules – Python Primer; Statistics Review and Refresh; and Python-based Data Science Activities – in foundational programming courses.

Outcomes:
1. Examine POGIL as a student-centered, group-centered instructional approach.
2. Review how various POGIL questions map to the learning cycle - explore, invent, and apply.
3. Identify technological tools and assessment instruments to facilitate POGIL activities in the classroom.

Asynchronous Online Just-in-time Delivery: A Recipe for Student Success
Adam Pickens, Texas A&M University
Key Statement: Student success in online asynchronous courses is determined by many factors. It is up to us as instructors to minimize as many negative effects as possible. Just-in-time delivery is nothing new to the traditional classroom, but when applied in an asynchronous online environment shows significant impact on student success.
Keywords: online learning, asynchronous, lean learning
I will share my course design using a variant of just-in-time delivery of content for an online asynchronous course and the impact on student outcomes. I teach an online course focusing on the time value of money; students learn how to track investments and monetary values through time. This is challenging for students with math difficulties. The first several times teaching this course, resulted in a binomial distribution.
However, implementing just-in-time approach has dramatically improved student outcomes due to: increased time on concepts, less weight on mathematical components of the course, and continuous focus on the course with weekly deliverables.

Outcomes:
1. Describe the value of regular deliverables in an online asynchronous course.
2. Explain the importance of just-in-time delivery for asynchronous courses.
3. Outline different just-in-time strategies for asynchronous courses.

Meaningful Modifications: Leveraging Learning Analytics to Support Course Revisions
Jessica Resig, The Pennsylvania State University
Key Statement: Today's faculty and instructional designers have unprecedented access to course-related data. This session explores how to leverage these data to support powerful, data-informed course improvements.
Keywords: learning analytics, online learning, instructional design
While online teaching and learning is a complex process, online course faculty and instructional designers are often limited by calendar-based revision processes that dictate revisiting courses on a predetermined schedule. However, advancements in learning analytics enable us to leverage empirical evidence alongside learning science and student and faculty experiences to be much more strategic when approaching course improvements. In this session, the presenter will share a practical design model with examples for leveraging learning data, course quality evaluations, and analyses to triangulate insights and enable educators and instructional designers to make precise course design revisions.

Outcomes:

1. Explore learning analytics in the context of real-world learning design challenges.
2. Evaluate potential data sources and opportunities to triangulate data from multiple locations, perspectives, and/or categories.
3. Identify concrete steps for establishing a data-informed course revision process that is approachable to faculty and IDs at all levels of data maturity.

Reimagining Inclusive Design: Dismantling The Omission Linked To Curriculum
Zena Tredinnick-Kirby, The Pennsylvania State University
Brendan Berthold, The Pennsylvania State University
Key Statement: Our discussion is on feminism in digital pedagogy, specific aspects of curriculum design, and the incorporation of digital archives.
Keywords: feminist pedagogy, inclusive curriculum, access equity

Our presentation will investigate the inclusive curriculum design of Penn State World Campus' course, ART001, Introduction to the Visual Arts. At the center of our discussion is feminism in art education and technology. Further discussed are specific aspects of the curriculum design and how digital archives are incorporated into online learning. Participants attending our presentation can ask questions and experience a reflective online component.

Outcomes:
1. Learn how to adapt specialized archive resources in producing equity.
2. Discern an inclusive curriculum that examines gender omission and mediums in art.
3. Understand how to build and design an ecosystem.

Are We There Yet?: A 10-year Journey to Embed Interprofessional Education and Practice in Professional Curricula
Diane H. Quinn, University of the Sciences
Nicholas Owens, University of the Sciences
Stacy Pasciolla, University of the Sciences
Jason Zupec, University of the Sciences
Angela L. Bingham, University of the Sciences
Cathy Y. Poon, University of the Sciences
Key Statement: This presentation describes the vision, implementation, and evolution of an innovative interprofessional education and practice program. Challenges and successes from our journey will be shared.
Keywords: interprofessional education; learner collaboration; partnerships

Our University's interprofessional education and practice program is the culmination of a 10-year journey to embed collaborative learning throughout professional curricula. As an independent program, we overcame the initial challenge to develop collaborative partnerships with other health professions programs. As partnerships developed, early elective opportunities for learners evolved into required experiences embedded throughout the professional curriculum while maintaining elective opportunities. Currently, we partner with six Universities and eleven professions, using varied pedagogical approaches. This presentation describes the vision, implementation, and evolution of this interprofessional education and practice program. Challenges and successes from our journey will be shared.

Outcomes:
1. Describe the evolutionary process of embedding interprofessional education and practice in professional curricula.

2. Discuss the creation and implementation of an interprofessional education and practice program that uses varied pedagogical approaches.
3. Describe strategies to overcome challenges encountered with implementation of an embedded interprofessional education and practice program.

EDUCATIONAL THEORY/ PEDAGOGY

Evidence-Based Teaching & Learning

An Exploratory Study of Improving Success in Calculus (I) with an Illustrated Workbook
Maryam Kiani, The Pennsylvania State University
Key Statement: I investigated how multicolor images in the worksheet may have the potential to improve affective learning, lower cognitive load, and reduce student anxiety when engaging in learning activities.
Keywords: calculus I, illustrated worksheet, math anxiety

Some students complain about math anxiety and believe that they are bad at math (Rasmussen, 2015). In this study, I investigated how multicolor images in the worksheet may have the potential to improve affective learning, lower cognitive load, and reduce student anxiety when engaging in learning activities. I used a series of illustrated worksheets that covered the principal concepts embedded in the introductory Calculus course at the collegiate level. Cognitive load theory (Sweller, 2006), is the theory of educational psychology that was formed the framework for this study. This study offered the following research question: To what extent, the multicolor images in worksheets improve affective learning, reduce student anxiety, and improve student learning?

Outcomes:
1. Improve affective learning.
2. Reduce student anxiety.
3. Improve student learning.

Mindset Training for Nursing Students
Lisa S. Lewis, Duke University
Key Statement: Growth mindset is correlated with academic performance. Can students acquire a growth mindset, and use better learning strategies as a result? Come find out!
Keywords: mindset, learning strategies, nursing students

The Mindset Model, first described by Dweck has been applied to many educational populations and having a growth mindset has been correlated with improved academic outcomes. Prelicensure nursing education is academically challenging. This presentation describes a national pilot study of nursing students that employs an innovative online mindset training intervention. The participants complete a pre and post-intervention survey of mindset beliefs and reported use of academic strategies, the Williams Inventory of

Learning Styles. Can mindset training change students' beliefs about intelligence, and their reported use of evidence-based learning strategies? Come to this session to find out!

        Outcomes:
1. Describe how mindset influences academic behaviors.
2. Explain how mindset training can result in students reporting more evidence-based learning and study strategies.
3. Identify strategies to enhance growth mindset in college students.

Inclusive Practices in Student Engagement
Neal Malik, California State University, San Bernardino
Key Statement: Incorporating inclusive pedagogy may increase students' engagement and improve course retention rates. In this session, specific recommendations based on available data will be provided.
Keywords: inclusive practice; pedagogy; student engagement

        Historically, graduation rates among first-time, full-time Hispanic undergraduate students are lower than their White and Asian counterparts. Faculty and students often differ in their views regarding which pedagogical strategies improve student success in online environments. Theories addressing student engagement exist, but do not adequately address culturally-responsive practices. The purpose of this session is to explore how post-secondary education can increase learner engagement and improve course retention rates through the incorporation of culturally-responsive pedagogy. Recommendations based on available data will be provided.

        Outcomes
1. Define culturally-responsive teaching.
2. Describe how culturally-responsive teaching and inclusive practices may influence cognition.
3. Identify culturally-responsive, inclusive learning practices that can be incorporated into the classroom.

Liminal Instructors: The Pedagogical Experience and Innovations of Humanities Graduate Student Teachers During the Covid-19 Pandemic
Kris McLain, The Pennsylvania State University
Jerome Clarke, The Pennsylvania State University
Julianne Mann, The Pennsylvania State University
Key Statement: Humanities graduate students occupy a unique position in university ecosystems. Learn about our pedagogical innovations during COVID-19 and how we look to the future together.
Keywords: Covid-19 Pandemic, Online Teaching, Graduate Instructors

        A conversation between humanities graduate students concerning pedagogical experiences while teaching under COVID-19 conditions. Each graduate student occupies a unique position within the university ecosystem: an online and in-person teacher, a graduate student consultant at the teaching institute, and a podcaster with a series about graduate student teaching. We will converse about the unique position that graduate students occupy as both close to undergraduate students and not yet professors. We will reflect on innovations learned by necessity and those taught through our university. Finally, we consider how graduate student teaching has changed during the ongoing pandemic.

        Outcomes:
1. Identify and reflect upon humanities graduate student pedagogical innovation during Covid-19.
2. Critically evaluate graduate students' positions within the teaching and learning ecosystem within the modern university.

3. Develop groundwork from which to support graduate student innovation by those who are in positions of providing advisor or institutional supports.

Deepened and Transformative Learning in Leadership Education Using Guided Critical Reflection
*Sequetta F. Sweet, Stockton University*
Key Statement: Guided critical reflection is a pedagogical strategy that supports leadership development through transformative learning, which involves restructuring how one views themselves and the world.
Keywords: transformative learning, guided critical reflection, leadership development

Transformative learning involves restructuring how one views themselves and the world around them. The critical reflection process can be used to evoke transformative learning to support the leadership development process. Critical reflection is distinguished from mere reflection as it involves an examination of one's thinking. Guided critical reflection allows the leadership education facilitator to carefully construct questions that trigger that examination. Meaning making, self-awareness, and the questioning of one's deeply held assumptions and beliefs undergird the leadership development process. Consequently, the critical reflection process aligns with the transformative learning process to enable these important aspects of the leadership development process.

Outcomes
1. Describe the transformative learning process and its juxtaposition to the critical reflection process.
2. Explain how students exhibit transformative learning using guided critical reflection.
3. Construct guided critical reflection questions.

FACULTY DEVELOPMENT/ PROGRAMMING

Evidence-Based Teaching & Learning
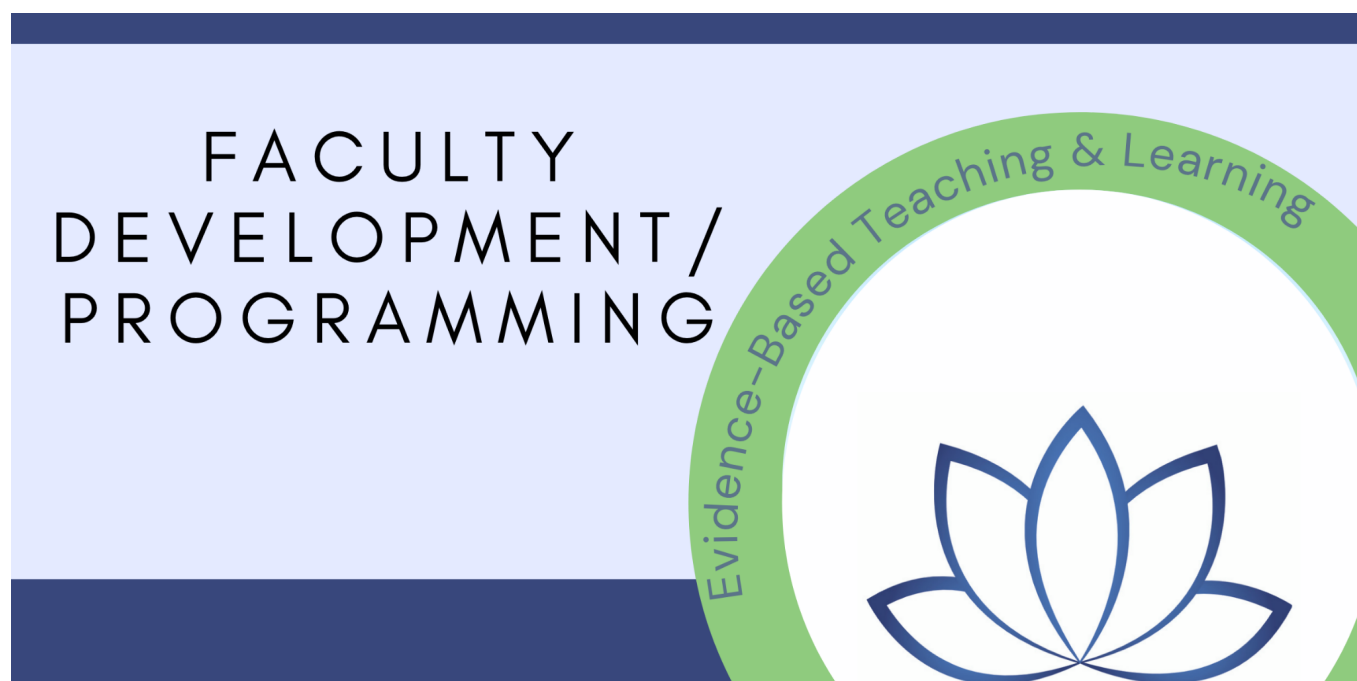
Build Your Case for Faculty Learning Communities Using Impact on Student Learning
Milton D. Cox, Miami University
Key Statement: Colleagues ask about ways to obtain faculty and administrator support for FLCs. We discuss one effective way: provide research about FLC impact on student learning.
Keywords: FLC; impact student learning; Effective FLCs

      Colleagues often ask me about ways to obtain faculty and administrator support for faculty learning communities (FLCs). I have found that one effective way to gain this support is to provide the research on the positive impact of FLCs on student learning. In this session we will discuss the outcomes of a survey of FLC participants across 6 universities over 3 years about such impact, including types of student learning, how FLC participants were aware of this impact, and how they achieved it. Results from the same survey across 6 FLCs in Hong Kong is shared and comparisons made.

      Outcomes:
      1. Describe a faculty learning community
      2. Describe the impact that FLCs have on student learning
      3. Describe how FLC participants were aware of this impact and how they achieved it.

Developing an Online Course Redesign Community for Faculty at HBCUs
Stephanie M. Foote, Gardner Institute
Monica Flippin Wynn, Gardner Institute
Key Statement: This session will offer participants practical tools and strategies to create and revise their high teaching and learning online courses to foster belonging and community.
teaching online.
Keywords: faculty development, online teaching and learning, HBCUs

      The pandemic of 2020 propelled higher education into an unanticipated pivot to emergency remote teaching. We know most institutions were ill-unprepared for this transition, but institutions, already underresourced, were intensely impacted by this modality shift and "HBCUs took steps to

address virtual instruction" (Wood, 2021, para 10). This session will examine an online course designed for faculty at Historically Black Colleges and Universities. The session will summarize course learning outcomes and how the course created a sense of belonging in a time of uncertainty. Participants will gain insight into creating high-impact teaching practices that promote belonging in similar academic spaces.

Outcomes:
1. Describe the characteristics of a course and community aimed at helping faculty teaching online.
2. Analyze 1-2 strategies used in the faculty course and community described in this session.
3. Begin to create a plan to employ the resources from the session to form similar courses and communities for faculty.

Pivoting Online Teaching Training: Applying Lessons Learned in the Pandemic to Faculty Development
Gabrielle Likavec, Saginaw Valley State University
*Anne K. Huebel, Saginaw Valley State University*
Key Statement: Learn how our University updated online course design training to incorporate best practices of design, instruction, and inclusion using lessons learned from the pandemic.
Keywords: online learning, faculty development, course design

Supporting faculty as they transition to new modalities of learning requires agile thinking and quick communication of best practices. Learn how our University updated online course design training to incorporate best practices of design, instruction, and inclusion using lessons learned from the pandemic. We will show you how to create interactive training modeling techniques promoted by your program.

Outcomes:
1. Identify resources for best practices of online course design and instruction.
2. Explain how to effectively model inclusive online course design and instruction.
3. Describe the ways you can implement online course training in your organization.

INSTRUCTIONAL STRATEGIES

Evidence-Based Teaching & Learning
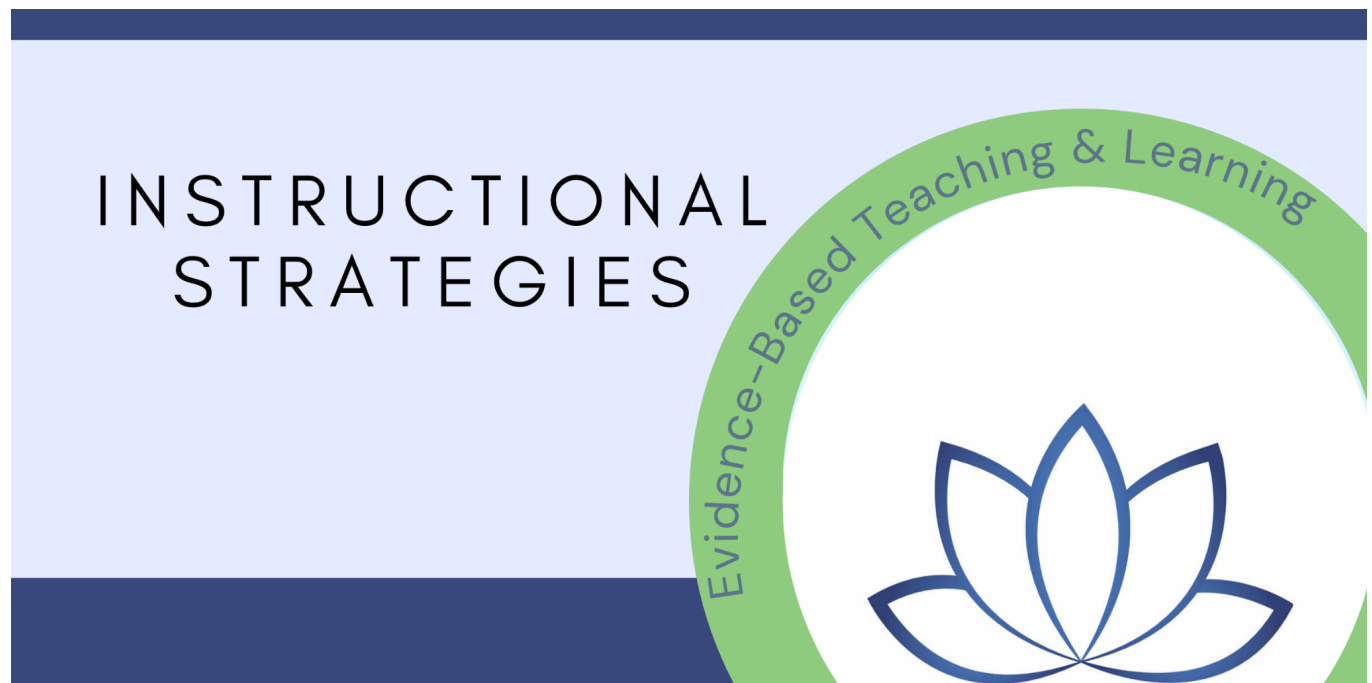
Stepping Into Their Shoes: Perspective-Taking Activities to Spark Critical Conversations and Combat Implicit Biases

Sarah Marie Berry, Winthrop University
Tammy Burnham, Winthrop University
Mary Slade, Towson University

Key Statement: This session presents teaching strategies to explore multiple perspectives and uncover implicit biases. With an emphasis on empathy, participants will explore the impact of "stepping into another's shoes".

Keywords: implicit biases, perspective taking, critical reflection

Successful professional development mirrors an inverted model of Maslow's Hierarchy of Needs: emotional needs must first be met in order for true skill and knowledge development to occur. This presentation explores teaching strategies to inspire perspective taking and scaffold the realization and transformation of implicit biases. In addition to exploring the research on implicit biases, presenters will emphasize the explicit development of emotional perspective taking and empathy skills. Based on experiences teaching courses ranging from Development & Poverty, Gifted Education, Service Learning, and Study Abroad, we discuss non-threatening critical reflection strategies that pave the way for challenging and transformational classroom discussions.

Outcomes:
1. Describe how implicit biases impact both teaching and learning in today's classroom.
2. Discuss the importance of emotional perspective taking in addressing implicit biases.
3. Implement critical reflection strategies to encourage emotional perspective taking in the classroom.

Tools, Tips and Technology to Foster Teamwork in Masked, In-Person Classes
Lisa Bergson, Bridgewater State University
Thomasena Shaw, Bridgewater State University

Key Statement: Learn about the best practices, tools, and technology you can use in your in-person classes to effectively foster and manage teamwork, regardless of discipline.

Keywords: teamwork, collaboration, project-based active learning

Is it possible to foster teamwork in masked, in-person classes during a pandemic? YES, you can! The COVID-19 pandemic presents challenges for instructors, which are often amplified when teamwork, collaborative, and project-based active learning are significant components of the class. From mandatory masks and social distancing to weary students concerned with contracting the virus, instructors who want to create opportunities for collaboration and teamwork must be creative, flexible, and employ technology strategically. This presentation will highlight best practices related to tips, tools and technology instructors can implement to effectively manage and foster teamwork in their in-person classes, regardless of discipline.

Outcomes:
1. To develop teaching strategies that foster teamwork in in-person classes, regardless of discipline.
2. To learn about technology aimed at managing/fostering collaboration and engagement inside and outside the classroom.
3. To identify best practice tools and strategies that promote creative and flexible teaching/learning opportunities.

Is it Okay to Teach without Slides? Support Materials for Instructional Presentations
Kerri Brown Parker, North Carolina State University
Key Statement: Do you regularly use slides to present content? Consider using digital handouts or websites for presentations and for students to access content after instruction.

Keywords: presentations, instructional materials, active learning

Slide presentations often dominate instruction and can lead to a lack of flexibility for instructors and cognitive overload for students. However, slides can positively help instructors organize and allow for the integration of visuals. Materials for students to reference independently are an important part of instruction; however, sharing slides may not provide students with an efficient way to find essential information and can be challenging to understand independently. Therefore, instructors should think deeply about selecting instructional materials for presentations, including slides, digital handouts, and/or websites that students can interact with and use to access content after an instructional session.

Outcomes:
1. Reflect on slide design principles for instructional presentations.
2. Examine strategies for selecting digital alternatives to slides to support instructional presentations.
3. Identify best practices for active learning aligned with different formats for instructional materials.

Using a Developing Story Approach to Anchor Course Concepts in Currents Events
Gina Brynildsen, Sam Houston State University
Key Statement: We present a developing story approach as an active learning technique to illustrate course concepts in news stories as they occur in real time.

Keywords: active learning, current events, reflective practice

We present a developing story approach as an active learning technique to illustrate course concepts in news stories as they occur in real-time. This approach extends beyond a discussion of

current events by following a story as it unfolds and analyzing it regularly through the lens of different course concepts and with different active learning techniques. We believe this approach helps students understand how to apply course concepts to a dynamic business landscape, engage with current topics, identify trends that will continue to affect them after graduation, and retain course knowledge by creating an interesting and relevant narrative.

Outcomes:
1. Describe the developing story approach.
2. Explain how the developing story approach supplements other active learning techniques to enhance students' ability to understand, apply, analyze, evaluate, and create.
3. Describe four ways to use the developing story approach in the classroom and their associated assessments.

Overcoming Student Resistance to Challenging Material: The Power of Literary Learning Circles
Sean Camp, Utah State University
Jen Evers, Utah State University
Key Statement: Engaging reluctant students on high-resistance course material is a challenging task for educators. A newly-adapted approach proved extremely effective at overcoming student reluctance. Join us!
Keywords: high resistance, learning circle, student engagement

Presenters will share their success developing and implementing an innovative small group, literary learning circle experience in a graduate level Social Policy course. This unique teaching strategy is grounded in English literature, but was adapted specifically to improve student engagement with challenging course material in a high-resistance topic area. Based on preliminary data from a formal and comprehensive evaluation of students' experience with this pedagogical approach, the learning circle strategy was exceptionally popular with students and extremely effective in increasing student engagement with—and understanding of—critical but previously unpopular course material.

Outcomes:
1. Learn about a unique approach to overcoming student resistance to challenging course material.
2. Recognize the applicability of learning circles to a variety of course content areas.
3. Brainstorm and strategize for using this approach in future courses to overcome student reluctance.

The Connectivist Approach to Interactive Dialogue
Kristen Carlson, Minnesota State University, Moorhead
Andrew Burklund, Minnesota State University, Moorhead
Key Statement: This session will share how interactive dialoguing was used as a strategy for implementing connectivism. Then, we'll work to develop a plan on how it can be utilized in your own courses.
Keywords: connectivism, collaboration, knowledge construction
Connectivism is a learning theory that focuses on the development of learning through collaborative social interactions aided by virtual environments and tools. By using a connectivist approach to teaching, the ownership of knowledge development shifts from the teacher to the learner. Aided by technology, educators create environments and opportunities where students rely on the use of peer-to-peer interactions to learn from one another and build a collective understanding. In this session, we will explain how an online synchronous meeting provided the opportunity for us to facilitate this

learning process for doctoral students regarding a course topic that was causing struggles for them to understand. Students had the opportunity to learn with their cohort without direct instruction. Further, our experience and feedback from the students after the session will be shared. Our session will close with opportunities for participants to brainstorm how interactive dialoguing could be utilized in their own online classrooms.

> Outcomes:
> 1. Attendees will understand how connectivism can be utilized in the graduate-level classroom.
> 2. Attendees will be able to explain the opportunities that students found with this approach.
> 3. Attendees will analyze how connectivism and interactive dialoguing can be utilized in their own classrooms.

Adaptable Bingo Game for Students Learning to Use Research Databases
Megan Cherry, North Carolina State University
Key Statement: My session explains a highly adaptable, approach to introducing students to online research databases in the form of a bingo game.
Keywords: database, teaching activity, gamification

I designed a fun, adaptable bingo game while teaching online that hones students' ability to use research databases by honing their ability to search and find specific information. While this learning activity was originally designed to improve students' abilities to interpret primary sources and use a database of eighteenth-century newspapers, I will also share ways that other disciplines can adapt it. It can take place online or F2F, engage students individually or in groups, and be adapted for either primary sources or finding scholarly literature. It was highly successful in improving students' research skills in finding, vetting, and analyzing sources.

> Outcomes:
> 1. Assess a learning activity designed to teach students basic research skills using databases.
> 2. Describe the basic parameters of how the learning activity operates.
> 3. Identify ways in which this activity can be applied to their classroom.

The Courage to Unclench: Thriving in Any Classroom
Heidi Echols, North Carolina State University
Mary Michaels Estrada, North Carolina State University
Key Statement: In this presentation, specific strategies will be shared for applying humanizing language to syllabi, re-invigorating discussion forums, and gathering early-semester student feedback for agile instruction.
Keywords: social and emotional learning, agile teaching, scaffolded learning

Teaching with vulnerability and humanity, or "unclenching" as an instructor, is receiving attention as a way to restore engagement to online and face-to-face teaching environments and to meet the increased social and emotional needs of students. However, many instructors are reluctant to "unclench" in this way because they fear losing professional credibility and a perception that their course will lack "rigor." In this presentation, specific strategies will be shared for teaching with flexibility, kindness, and empathy, simultaneously revealing the humanity of the instructor while seeking to honor the humanity of the student.

> Outcomes:
> 1. Apply humanizing language to syllabi and additional course materials.

2. Implement strategies to increase student engagement, specifically through low-stakes, high-interest discussion forums.
3. Utilize student feedback gathered early in the semester to make agile, student-centered changes to improve learning outcomes.

Students-Teaching-Students: How Social Sciences Students Leading Classes Can Create Greater Engagement and Enjoyment in the Course
Ethan Engelhardt, Asbury University
Andrew Reynolds, Malone University
Key Statement: Increase enjoyment and participation. A new approach to learning through student lead discussion in the social sciences. Come learn ways to increase engagement in your course.
Keywords: increasing student engagement, student leadership, peer learning

Students-Teaching-Students delivers an excellent space for engagement and learning for college students. Students desire to be known by their faculty and express their opinions, ideas, and knowledge of various topics. This session will provide a discussion on how to increase student engagement and enjoyment of a course by offering them a leadership role in the classroom. Allowing students to select topics, choose articles, and provide leadership for discussion empowers their passions and desire to learn. Come learn about how student-tailored classroom leadership improved overall engagement with both content and the course.
Outcomes:
1. Describe and understand the students-teaching-students model.
2. Identify 2-3 news ways of implementing student lead classroom discussion.
3. Understand how course engagement through student leadership increases the desire to learn and interest in the content of the course.

"You've Gotta Change Your Strategy": Applying Theory to Practice in Mixed Reality Simulations
S. Kiersten Ferguson, Southern Methodist University
Stacy Ann Strang, Southern Methodist University
Jennifer Culver, Southern Methodist University
Key Statement: Mixed reality simulations allow students to implement new strategies and hone skills. Visit Mustang University to "meet" avatars used in advising simulations with graduate students!
Keywords: mixed reality, simulations, immersive learning

As a pedagogical tool, mixed reality simulations (MRS) allow students to experiment with new strategies or hone existing skills. Though MRS are utilized and studied primarily in preservice teaching and medical/health science programs, the technology offers much broader applications. In this presentation, we will show how MRS are used to apply theory to practice within a higher education/student affairs graduate program. This session will introduce the simulation technology, briefly describe the findings from a multi-year qualitative research study from online and face-to-face courses, and allow participants to "explore" Mustang University and simulations from a course.
Outcomes:
1. Describe how mixed reality simulations can be utilized in college classrooms.
2. Identify key findings of a qualitative case study on the use of MRS in the classroom.
3. Generate ideas about how they might utilize MRS in their discipline.

Beyond Belonging: Creating Spaces for First-Generation Students to Flourish

Stephanie M. Foote, Gardner Institute
Key Statement: This session will focus on strategies and approaches that can be used to go beyond belonging to create inclusive academic experiences for first-generation students.
Keywords: inclusion, belonging, first-generation students

Although first-generation students—those first in their families to pursue higher education—comprise a sizable portion of gateway (or general education) course enrollment, little, if any, attention has been given to examining the pedagogical approaches that might be used to meet the needs of this diverse student population (Baldwin et al., 2021). This session will focus on strategies and approaches that can be used to go beyond belonging to create inclusive academic experiences for first-generation students. Participants will leave the session with ideas they can incorporate immediately into their own courses, as well as resources for continuous course improvement.

Outcomes:
1. Describe characteristics of first-generation students and common influences on their transition and success.
2. Understand several pedagogical approaches that are responsive to first-generation students
3. Identify ways in which they can adapt and apply the pedagogical approaches for use in their own course(s).

Positive Psychology Best Practices for Self-Determined Learning to Promote Motivation and Engagement
Edwina Helton, Indiana University East
Key Statement: This presentation addresses best practices in integrating innovative positive psychology strategies to promote self-determined learning to motivate, engage, and retain seated or online students.
Keywords: motivation, active learning, course/curriculum design

This presentation includes discussion of best practices in integrating innovative positive psychology teaching strategies through the lens of self-determined learning to promote student retention and engagement. First, best practices in positive psychology will be detailed. Illustrations from across disciplines will be shared to inspire participant brainstorming of ideas for course design. Further, specifics in self-determined learning will be provided as a lens through which thoughtful decisions might be made with the goal of retaining and engaging students. The session concludes with highlights of best practices applicable to a wide range of courses, asking participants share session inspired ideas.

Learning Outcomes:
1. Define positive psychology strategies for self-determined learning while promoting engagement and motivation in course design.
2. Apply positive psychology to their own engagement and retention strategies in course design.
3. Select options among a variety of positive psychology learning strategies to engage and to retain undergraduate and/or graduate students, particularly during times of stress and challenge.

Using Two-Mode Networks to Better Understand Resource Attainment
Eric Hogan, Georgia Southern University
Sean Forbes, Georgia Southern University
Key Statement: Using two-mode data, we discuss how visualizations can be used to better understand our students' resource attainment.
Keywords: two-mode networks, resource attainment, social networks

In this presentation, I discuss how visualizations can be used to better understand our students' resource attainment. I discuss social network analysis then dive deeper into two-mode data sets. Two mode data sets give a way to explore how our students recognize or do not recognize what is available to them in or out of class. It is the hope of the presentation to teach practitioners how to create these networks for themselves to better serve the needs of their students.

Outcomes:
1. Understand two-mode networks.
2. Understand how students navigate resources.
3. Understand broadly how to graph two-mode networks.

Journaling as a Tool to Explore Teaching Practices that Perpetuate Racism in Mathematics
Robin Keturah Anderson, North Carolina State University
Key Statement: Addressing racism starts with self reflection. Journaling as a teaching strategy to help individuals identify how their teaching practices perpetuate racism.
Keywords: journaling, self reflection, identifying racism

Since the killing of George Floyd in 2020, individuals are more motivated to take action to address systemic racism within their localized contexts. In this study we present on the use of journaling within a master's level course to support mathematics teachers' to address systemic racism. Results indicate that journaling helped teachers identify normative practices that perpetuate racism while allowing them to reflect on how they could change their teaching to address these racist practices. We discuss these findings in the context of instructional strategies like journaling that allow individuals to deeply reflect on systemic racism in their own context.

Outcomes:
1. Describe the instructional practice of journaling
2. Explain how journaling is used to reflect on current teaching practices
3. Explore systemic racism through the lens of white supremacy culture in mathematics education.

The Effectiveness of Metacognitive Reading Strategies in the College Classroom
Jiyoung Kim, Fayetteville State University
Trela Anderson, National Defense University
Key Statement: This session assesses metacognitive reading strategies implemented within the college classroom and helps faculty address the problem of students' lack of adequate reading comprehension skills.
Keywords: metacognitive reading strategies, reading comprehension, college reading

Many college professors are not adequately trained to help academically under-prepared college students understand the course material. As a result, many students enter college under-prepared for college-level reading assignments. These challenges are exacerbated among students at two-year colleges and Historically Black Colleges and Universities (HBCUs), resulting in diminished classroom learning experiences for the students and lower graduation and retention rates for the colleges. This research assesses metacognitive reading strategies implemented within the college classroom, provides a model for focusing attention on college students' lack of comprehension skills, and helps faculty address the problem. Additionally, it provides program methodology, data, analysis, student feedback, and recommendations as a blueprint for improving students' reading and reading comprehension skills and fostering greater student success.

Outcomes:
1. Identify various metacognitive reading strategies to implement in the classroom.
2. Examine program methodology, data, analysis, and student feedback related to Fayetteville State University's Reading Across the Curriculum Faculty Course Revision Project.
3. Provide a blueprint for re-designing a course with a focus on metacognitive reading strategies for the purpose of improving students' reading comprehension skills.

Using Action Research To Recapture Student Voices Lost During The COVID 19 Pandemic
Paul D. Knowles, University of Maine, Farmington
Key Statement: Using action research to recapture, listening to, and use student voices is essential in shaping new instructional practices with more relevant, engaging, authentic lesson designs.
Keywords: student voice, action research, instructional practices

During COVID 19, have teachers and school leaders allowed opportunities for all students to share how or in what ways their classroom experiences are helping them to learn? How or in what ways their classroom experiences are preventing them from learning? For many students the answer is no. Their voices have been silenced. Using classroom and school-wide action research practices to design ways to recapture, listen to, and use student voices is essential in shaping new instructional practices with more relevant, engaging, and authentic lesson designs that empower students to take more control over their own learning.
Outcomes:
1. Describe action research processes that allow for student voices to help shape instructional practices and lesson design.
2. Explain how classroom and school-wide action research processes can allow for student voices to help shape instructional practices and lesson design.
3. Explain how classroom and school-wide action research processes can help frame new school structures and practices that promote more learner-centered voice and choice in their educational experiences.

Traveling to Inexperienced Realms: Immersive Reality for Classroom Learning
Amy Kuntz,The Pennsylvania State University
Eileen Grodziak,The Pennsylvania State University
Kate Morgan, The Pennsylvania State University
Key Statement: Discover the potential of immersive experiences via implemented use cases in a variety of STEAM courses including 360° video, 360° imagery tours, and immersive reality.
Keywords: 360 degree video, 360 degree imagery, virtual reality

Can immersive reality provide dimensional learning to enhance understanding of concepts or expand upon creative ideas? How do faculty explore immersive experiences with their students? Discover the academic potential of immersive experiences via implemented use cases with the focus on 360° video, 360° imagery tours, and immersive reality. Explore a variety of undergraduate STEAM course examples that show how students can connect with instructional material in a way they would not have been able otherwise and experience global locations in the time of the pandemic. Follow the creation process of a Biology project that created 360° videos of geographical climates.
Outcomes:

1. Explain how to develop and deliver a pedagogical sound lesson for using immersive technology using the Harvard Graduate School of Education model of "See, Think, Wonder" to emphasize critical thinking skills.
2. Discuss use cases of incorporating immersive experiences in various learning contexts and disciplines.
3. Use a decision model to identify the appropriate immersive tool.

Increasing Doctoral Students' Motivation and Persistence
Justina Kwapy, Grand Canyon University
Key Statement: Doctoral students' well-being and motivation are important factors that are both shaped by, and shape students' academic experiences in their programs.
Keywords: online learning, educational theory, faculty development

Though many graduate students begin to learn about scholarly writing at the master's level, in doctoral study the complexity of scholarly writing is compounded by the unique nature of the doctoral program, which demands that students learn to think in different ways in order to undertake a significant and largely independent research project that implicates their future career.

Guiding students to focus on scholarly writing, to acquire writing discipline, and to consult the research literature are the instructional goals for compiling perspectives on motivation and persistence. Active engagement in meta-analysis of motivation and persistence in doctoral studies is a critical first step in developing scholarly or academic identity (Inouye & McAlpine, 2019).

Outcomes:
1. Describe the impact of internal and external factors of doctoral students' success
2. Explore the effects of personal and professional.
   motivation on doctoral students' success.
3. Explain the three intervention techniques for supporting struggling doctoral students: Intellectual, Social and Psychological.

Combating "Study Sites" Through Engaging Assignment Re-Design
Sarah McCorkle, Texas A&M University
Joyce Juntune, Texas A&M University
Hector Ramos Garcimartin, Texas A&M University
Suzanna Ramos, Texas A&M University
Erinn Whiteside, Texas A&M University
Key Statement: After finding our quizzes in decks of "flash cards" on Chegg, and student assignments on "study sites" like Course Hero, we began investigating creative solutions.
Keywords: Student Engagement, academic dishonesty, educational technology

Student assignments and course materials turning up on the Internet is an on-going problem. Study sites like "Course Hero" tempt students to upload their course materials in exchange for tokens that can be used to unlock materials for another course. We do not believe that our students plan to contribute materials to a study site, but rather their contributions are opportunistic, low effort, and passive. We redesigned our assignments so that, when a student is prompted to upload course materials in exchange for tokens, they will upload materials from another instructor's course instead. Maybe that course is yours?

Outcomes:
1. Explore the motivation behind student contributions to study sites.
2. Identify logistical barriers that can make it more difficult to share materials to study sites.

3. Redesign traditional assignment types with engaging and active options using Web 2.0 tools.

Effectiveness of Crime News Analysis in Teaching Criminology and Criminal Justice Courses
Ali Ozdogan, Bloomsburg University
Key Statement: Based on survey data, this study shows that crime news analysis is an effective teaching tool in criminology and criminal justice courses.
Keywords: crime news analysis, criminology education, teaching tool

This study demonstrates that the thoughtful use of crime news analysis is a highly effective teaching tool in criminology and criminal justice classes. In this presentation, I will illustrate my use of crime news analysis in the undergraduate classes, and measure its effectiveness through survey. The analysis of the IRB-approved survey data shows that crime news analysis assignment improves students' interest in the subject, class participation, analytical and critical thinking skills, attachment to the major, and ability to relate theory to real-world problems.

Outcomes:
1. Describe a media news analysis in criminology and criminal justice education.
2. Analyze effectiveness of analysis of crime news.
3. Demonstrate use of media news to understand causes and correlates of crime.

Tips for Developing and Maintaining CBL Partnerships in a Virtual Environment

Jodie Parys, University of Wisconsin, Whitewhiter
Key Statement: This presentation will focus on strategies used by experienced practitioners of Community-Based Learning to pivot their CBL partnerships to an online or virtual format during the COVID-19 pandemic.
Keywords: community-based learning, hybrid and blended learning design, campus-community collaboration

This presentation will focus on strategies used to pivot CBL partnerships to an online or virtual format during the COVID-19 pandemic. The presenter, who currently serves as both a faculty member and Director of Community-Based Learning, will share the ways in which she transitioned existing CBL partnerships to fit Hyflex, Remote and/or Online courses for the 2020-2021 and 2021-2022 academic years. She will also share tools, resources, and platforms that helped make this transition successful as well as feedback from community partners and students.

Outcomes:

1. Possess strategies to modify Face-to-face Community-based learning partnerships into virtual and hybrid offerings.

2. Consider the needs of the various stakeholders involved in CBL.

3. Develop a plan to sustain their partnership throughout the pandemic and beyond.

Implementing Student Self-Assessment to Motivate and Enhance Achievement and Self-Directed Learning
Karen Pezzolla, Felician University
Michelle Anderson, Aquinas College

Key Statement: Self-assessment skills enable students to improve upon the quality of their work as well as enhance motivation and engagement (Tai, Ajjawi, Boud, Dawson, & Panadero, 2017).

Keywords: self-assessment, self-assessment skills, assessment for learning

Many times, students do not know where to begin or how to engage in the process of assessing their learning. Critically reflecting on assignment submissions can lead to increased academic achievement and support self-directed learning. When students become part of the assessment process, using rubrics, they can identify their own strengths and weaknesses, taking charge of their own learning as they "gauge their own performance as an informational, rather than a judgmental matter" (McMillan & Hearn, 2008, p. 45). Through implementation of self-assessment, students increase awareness of what they've learned, if they've learned enough, and how well they've done (Tyagi, 2017).

Outcomes:
1. Discover effectiveness of the strategies students use to evaluate their work.
2. Evaluate current assignments in the context of supporting student self-assessment.
3. Revise and/or create rubrics and rating scales that enable students to make adjustment to their work prior to grading.

Breaking the Silos: Integrating Simulated Learning Activities in Interprofessional Education

Pamela Pologruto, The Pennsylvania State University
Melissa Miner, The Pennsylvania State University
Valerie Vanderhoff, The Pennsylvania State University
Jo Ann Jankoski, The Pennsylvania State University

Key Statement: This session will discuss the implementation of simulated patient experiences as part of interprofessional education and the positive impact on allied health students.

Keywords: interprofessional education, simulation, allied health

Interprofessional education (IPE) is an essential component of allied health curriculum to prepare students to provide patient care in a collaborative team environment. Implementation of IPE activities is important to break the silos of each discipline and develop collaborative skills.This session will describe research regarding the implementation of an interprofessional simulation using a standardized patient among nursing, physical therapist assistant, and human development and family studies students. The challenges and opportunities involved in developing and completing an interprofessional simulation will be discussed. Assessment strategies will be reviewed along with the impact on students' interprofessional communication.

Outcomes:
1. Explain interprofessional education (IPE) and the importance of inclusion in allied health curriculum.
2. Describe simulated patient learning activities across multiple disciplines.
3. Assess student outcomes related to implementation of simulated patients in interprofessional education.

From the Ground Up: Integrating Simulated Patient Learning Experiences Across the Curriculum

Pamela Pologruto, The Pennsylvania State University
Jennifer Jewell, The Pennsylvania State University
Laura Cruz, The Pennsylvania State University

Key Statement: This session will discuss a grass roots initiative for implementing simulated patients, an emerging form of experiential learning in health professions education, across the curriculum.

Experiential Learning, Simulation, Standardized Patients

Simulated patient experiences, in which volunteers play the role of patients, are an emerging form of experiential learning that provides students with opportunities to practice skills in real-life scenarios. This session will discuss the initial efforts of a physical therapist assistant program to implement patient simulated experiences that are strategically scaffolded across the two-year degree curriculum. The session will cover the challenges and opportunities involved in developing this capacity, from the creation of simulated patient activities to efforts to identify and train standardized patients. The impact of simulated patient activities on cognitive, behavioral, and affective student learning outcomes will be discussed.

Outcomes:
1. Describe the theory and practice of simulated patient learning experiences.
2. Evaluate the challenges and opportunities in integrating simulated patient experiences at their own institutions.
3. Assess the impact of simulated patient activities on student learning outcomes

Finding the Right Dose of Learner Collaboration through the Development and Implementation of a Medicine and Pharmacy Interprofessional Education Experience
Diane H. Quinn, University of the Sciences
Dana C. Farabaugh, Drexel University
Rebecca E. Munger, University of the Sciences
Cathy Y. Poon, University of the Sciences
Interprofessional education; collaboration; virtual learning

In Fall 2021, a curricular need was identified for medicine and pharmacy students from two universities to engage in a virtual collaborative activity. The development of this activity was mapped to the Interprofessional Education Collaborative 2016 core competencies and World Health Organization definition for IPE.[1,2] This multi-pedagogical activity included uni-profession and interprofessional growth. It was successfully implemented with creative solutions to logistical challenges. Post activity reflection allowed for identification of challenges and vision for future directions. Our presentation will discuss the creation, implementation, and lessons learned of this pilot experience and highlight the right dose of learner collaboration.

Outcomes:
1. Describe the process for identifying shared learning outcomes between different health professions programs
2. Discuss the creation and implementation of a pilot interactive collaborative multi-pedagogical activity.
3. Discuss the logistical challenges with collaborative learning and offer insight to innovative solutions.

"I'm Just a Bad Test-Taker:" Consequences and Interventions
Brian Smith, Simpson College
Key Statement: Believing oneself to be a bad test-taker has numerous negative consequences. We will explore those consequences and share interventions to change students' test-taking self-beliefs.
Keywords: test-taking beliefs, judgments of learning, illusions of comprehension

Student beliefs that they are bad test-takers may interfere with student performance in courses or in professional licensing exams. In one study, over half of students believed they were bad test-takers.

Bad test-taker beliefs are highly correlated with test anxiety, which is linked to worsened performance. We examine possible sources of those beliefs and explore their negative consequences and correlates. The last portion of our presentation examines possible responses to bad test-taking beliefs, including interventions aimed at changing fixed mindsets, approaches to increasing test-taking self-efficacy, and suggestions for reframing student and societal mistaken beliefs about learning.

> Outcomes:
> 1. Describe the bad test-taker identity and its prevalence
> 2. Explain benefits and costs of the bad test-taker identity
> 3. Identify possible interventions to eliminate the bad test-taker identity.

The Occupation of Learning: Re-imagining the OT Classroom Post-pandemic
Olivia West Hammond, The Pennsylvania State University
Key Statement: This session will examine the implementation of experiential activities and explore the journey of these successful activities from the perspective of both OT faculty and students.
Keywords: jigsaw technique, experiential learning, student engagement

This session will guide faculty through a research project that examined experiential and traditional learning classroom activities. This course will present a detailed overview of classroom research comparing traditional lecture teaching methods versus the jigsaw teaching method. A synopsis of this study's research outcomes will include the exploration and application of the jigsaw technique in the classroom and its ability to support, enhance, and accelerate student learning utilizing student's graded material and student responses.

> Outcomes:
> 1. Explore the opportunities within your courses to create experiential learning activities based on this pilot experience.
> 2. Evaluate potential applications of the jigsaw technique for your own course.
> 3. Re-imagine the "occupation of learning" within your own post-pandemic teaching and learning practice.

Using Choice as an Active Teaching and Learning Technique
Tiffany Wigington, Tarleton State University
Misty Smith, Tarleton State University
Key Statement: This workshop explores the use of choice as a learning model to promote and sustain student engagement; in turn providing improved learning outcomes.
Keywords: choice theory, multipronged instructional approach, student engagement

While the onset of the pandemic presented unique challenges and opportunities, its longevity forced a re-examination of curriculum delivery. Pivoting between traditional and online learning environments, necessitated the need to re-envision strategies designed to promote and sustain student engagement. Through an intentional process, a choice in the learning model emerged. Grounded in Choice Theory (Glasser, 1998), our multipronged instructional approach provides content, as well as opportunities for students to engage, actualize, and demonstrate knowledge through a variety of learning modalities; providing improved learning outcomes and higher-level thinking (Glasser, 1998; Nilsson, 2010).

> Outcomes:
> 1. Explore the design, and implementation of, a choice in the learning model.
> 2. Apply the use of choice as a learning model to simulated content.

3. Discover ways to use choice as a learning model in multiple content areas.

Adopting Open Educational Resources: The Evolution of an Environmental Science Course
Megan Lupek, North Carolina State University
Key Statement: This presentation highlights the evolution of a large enrollment, distance education course through the adoption of open educational resources.
Keywords: open educational resources, open pedagogy, OER

The COVID-19 pandemic has forced higher education to significantly address existing barriers and social inequities with how students learn in an online learning environment. Making courses "open" has been one approach in addressing social justice issues for students enrolled in both online and face-to-face courses. This presentation highlights the changes made to a large enrollment, distance education Environmental Science course to incorporate open education resources and diversify types of learning materials. The motivations for adopting OERs, process of identifying quality course materials, the transition to alternative learning resources, and student perceptions of the course's OERs will be discussed.

Outcomes:
1. Explain the benefits and challenges of adopting open educational resources.
2. Describe the process of finding quality OERs to use in courses.
3. Describe student preferences of types of OERs.

Instructional Considerations for Academic Continuity: Mid- and Post-COVID-19
Diane Chapman, North Carolina State University
Maria Gallardo-Williams, North Carolina State University
Stacy Gant, North Carolina State University
Jonathan Holloway, North Carolina State University
Donna Petherbridge, North Carolina State University
David Woodbury, North Carolina State University
Key Statement: This presentation helps instructors explore the issues and challenges of academic continuity in their teaching and how they might prepare for and address them.
Keywords: academic continuity, emergency planning, emergency instruction

A small group of faculty and administrators have been meeting at our institution since the beginning of the COVID-19 pandemic. Our task: to address issues of academic continuity across the institution. Over the past couple of years the group has addressed a variety of issues from how to help faculty move to emergency remote teaching to developing resources to help faculty deal with student mental health issues that impact instruction. This presentation will review the issues encountered by the Academic Continuity Team and explore how the team responded while sharing resources, strategies and policies for which the team advocated.

Outcomes:
1. Explore issues and challenges to maintaining academic continuity.
2. Discover strategies to address academic continuity as instructors.
3. Review resources to address academic continuity issues.

Using Evidence-Based Stress Management Strategies for a Reflective Semester-Long Assignment
Caitlin A. Demsky, Oakland University
Keyword Statement: A semester-long stress management exercise is developed for an upper-level 'Work & Stress' course. This assignment can be easily adapted for length and across disciplines!

Keywords: Stress management, reflections, assignment development

Student stress is a growing concern, with educators being encouraged to discuss mental health in the classroom across various disciplines. Using evidence-based stress management strategies (e.g., mindfulness, gratitude, relaxation, etc.), I developed a semester-long assignment in which students were asked to complete a weekly stress management activity and reflect on their experiences. Students reported feeling more in control of their stress and a high likelihood of using these strategies in the future. Although done as a semester-long assignment in an upper-level management elective course, this assignment can be adapted for shorter durations and connected to a variety of disciplines.

Outcomes:

1. Describe the importance of stress management in the classroom and workplace.
2. Explain several evidence-based stress management activities that can be incorporated into the classroom.
3. Describe ways in which this assignment can be adapted to different classroom contexts and for different length assignments.

Cognitive Barriers of Zoom Fatigue and Solutions for Online Instruction
Rachel Gallardo, Blinn College
Key Statement: Teaching with technology can be helpful in engaging our students but the unintended effects of technology may be hindering our teaching abilities.
Keywords: Burnout, Workplace Behavior, Technology

Teaching with technology can be helpful in engaging our students and staying connected during a pandemic, but all this technology comes with a mental cost to the instructor. The side effects of technology are causing many instructors to feel a technological hangover resulting in instructors feeling fatigued, even to the point of burnout, with technology and teaching.
In this presentation, we discuss zoom fatigue and how technology interferes with our brain's natural ability to communicate. The presenter will note key technological updates the attendees can implement with their zoom interactions to help limit the fatigue experienced.

Outcomes:

1. Describe workplace fatigue and how this is different from burnout.
2. Understand why zoom communication is creating fatigue in our work environments.
3. Describe ways in which instructors can incorporate boundaries and self-care into their work environment to reduce the possibility of fatigue.

Preparing Students for Change: Addressing Student Resistance Through Graduate Advising
Michelle Gorenberg, Widener University
Jeni Dulek, Pacific University
Key Statement: This presentation describes an advising program informed by the Integrated Model of Student Resistance to help students navigate the changes inherent in transitioning to graduate studies.
Keywords: advising, student resistance, graduate students

Students face opportunities for change as they transition to graduate studies. New expectations and ways of learning may leave students feeling ill-prepared, overwhelmed, and unmotivated to change, resulting in behaviors suggestive of resistance. Informed by emerging best-practices for student advising and Tolman and Kremling's (2017) Integrated Model of Student Resistance (IMSR), a group advising program was developed and implemented to address potential barriers to students' success and prepare

students for these necessary changes. This presentation will describe the IMSR and how it informed the program. Participants will be encouraged to draw connections to their own teaching and/or advising practices.

      Outcomes:
1. Discuss how Tolman and Kremling's Integrated Model of Student Resistance (IMSR) offers insight into student behaviors that impact student learning and growth.
2. Discuss the application of the IMSR to inform development, implementation and outcomes of a learner-centered group advising experience for graduate students.
3. Propose potential applications of the IMSR for their own teaching and/or advising practices.

Creating Brave Spaces for Difficult Dialogues in the Classroom
Sandra Guzman Foster, University of the Incarnate Word, Texas
Key Statement: Brave spaces allows us to challenge ourselves, to get out of our comfort zone, to make mistakes, to be vulnerable, and to learn new things.
Keywords: Brave spaces, safe spaces, difficult dialogues

      The goals of this presentation are to assist faculty in: 1) creating a plan for implementing a brave space for difficult dialogues in their classroom; 2) articulating the difference between a safe and brave space and why it is better to create a brave space for difficult dialogues in their classroom; and 3) demonstrating their understanding of the differences between debate and dialogue. Faculty will leave this session with a deep understanding of how brave spaces are needed today more than ever as our world continues to find ways to dialogue about difficult and challenging times.

      Outcomes:
1. Create a plan for implementing a brave space for difficult dialogues in their classroom (f2f and online).
2. Articulate why it is better to create a brave space versus a safe space for difficult dialogues in their classroom.
3. Demonstrate the differences between debate and dialogue and ensure dialogue is taking place when debate is not the intention.

A Mindful Approach to Student Well-Being
Eve B. Hoover, Midwestern University
Key Statement: Strategic burnout prevention for students is increasingly viewed as an essential competency. Expand your well-being toolbox through this interactive mindful approach to prioritizing self-care.
Keywords: mindfulness, well-being, resilience

      Burnout, a syndrome comprised of emotional exhaustion, depersonalization, and decreased sense of accomplishment, has important implications for student well-being and success. Innovative approaches to wellness instruction have been implemented into many educational settings to prioritize self-care and cultivate mindful awareness. Test drive a sampling of engaging, brief, in-class activities that encourage a sense of community and build a well-being strategy toolbox. Expanding the breadth of educational curriculum to include objectives aimed at student well-being may take academic and professional outcomes to new heights, empowering students and faculty with knowledge of resilience principles.

      Outcomes:
1. Describe the profound effects of student burnout and the benefit of mitigation strategies.

2. Define evidence-based well-being practices such as mindfulness and decentering and how they foster resilience.
3. Describe five tools to provide students a foundation for self-care.

Beneath the Mask: Addressing Student Mental and Physical Challenges
Randy Kohlenberg, University of North Carolina at Greensboro
Key Statement: Beneath the mask refers to the mental/physical health challenges to college students during the pandemic. Empowered questioning can enable student strengths and intrinsic motivation.
Keywords: positive psychology, intrinsic motivation, Empowered Questioning

Beneath the mask refers to the fact that university students not only have been mask wearing for over a year, but also have experienced both mental and physical challenges. Many have seen one another only through zoom or another platform. Facial expressions have been absent from any kind of student/teacher interaction. Levels of anxiety, depression and compromised physical well-being have skyrocketed during the pandemic. Taking cues from wellness and life coaching, issues experienced by students can be refocused through positive psychology. Student strengths and intrinsic motivation can be rediscovered through empowered questioning.

Outcomes:
1. Identify the mental and physical issues experienced by university students as a result of the COVID-19 pandemic.
2. Discuss the concept of positive psychology used in wellness and life coaching and how it can be employed to counterbalance the mental and physical challenges experienced by students.
3. Utilize empowered questioning to bring forward strengths and rediscover intrinsic motivation.

Faculty Wellness: The Importance of Personal Transformation
Stacey Souther, Cuyahoga Community College

COVID-19 has led to the professional transformation for faculty as they adapt to a new and continuously changing landscape of higher education. Faculty work diligently to take care of their students, but often don't take time to take care of themselves. This interactive session will discuss the importance of personal health and wellness in higher education and identify quick and easy techniques faculty can implement for personal transformation.

Outcomes:
1. Discuss the importance of personal health and wellness.
2. List techniques that faculty can easily implement to increase wellness.
3. Incorporate at least one new wellness technique into their daily lives.

Enhancing Online, On-Site, and Hybrid Teaching and Learning with Integrity
Tricia Bertram Gallant, University of California San Diego
Key Statement: Want to improve academic integrity in your online, in-person or hybrid course but don't know how? This session will present some low-hanging fruit opportunities to do so.
Keywords: academic integrity, teaching, learning

> Outcomes:
> 1. Describe different ways to integrate integrity into your in-person, online or hybrid course.
> 2. List at least one reason why a student may cheat and one solution in response to that reason.
> 3. Choose one update you'll make to your course before next term.

Establishing Social Presence in Online Courses
Trish Harvey, Hamline University
Key Statement: Building social presence in online classes is a research-based strategy for increasing learning. This session focuses on the WHY and HOW for building social presence.
Keywords: social presence, online teaching and learning, community building

> With an increase in online learning, there is a shift in how current teaching practices are impacted and what is important to students and student learning. This session focuses on methods for building a strong and meaningful online environment that builds community, relationships, and establishes the social presence of each individual learner. It also addresses the how and why of establishing social presence as a necessity for effective online learning. The presenter provides practical tools and ideas for enhancing the online learning experience and increasing social presence.

> Outcomes:
> 1. Identify how social presence impacts student learning.
> 2. Describe pedagogical strategies for designing online spaces that create, cultivate and sustain social presence.

3. Investigate authentic examples and tools to use in online teaching environments to increase social presence.

Improving Student Engagement in Asynchronous Online Courses with Required Meetings
Sharon Claffey, Massachusetts College of Liberal Arts
Eve Sledjeski, Rowan University
Key Statement: Requiring online students to meet with professor at beginning of semester increases the meetings they schedule subsequently. Course grades may show improvement, too!
 Keywords: engagement, online learning, performance

This research attempted to improve both course grade and the likelihood that students struggling in an online asynchronous class would reach out to the professor for help. Courses using the same recorded lectures and course material were repeated in the next semester. The courses in the second semester included an assignment that asked students to sign up for an initial video meeting with the professor. Course grade comparisons showed marginally significant higher grades tending to occur in the classes with the required video meeting. Additionally, students in the required video meeting classes scheduled significantly more meetings with the professor.

Outcomes:
1. Describe challenges for students in asynchronous courses.
2. Compare the impact of a required video meeting with instructor vs. no required meetings.
3. Describe the ways in which asynchronous courses can increase students' likelihood of reaching out to instructor for help.

Humanizing the Classroom: Tips, Tools, and Strategies for Effective Assessment and Communication
Anna Divinsky, The Pennsylvania State University
Cookie Redding, The Pennsylvania State University
Christine Shanks, The Pennsylvania State University
Key Statement: Join us as we discuss and share ways to build deeper connections with and among students through demonstrating humanness and developing community in online/hybrid courses.
Keywords: humanness, remote teaching best practices, online community

Demonstrating humanness and developing community in our online/hybrid courses is a crucial part of effective teaching. Whether your teaching practices will include synchronous and/or asynchronous components, we will share ways of improving assessment and communications with students as you gain useful tools for your ever-expanding toolbox. Topics will include establishing yourself as a genuine person, engaging students through various forms of communication, collecting student feedback to reflect upon, implement, and improve our teaching. We will share a human approach to evaluating student progress and assignments by providing a variety of examples of personal, supportive, and constructive feedback.

Outcomes:
1. Learn synchronous and asynchronous approaches to fostering student engagement in an online or remote learning environment.
2. Gather best practices of evaluating student progress and providing clear, personalized student feedback.
3. Show humanness in all forms of communication and assessment.

The Online Atelier: Effective Learning in Online Studio Courses

George Elvin, North Carolina State University

Key Statement: The Online Atelier project explores new technologies and strategies to help students succeed in online art and design studio courses.

Keywords: studio courses, art and design, online learning

Art and design studio courses in higher education engage students in the challenge of creating the next generation of art, products and places. Currently, these courses employ the atelier model of art and design education, which has changed little since its inception in the early Renaissance. But during the COVID pandemic, online teaching became the dominant mode of art and design studio education. The motivation behind the Online Atelier project is to help ensure student success in online art and design studio courses by developing, testing and evaluating new technologies and strategies for online studio learning.

Outcomes:
1. Describe new technologies and strategies to help ensure student success in online art and design studio courses.
2. Articulate strategies for developing, testing and evaluating new technologies and strategies for online learning.
3. Assist students in the challenge of creating the next generation of art, products and places through effective learning in online studio courses.

'Alphabet Game': An Experiential Activity to Teach Listening and Communicating

Ranjan George, Fresno Pacific University

Key Statement: This proposal is a presentation of an experiential activity to engage students to appreciate the concept of listening and communicating.

Keywords: listening, experiential activities, pedagogy

We unwittingly underestimate the importance of listening while overemphasizing the importance of communication. The reality in any teaching and learning context is that the flip side of communication is listening. Listening is an important communication skill that needs constant honing and development. This proposal involves the demonstration of a classroom activity referred to as the 'alphabet 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 listening skills in addition to communication skills. This game can be effectively conducted in an online setting as well.

Outcomes:
1. Appreciate how students would value experiential learning as an alternative to reading and rote learning of the concept of teamwork.
2. Synthesize the study of concept and theory relating to listening using the experiential learning methodology.
3. Gain insights to enable students achieve a higher learning experience of listening and communication.

Humanizing Online and Remote Learning Through Bitmojis

Amy Kuntz, The Pennsylvania State University

Key Statement: Examples of Bitmojis, caricature representations of yourself, for educational use will be shown from a variety of disciplines along with creating your own Bitmoji classroom.

Keywords: online learning, remote learning, humanizing learning

Bitmojis are personalized caricature representations of yourself utilized in numerous pre-made moods and situations. Within online and remote instruction contexts, Bitmojis allow for expressing instructor humor and relatability to assist in humanizing the online experience either asynchronously or synchronously. This session will show examples of Bitmoji use in a variety of disciplines, the research associated with integrating humor in the classroom, and how to create your own Bitmoji classroom.

Outcomes:
1. Discuss use cases of incorporating Bitmojis for humanizing online and remote learning in various learning contexts and disciplines.
2. List research informed recommendations to include Bitmojis as part of the classroom experience.
3. Create a Bitmoji and Bitmoji classroom.

Meeting the Needs of Students with Disabilities in the Online Classroom: Virtual Co-Teaching Models and Virtual Accommodations
Cheryl L. Martin, Grand Canyon University
Key Statement: Meeting the needs of students with disabilities through restructuring co-teaching models and online accommodations to help improve student success, in both synchronous and asynchronous environments.
Keywords: disabilities, co-teaching models, virtual classroom

The worldwide COVID-19 pandemic has created a challenge for public school teachers who provide services to special education students. Even with schools moving back to some type of in-person learning, there are still many schools engaged in hybrid models and/or offering online options because of quarantine mandates, health related concerns or staffing issues. For students with disabilities, virtual learning can be quite difficult. This session provides practical applications for restructuring Cook and Friend's (1995) co-teaching models for both generalists and specialists, with additional information on implementing practical online accommodations for students with disabilities in both synchronous and asynchronous classroom environments.

Outcomes:
1. Describe the theory of inclusion and co-teaching; discuss recent research on how the COVID-19 pandemic has created a challenge for the public school system.
2. Describe the generalist teachers role and the specialist teachers role in the 6 virtual classroom co-teaching models: both synchronous and asynchronous examples.
3. Explain how students with a disability can access the general education curriculum through online accommodations.

Facilitating Transformative Learning in an Online Asynchronous Environment
Barbara Nadeau, Quinnipiac University
Key Statement: Can transformative learning occur in an on-line asynchronous environment? Yes! Learn strategies you can immediately embed into your online courses.
Keywords: online learning, transformative learning, course design

Transformative learning is a process through which an individual constructs new or revised perceptions of experiences, thereby changing their perspective of themselves or society. Transformative learning has been traditionally pursued via in-person learning activities such as simulations and service learning, but it may be effectively facilitated in an online environment as well. This session will provide an overview of transformative learning and specific examples of how assignments can be scaffolded and

online learning tools can be utilized to promote reflection on one's assumptions, beliefs, and habits to promote new understanding and behavior.

Outcomes:
1. Describe transformative learning theory.
2. Identify learning activities that promote transformative learning.
3. Create assignments that facilitate transformative learning.

Using Podcasts to Facilitate Learning and Skill Application in Online Courses
Rachel Smydra, Oakland University
Key Statement: Incorporating a podcast series into an online course facilitates the learning and application of course concepts and skills such as critical thinking, listening, research, and problem-solving.
Keywords: online course instruction/design, active learning, student-centered

Teaching with technology can be helpful in engaging our students and staying connected during a pandemic, but all this technology comes with a cost. The side effects of technology are causing many instructors to feel a technological hangover resulting in many instructors feeling fatigued, even to the point of burnout, with technology and teaching. In this presentation, we discuss zoom fatigue and how technology interferes with our brain's natural ability to communicate. Suggestions and the importance of self-care and setting boundaries will be noted during the discussion as well.

Outcomes:
1. Integrating podcasts into course design.
2. Connect assignments to podcasts.
3. Understand how podcasts help .students with skill proficiency and grasp class concepts.

Online Student Engagement: Active While Asynchronous
Stacey S. Souther, Cuyahoga Community College
Key Statement: Actively engaged students are more likely to persist and complete. This session explores techniques faculty can use to engage students in the asynchronous online modality.
Keywords: online teaching, student engagement, asynchronous learning

Students who are actively engaged in their classes are more likely to persist and complete. However, faculty often struggle to engage students in an online asynchronous teaching environment, since they do not see their students in real time. This interactive session will explore 4 techniques faculty can use to engage students in the asynchronous online modality: embedding "Easter Eggs" into the course design, brainstorming collectively using Padlet, introducing video discussion via Flip Grid, and integrating an "escape room" activity into a course module. Attendees will leave this session with concrete ideas on helping their students be "Active while Asynchronous".

Outcomes:
1. Discuss why student engagement increases student success.
2. List activities to increase engagement in online asynchronous courses.
3. Use Padlet and Flip Grid to engage students.

The Trifecta of Three Dimensional Care
Carrol L. Warren, North Carolina State University
Angie Smith, North Carolina State University
Michelle E. Bartlett, North Carolina State University

Key Statement: Extending care in online learning environments will emerge as one approach educators can use to shift past the pandemic with a focus on successful outcomes.

Keywords: self-care, wellness, online learners

As educators move beyond the pandemic, it will be critical to consider how we care for ourselves, our colleagues, and our students. For many educators, demands on their time have increased for teaching, advising, and learning assessment (Tomei & Nelson, 2019). This session will evoke a thoughtful conversation about ways to manage our time as online educators to include more self-care. Presenters will share tips on strategies for extending care to our colleagues, and the session will allow space for educators to create their own plan for delivering care in the online classroom.

Outcomes:

1. Determine the importance of personal self-care.
2. Identify strategies to care for colleagues.
3. Develop their plan for caring for online learners.

U D L   D E I

Evidence-Based Teaching & Learning

Dressing for Success: Implementing a Professional Clothes Closet to Reduce Barriers to Student Achievement in a Professional Environment

Sarah Marie Berry, Winthrop University
Tammy Burnham, Winthrop University
Mary Slade, Towson University

Key Statement: Field placements and internships are a critical component of higher education degrees – but, dressing for success can be costly! Come hear how we implemented a free Professional Clothes Closet and turned a basic need into a college-wide service learning opportunity.

Keywords: barriers to success, service learning, field experiences

Field placements and internships provide critical opportunities for experiential learning. However, expectations for interacting in a professional work environment differ from a college campus: the most basic expectation? What to wear! Financial challenges have only increased with the COVID -19 pandemic, and it is essential to strategically reduce barriers to student success. Presenters will share their experiences in implementing a free Professional Clothes Closet for university students. We discuss how the initiative reduced barriers to success for students from economically disadvantaged backgrounds and highlight service-learning opportunities that have encouraged student ownership of the project. Come gain practical ideas for starting a similar initiative for your students!

Outcomes:
1. Discuss common barriers to student success in a higher education environment.
2. Explain how to strategically design service learning experiences to develop sustainable service initiatives (emphasize student involvement from day one).
3. Develop a plan for successful implementation of service initiatives in the higher education environment.

Queering Education: Practical Strategies for Identity-Affirming Classroom Management
Elise Bjork, University of St. Augustine for Health Sciences
Katherine Wilford, University of St. Augustine for Health Sciences
Key Statement: Identity-affirming classroom management creates an environment for all students to hold the knowledge and power needed to succeed in educational settings and beyond.
Keywords: LGBTQIA+, cultural humility, classroom management

All students deserve to learn in a space that welcomes and supports their whole selves. Literature shows when this support is lacking in educational spaces, not only do learning outcomes suffer, but students' mental health declines as well. This session will describe the tenets of identity-affirming classroom management, highlight barriers and facilitators for establishing this environment, and discuss practical strategies for the instructor and institution. Attendees will be able to assess, develop, and maintain an educational environment that is affirming, empowering, and safe for all students.

1. Describe the importance of identity-affirming classroom management.
2. Identify barriers to establishing and maintaining an identity-affirming classroom.
3. Understand practical strategies for developing an educational environment that is affirming, empowering, and safe for all students.

Creating an Accessible Campus Culture with Disabled Students and Faculty
Stephanie W Cawthon, University of Texas at Austin
accessibility, professional learning community, student led initiatives
An innovative professional community model designed to increase the accessibility of learning environments for disabled students by leveraging technology and strengthening strategies, platforms, and resources.

This presentation will share the design and results of the first year of the Microsoft Collaborative for Access and Equity at UT Austin. This innovative model centers disabled students as coaches to work alongside faculty partners from across campus. Each coach-faculty team has taken a deep dive into an accessibility issue, such as syllabus design, integrating mental health and well-being into classroom policies, technology tools to support online learning, gathering feedback about course accessibility, and infusing disabled, intersectional perspectives into course material. The presentation will spotlight both lessons learned and practical strategies for creating an accessible culture on your campus.

Outcomes:
1. Consider how disabled student coaches are at the heart of this innovative professional learning community.
2. Understand the complexity of accessibility as both a mindset and a set of strategies and tools.
3. Identify ways in which these examples may inspire collaborative accessibility initiatives on your own campus.

Minimizing Barriers to Learning with Universal Design for Learning
Jeni Dulek, Pacific University
Key Statement: This presentation will describe how UDL principles guided the redesign of an online course to minimize barriers to learning encountered by students from diverse backgrounds.
Keywords: universal design for learning, online learning, course redesign

Academic, cultural, financial, technological, instructional, and institutional barriers to learning are well-documented, and impact the learning process and learning outcomes. To support students from

diverse backgrounds, minimizing these barriers and meeting a variety of learning needs is necessary. Courses designed according to Universal Design for Learning (UDL) guidelines are accessible, flexible, and equitable. According to Hall et al. (2004), "a UDL curriculum takes on the burden of adaptation,…minimizing barriers and maximizing access to both information and learning" (p. 7). This presentation will demonstrate how the UDL guidelines can be applied to a course redesign to reduce barriers to learning.

Outcomes:

1. Describe the Universal Design for Learning (UDL) guidelines.

2. Assert the benefits of using UDL in course design and delivery to support diverse learner needs.

3. Identify possible changes to courses that align with the UDL guidelines.

Micro-affirmations in the Classroom

Anuja Gupta, University of the Sciences

Key Statement: This talk will address the powerful role that micro-affirmations from the faculty can play to enhance equity and inclusiveness in the classroom.

Keywords: equity, inclusiveness, micro-affirmations

Students from racially and socio-economically disadvantaged segments of the population have faced widening gaps in access, opportunities, and outcomes (Dorn et al, 2020); some have faced increased racial slurs, and even physical attacks (Pew Research Center, 2020). Micro-affirmations defined as "tiny acts of opening doors to opportunity, gestures of inclusion and caring, and graceful acts of listening " are a way in which faculty can try to bring more inclusiveness in their classes. A small act from the faculty such as active listening, validating experiences and affirming emotional reactions can have a cascading positive effect on the students' learning outcomes.

Outcomes:

1. What are micro-aggressions?

2. What are micro-affirmations?

3. Examples of micro-affirmations that can be used in class and interactions with students for positive impact and scenarios in which they may be employed.

Fostering An Inclusive Culturally-Sensitive Campus: Representation Matters

Carol Evans, Penn State University, Fayette, The Eberly Campus

Stacy Sekely, Penn State University, Fayette, The Eberly Campus

Erin Morton, Penn State University, Fayette, The Eberly Campus

Ginett Pineda, Penn State University, Fayette, The Eberly Campus

Key Statement: Establishing an inclusive campus climate involves providing access to diversity and equity initiatives that enhance cultural awareness and motivate systemic change at the campus level.

Keywords: cultural competency, campus climate, sense of belonging

Establishing an inclusive campus climate involves providing access to initiatives that enhance self and cultural awareness and promote systemic change. These purposeful efforts depend foremost on recognizing the barriers of colonization and the inequitable policies that restrict underrepresented groups from having a sense of belonging and an equitable educational experience. The trifecta of 1) providing educational opportunities on bias, diversity and privilege for students; 2) the active decolonization of the

syllabus by faculty and; 3) the attendance of both staff and faculty at Diversity Equity Inclusion focused professional development workshops, will collectively lead to fostering an inclusive campus community.

Outcomes:
1. Create opportunities for students to explore diversity.
2. Identify new pedagogical strategies that promote a variety of inclusive best practices.
3. Acquire knowledge on ways to promote cultural awareness at the campus level.

Wisdom Walls as a Mechanism for Early Group Project Engagement
Deanna House, University of Nebraska at Omaha
Key Statement; Wisdom walls can be used to provide students with insights from their peers/former students of the course. This session discusses practical strategies for creating one.
Keywords: wisdom wall; humanizing learning; universal design for learning

Wisdom walls provide students with the opportunity to give advice and encouragement to future students of a course. These strategies can be paired with the Universal Design for Learning (UDL) guideline, multiple means of action and expression, to make the experience more inclusive for all students. Engagement and inclusiveness are particularly important for groups to engage and collaborate early on during challenging class projects. This session will discuss and demonstrate the use of Wisdom Walls utilizing available tools such as Canvas, VidGrid, and Camtasia. The goal is for participants to take strategies demonstrated and apply to their own courses.

Outcomes:
1. Understand the UDL principle, multiple means of action and expression, to communicate and expand upon learning
2. Break down the concepts of a Wisdom Wall and identify the composition process of creating a Wisdom Wall (using Canvas, VidGrid, and Camtasia)
3. Apply the concepts and examples demonstrated to their own course.

Writing an Inclusive Syllabus that Students Read
Sal Meyers, Simpson College
Key Statement: How do students know diversity, equity, and inclusion characterize your course? Write an inclusive syllabus with the help of the Social Justice Syllabus Design Tool.
Keywords: syllabus, inclusivity, DEI

How do you communicate to students that diversity, equity, and inclusion characterize your course? I'll offer advice for writing an inclusive syllabus and having your students annotate the syllabus using Perusall. I'll discuss using the Social Justice Syllabus Design Tool to help you make sure your commitment to DEI is evident in your choice of readings, assignments, and policies. The tool will also help you ensure the language used in your syllabus is inclusive and nonthreatening. And I'll offer suggestions for making syllabi look attractive and welcoming. Come receive advice, view examples, and reflect on your own syllabus.

Outcomes:
1. Identify ways to revise syllabus policies and language to be more inclusive.
2. Explain how the Social Justice Syllabus Design Tool can help instructors write/revise syllabi.
3. Describe ways of getting students to meaningfully engage with the syllabus.

The Initiative for Eradicating Racism: Boldly Confronting Racism Through Academic Practices and Programs
Chaunda Scott, Oakland University

Danielle Ligocki, Oakland University
Robert Martin, Oakland University

Key Statement: This presentation will introduce and emphasize the purpose and need for the Initiative for Eradicating Racism, along with its accomplishments to date and future goals. Keywords: academia, eradicating racism, practices and programs.

Keywords: academia, eradicating racism, practices and programs

Saddened by the George Floyd murder in May of 2020, and the circumstances surrounding it, several faculty and staff members in the School of Education and Human Service at Oakland University in Rochester, Michigan came together in June of 2020 to plan a new project called The Initiative for Eradicating Racism (IER). This presentation will underscore the purpose and need for this initiative, highlight its history and accomplishments to date, and share plans for moving from an initiative status to a self-sustaining center in the future. Suggestions will be offered for advancing the practice of eradicating racism in academic programming, teaching and research.

Outcomes:
1. Define what it means to eradicate racism and describe the need for the Initiative for Eradicating Racism..

2. Describe contemporary and historical events that support the need for breaking down structural and institutional racism.

3. Provide examples of the types of policies, programming, teaching, and research that can help eradicate racism in their institutions.

POSTER PRESENTATIONS

Evidence–Based Teaching & Learning

Abstracts

Graduate Student Perceptions on the Utilization of Badges in Online Learning
Stephanie Atchley, Tarleton State University
Key Statement: Incorporating gamification in online learning environments can promote graduate student engagement, satisfaction and knowledge acquisition.
Keywords: online learning, graduate students, gamification

Learning through the use of gaming technology is becoming common (Tsai, 2013). Incorporating gamification in online learning environments can promote graduate student engagement, satisfaction and knowledge acquisition. The purpose of this study was to investigate graduate student perceptions on the use of Badges in an online, asynchronous learning environment. A survey was used as a data collection tool. Thirty-three graduate students (n=33) enrolled in the principal certification program completed the survey. Average percentages were calculated for each section of the survey. Overall, students showed a positive experience toward the use of Badges in online learning.

Outcomes:
1. Understand the positive effects of incorporating Badges in Canvas modules.
2. Understand the cognitive impact of using Badges in Canvas modules.
3. Understand the negative effects of including Badges in Canvas modules.

Keywords: online learning, graduate students, gamificationInter-Professional Education Using a Communication Module: A Collaborative Effort Between Four Disciplines
Reza Amini, University of Michigan-Flint,
Jillian Woodworth, University of Michigan-Flint
Stephanie Gilkey, University of Michigan-Flint
Nicholas Prush, University of Michigan-Flint
Michael Moore, University of Michigan-Flint
Ola Hassan, University of Michigan-Flint

Key Statement: Students worked in an inter-professional team to manage a case with multiple injuries after training for effective inter-professional communication.

Keywords: inter-professional cducation, communication, inter-professional relationship

The lack of communication between health care providers causes medical errors; 70% of these errors are attributable to a failure in inter-professional communication. The communication module uses different asynchronous methods to help students learn more about these barriers and how to reduce their impacts. After completing the module, students from public health, occupational therapy, physician assistant, and respiratory therapy worked as a team to manage a case with multiple injuries. Their opinion about inter-professional practice was measured by West England University survey before and after taking the module and case study. The module significantly change communication and inter-professional relationship.

Outcomes:
1. Understand barriers to effective communication in inter-professional teams.
2. Remove the barriers to enhance inter-professional communication.
3. Collaborate with other disciplines to manage a case.

Enhancing Teaching Through Learning Analytics: Instructor Perspectives of Feedback via a Learning Analytics Tool

Silvia Bartolic, University of British Columbia

Key Statement: We present instructor perspectives on the use of a learning analytics tool to provide effective feedback at scale, promoting student engagement and performance.

Keywords: feedback, learning analytics, higher education

Instructors and students are generally unsatisfied with the feedback process (Bohnacker-Bruce, 2013; Mulliner & Tucker, 2017). Increasing class size and student diversity in higher education institutions makes providing personalized feedback difficult, due to limited time and resources. Fritz (2017) claims learning analytic data can be used to nudge students to take responsibility for their learning. This process has been linked to positive perceptions of feedback (Lim et al. 2021a), sustained engagement (Lim et al. 2021b) and increased academic achievement (Pardo et al. 2019). We present instructor perspectives on the use of a learning analytics tool to provide effective feedback at scale.

Outcomes:
1. Describe instructor perspectives on reasons for and challenges of providing effective feedback.
2. Gauge the efficacy of a learning analytics tool to provide personalized feedback at scale for use by instructors.
3. Explore how teaching is enhanced through the use of learning analytics to provide feedback.Perspectives on the Covid-19 Pivot to Remote Instruction: Lessons Learned and the

Future of Online Learning in Higher Education

Silvia Bartolic, University of British Columbia
Hailey Craig, University of British Columbia

Key Statement: We present evidence on the transition to remote instruction due to Covid-19 in higher education, examining lessons learned, differential impacts and the future of online learning.

Keywords: COVID-19, education, andragog

The Covid-19 outbreak that began in Mid-March of 2020 took the world by surprise and undoubtedly changed teaching and learning in higher education. Covid-19 thrust students and instructors alike into a fully online learning environment, suddenly illuminating both the benefits and hardships of e-learning. This presentation examines evidence from individual interviews with faculty and

a student survey conducted at a Canadian higher education institution. The emergency transition to online learning provides an opportunity to examine differential impacts, lessons learned, and best practices for improving the future of online forms of teaching and learning.

      Outcomes:
1. Examine the inequalities students and instructors experienced during the rapid transition to remote instruction due to Covid19.
2. Explore faculty and student perceptions of the emergency pivot to remote instruction to improve the future of online pedagogy.
3. Consider best practices and proactive policies in developing and delivering online pedagogy.

On the Case: Using Case Studies to Teach Leadership Theories in Sport Management
Martha Brown, North Carolina State University
Kimberly A. Bush, North Carolina State University
Betsey Hubbard, North Carolina State University
David Zinn, Lander University
Avery Chunn, North Carolina State University
Key Statement: Come and see how utilizing case studies in a sport management leadership class can be beneficial to student learning.
Keywords: Case Studies, Sport Management, Leadership

There are many ways to teach the theory of leadership in sport management. This study utilized case studies from various sport management resources and examined 39 undergraduate students enrolled in PRT 376 Sport Administration at a Land-grant University. The purpose of this project was to examine if there are benefits for utilizing case studies when teaching leadership concepts to undergraduate sport management students. Preliminary findings have indicated that there are benefits of the use of case studies when teaching theories of leadership.

      Outcomes:
1. Define case studies.
2. Explain how case studies can be utilized in a sport management leadership class.
3. Describe ways in which case studies can be beneficial to student learning in a leadership class.

Exploring OER Creation Alongside Students in a Teacher Education Program
Leah D. Carruth, Angelo State University
Key Statement : OER creation can be a daunting task on your own. Faculty and students create OER modules in a Teacher Education Program. Come see the results!
Keywords: OER, teacher education, inquiry

OER materials for specific teacher certification concepts, such as phonological awareness, are difficult to find because a lack of materials already produced. Faculty created one module during a summer institute held by BranchEd and was implemented in a reading class. The module became an example to show senior-level students how to create OER on their own for a class inquiry project. The student-created OER modules were a means to show their learning through their inquiry of popular topics in education, such as gifted education and parent involvement. The results are promising and OER will continue to be used and created.

      Outcomes:
1. Describe OER.

2. Envision how OER could be created in their field.
3. Understand the various symbols associated with copyright in OER.

A Foundation For Adaptability & Resilience: Building a Student's Professional Identity
Jenise Engelke, University of Mary Hardin-Baylor,
Kristi Trammell, University of Mary Hardin-Baylor
Key Statement: With burnout on the rise, helping students develop their personal professional identity with traits of adaptability and resilience is more important than ever before.
Keywords: resilience, burnout, professional identity

Burnout is prevalent among workers in every field, and is on the rise through the COVID 19 pandemic. Building traits and habits that improve a student's short and long term adaptability and resilience should be incorporated into the development of their personal professional identity. Whether internal and/or external factors are contributing to an individual's potential for burnout, having a foundation of positive attitudes, knowledge, and skills as well as identified career allies can set the stage for onging success.

Outcomes:
1. Describe current trends of burnout.
2. Identify attitudes, knowledge, and skills that are more common in individuals with lower perceived burnout.
3. Discuss development of professional identity as it relates to adaptability and resilience.

Graduate Students' Writing Anxiety and Efficacy During the Dissertation Process
Corina Kaul, Baylor University
Brenda Davis, Baylor University
Key Statement: Writing a thesis or dissertation is challenging. A study investigating online graduate students' self-efficacy and writing anxiety is provided and includes suggestions for supporting graduate students.
Keywords: writing efficacy, writing anxiety, dissertation

Convergent mixed methods research examined diverse graduate students' (n = 53) writing self-efficacy and anxiety during the dissertation writing process. Faculty advisors and writing center personnel worked together to provide written and virtual feedback throughout the semester-long course. Results indicated no significant differences in pre- and post-course measures of writing self-efficacy. Analysis of written student reflections showed students felt more confident, benefited from specific feedback, built relationships through their peer working group, and identified their academic writing strengths and weaknesses. Implications point to the need for multiple resources within programs to help support and provide targeted feedback to students.

Outcomes:
1. Learn the aspects of writing that cause graduate students the greatest anxiety in writing a dissertation or thesis.
2. Understand beneficial writing supports for graduate students writing a thesis or dissertation.
3. Identify how the research findings on writing apply to themselves or their students.

Teaching Psychometrics: The Importance of Validity in Assessment Design
Emily Coderre, The University of Vermont

Key Statement: This work describes how teaching an undergraduate course on psychometrics has reframed my assessment design, course structure, and teaching style.

Keywords: psychometrics, assessment, validity

Psychometrics is the field of designing assessments to measure psychological constructs and is chiefly concerned with two properties: reliability and validity. These properties are influenced by confounding variables, which affect performance but are not the primary construct of interest. In teaching, any assessment aims to accurately, or validly, measure students' knowledge. This raises questions of how to minimize confounding variables to improve assessment validity and ensure that students' grades reflect their learning. Here, I raise three such questions: 1) Do deadlines matter? 2) Should assignments be offered multiple times? 3) Does my grading truly measure knowledge on this topic?

Outcomes:
1. Describe what psychometrics is and how it can relate to teaching.
2. Identify potential confounding variables in their assessment design.
3. Implement strategies to minimize confounding variables such that assessments more accurately reflect students' knowledge on a topic.

Ungrading in an ESL Course: a Case Study
Mary Estrada, North Carolina State University
Key Statement: In this case study of an American English pronunciation course, numerical grades were de-emphasized and focus was placed on student goal setting and self-assessment.

Keywords: ungrading, social and emotional L]learning, metacognition

As COVID has increased feelings of anxiety and isolation for students, ungrading is receiving more attention from researchers as a way for instructors to support the changing needs of students. However, many instructors are reluctant to de-emphasize numerical grades because they fear losing professional credibility and decreasing student motivation. In this case study of an American English pronunciation course populated primarily by graduate students, numerical grades were de-emphasized and focus was placed on student goal setting and self-assessment. Preliminary results indicate that students felt positively about these changes. Future applications of ungrading in other higher education contexts will be explored.

Outcomes:
1. Examine how self-assessment was incorporated into a small section course in a large, public research university.
2. Investigate student goal-setting as a means of increasing students' metacognition.
3. Evaluate ungrading as a possibility for increasing student motivation and lowering anxiety.

Online Teaching Strategies to Effectively Reach Students
Megan Fixen, Minot State University
Key Statement: Instructors must understand how to use online platforms to reach students and achieve educational goals. This presentation will outline strategies to improve online instruction.

Keywords: Online teaching, Engagement, Learning strategies

Online instruction has become a necessity for college professors around the world. The use of technology has increased over the years; however, the transition to online teaching during the COVID-19 pandemic has not been without difficulty. Instructors are faced with understanding how to use online platforms to effectively reach students and achieve educational goals. This poster presentation will outline

strategies to improve online instruction. Additionally, attendees will be provided with examples on how to implement new online learning strategies into their classroom.

Outcomes:
1. Understand the importance of using online platforms to effectively reach students and achieve educational goals.
2. Identify strategies to improve online instruction.
3. Learn specific tips on how to successfully implement the strategies outlined in the presentation.

Small Teaching Strategies that Engage Students and Improve Learning
Megan Fixen, Minot State University
Key Statement: Student engagement is a critical component in meaningful learning and academic achievement. This poster presentation outlines engagement strategies and provides activities to support each strategy.
Keywords: teaching strategies, student engagement, academic achievement

Student engagement is a critical component in meaningful learning and academic achievement. Although the degree to which students feel engaged in the classroom plays a significant role in achieving their academic goals, student engagement levels remain low. Creating an engaging course requires planning, creativity, and ongoing interactions. Understanding how to engage students is imperative to offering successful learning environments. This poster presentation outlines four engagement strategies that can be easily implemented in any discipline or class size, and provides activities to support each strategy.

Outcomes:
1. Recognize the importance of student engagement.
2. Understand the role that engagement plays in academic success.
3. Learn four strategies for increasing student engagement.

Designing and Delivering Online SoTL Research Training for Faculty
Maria Gallardo-Williams, North Carolina State University
Michelle E. Bartlett, North Carolina State University
Diane D. Chapman, North Carolina State University
Carrol L. Warren, North Carolina State University
Key Statement: This poster will highlight the design and operation of a SoTL Institute and its perceived outcomes from the perspective of the organizers and faculty participants.
Keywords: online training, educational research, SoTL

The presentation and publication of SoTL/DBER papers are expected outcomes for teaching faculty in higher education institutions. Most faculty members don't have prior training in this area and struggle to excel in this task. Faculty leaders developed an online faculty development program to provide insight into SoTL research through the delivery of an online institute designed to connect faculty with resources and experts. This poster presentation will highlight the design and operation of the institute and its perceived outcomes from the perspective of the organizers as well as faculty participants.

Outcomes:
1. Participants will explore the components of an online SoTL program designed for a diverse group of faculty with varied research interests.
2. Participants will share best practices for facilitating online faculty development.

3. Participants will compare perceptions between organizers and participants in an online SoTL Institute.

Main Types of Interactions During Structured Faculty Conversations
Maria T. Gallardo-Williams, North Carolina State University
Diane D. Chapman, North Carolina State University
Key Statement: Faculty Conversation Series as a virtual option to connect faculty. We share and discuss findings regarding the types of faculty interactions in these sessions.
Keywords: online training, educational research, faculty development

In 2020, we created our Faculty Conversation Series as a virtual option to connect faculty around topics immediately relevant to the unique teaching needs during the COVID-19 pandemic. These sessions are one of the few outlets for faculty to explore issues and frustrations they face while focusing on sharing strategies and solutions. We will share best practices for organizing online faculty discussions, and discuss findings regarding the types of faculty interactions occurring during these sessions. This information has been collected via content analysis of written artifacts from individual sessions, which contain anonymous faculty comments, suggestions, and resources gathered using Padlet.

Outcomes:
1. Learn strategies for organizing online faculty discussion groups.
2. Explore the written outcomes of an online program for a very diverse group of faculty with varied interests.
3. Discuss best practices for facilitating online faculty development.

Student Perspectives of Virtual Experiential Learning During the Pandemic: A Pilot Study
Andrea L. Garcia, Monmouth University
Gabrielle Hackenberg, Monmouth University
Christa Hogan, Monmouth University
Key Statement: This proposal outlines a pilot study that explored student perceptions about virtual experiential volunteer work with older adults that was implemented in response to COVID-19.
Keywords: virtual experiential learning, student perspectives, older adults

The Monmouth University Collaborative on Aging used the power of experience to meet educational needs of students in higher education. In response to COVID-19, experiential learning activities required a virtual format where students worked in small groups to research, create, and deliver material in interactive sessions with older adults. Students reflected on their experiences regarding: the impact of learning using an online platform, benefits, barriers, and their overall perspectives. Analysis of responses revealed themes: virtual experiential learning provided ease in access, delivery and scheduling; a positive experience overall; and the online virtual experience facilitated increased autonomy and leadership skills.

Outcomes:
1. Understand multiple facets of virtual experiential learning from the perspective of students completing online, active learning experiences.
2. Analyze perceived benefits to virtual experiential learning and compare with potential barriers to implementation.
3. Examine student perceptions of virtual experiential learning and reflect on benefits for application to participants' own scholarly programs.

COVID Impact on Learning Experience and Well-being of DPT Students

Barbara Gresham, University of Mary Hardin-Baylor
Kristi Trammell, University of Mary Hardin-Baylor
Cain Boschee, University of Mary Hardin-Baylor
Miranda Chavez, University of Mary Hardin-Baylor
Mackenzie Stephan, University of Mary Hardin-Baylor
Lesley Vazquez, University of Mary Hardin-Baylor
HollyAnn Wells, University of Mary Hardin-Baylor

Key Statement: A survey investigating the impact of COVID on U.S. PT students revealed a significant negative impact on learning, increased anxiety, and negative life experiences.

Keywords: COVID -19, online learning, mental health

This study investigated the impact of COVID on learning experience and well-being of DPT students. Survey respondents included 581 students from 44 states. Transition to online learning negatively impacted learning experience (85.2%), limited access to practice hands-on skills (94.8%), and caused changes to clinical experiences (79%). Students reported increased anxiety (75.8%), and a majority (73.1%) reported experiencing at least one negative life circumstance. Almost half of respondents (48%) were required to quarantine/isolate, with less than half of those able to participate virtually. This research provides insights into the short-term impact of COVID on DPT students with long-term impacts still unknown.

Outcomes:
1. Describe the multidimensional effects of COVID on student learning experiences.
2. Explain how student well-being was negatively impacted, particularly due to isolation and increased anxiety during the COVID pandemic.
3. Discuss potential long-term impacts of COVID on students based upon presented short-term findings.

Student Engagement and Relationship to Buy-in of Active Learning Techniques

Bryn Hammack-Brown, Tarleton State University

Key Statement: Student engagement and buy-in to active learning techniques are related. Faculty who focus on course engagement and incorporate active learning could positively impact student success.

Keywords: student engagement, student buy-in, active learning techniques

Student engagement in a class is an important factor to success. Studies have found engagement can be affected by student buy-in to active learning techniques. Within the context of buy-in, many studies are conducted in STEM disciplines; however, few occur in business-related subjects. This study addressed the question: is student engagement positively related to buy-in to active learning? A survey was used to test this association among undergraduate students in various management courses. Results indicated a significant, positive relationship between engagement and active learning buy-in. This implies instructors can focus efforts on increasing engagement to increase buy-in to active learning.

Outcomes:
1. Recognize the relationship between student course engagement and student buy-in to active learning techniques.
2. Describe ways faculty could focus on creating engagement in their courses in an effort to increase student engagement.
3. Understand how student motivation is related to buy-in of active learning.

The Use of Social Media as a Pedagogical Strategy in Nursing Education
Denise Goddard, Angelo State University
Gretchen Goldman, Angelo State University
Key Statement: The incorporation of Social media as a learning platform is an effective pedagogical tool, enhancing student collaboration, student-faculty communication, awareness of course objectives, and peer-learning.
Keywords: social media, nursing, education

      The current generation of students entering nursing schools are technologically savvy and rely on technology and social media in their lives. Seven out of every ten Americans report using social media daily. Social media is a vital source to communicate, collaborate, and exchange health information. Nurse educators have been slow to incorporate it into teaching pedagogies, but now must incorporate innovating teaching strategies, such as social media applications, to engage students and encourage active learning. Social media as a pedagogical strategy enhances learning experiences and develops competency in the use of social media for the benefit of patients.

      Outcomes:
1. Recognize social media platforms such as Facebook, blogs, wikis, Twitter, and YouTube are effective teaching strategies.
2. Discover that integrating social media skills in curriculum allows students to better participate in an increasingly digital world.
3. Identify how to avoid and manage the potential risks involved with the use of social media as a pedagogical strategy.

Knitting Pandemic Era First-Year Students Into Community: An Active/ist-Learning Seminar
Wanda Haby, State University of New York Plattsburgh
Jessamyn Neuhaus, State University of New York Plattsburgh
Key Statement: Facilitating student connections to campus and surrounding community via first-year seminar active-learning collaborative projects effectively helps counteract pandemic era disengagement and learning loss.
Keywords: first-year, active learning, community

      This poster explores the impact of required general education Fall 2021 first-year seminar, "Amelioration: Your Impact on Community," on student self-efficacy and their ability to build new connections between other students, the campus, and local community in the pandemic world. The seminar featured active-learning collaborative projects, such as growing their own plants and learning how to knit under the tutelage of a one-on-one "Grandparent Generation" instructor from the community. We argue that this approach has increased importance to student success, effectively counteracting our new-to-college students' sense of dislocation, disengagement, and disconnection in the COVID-19 era.

      Outcomes:
1. Identify some of the specific pandemic-era challenges and obstacles relating to connection and community facing first-year students.
2. Share insights from some of the relevant scholarship as well as the participating students themselves into how facilitating student engagement with communities in this pandemic era increases their educational self-efficacy.
3. Suggest resources and readings for faculty interested in effectively facilitating collaborative active-learning projects with their own student populations.

Three Different Models To Utilize Discussion Forums For Online Education
Narveen Jandu, University of Waterloo
Key Statement: Course discussion forums are extensively used with online courses. These spaces should promote student-centered learning. Three examples for different courses and class sizes are presented.
Keywords: discussion forums, student-centered, online learning

Course discussion forums are extensively used with online courses. These discussion spaces should be designed to promote student-centered learning. Three examples for different courses and class sizes are presented: In a first-year introductory course on core concepts in biology (~100 students), an open-ended style of group-based discussion was created to encourage a sense of student community. In a mid-level mid-size (~200 students) pathobiology course, a case-based approach was implemented in order to promote team-building skills among students. In a large biochemistry course (~450 students), a peer-to-peer instruction model was utilized. These examples highlight the versatility of online discussion forums.

Outcomes:
1. Explain the effectiveness of online discussion for student group work.
2. Describe different examples of online student discussion.
3. Apply online discussion forums to different courses.

Creating a Classroom Culture Through Diversity Education: A Social Work Perspective
Joyce Kraus, University of St. Thomas
Key Statement: Learning communities contain students along a knowledge spectrum on cultural diversity. Coordinated use of three unique frameworks can support success in the classroom. Discover how!
Keywords: teaching, diversity, classroom culture

Coordinated use of Critical Race Theory (CRT), social work's helping process, and Community of Inquiry (CoI) teaching presence, can support the acquisition of student knowledge, skills, affective and behavioral changes in the classroom. Collectively this conceptual framework posits that the educator, in a leadership role facilitates classroom discussion around racial diversity free from judgment, coercion, or influence and invites discourse using concepts of CoI teaching presence and the early phases of the social work helping process, engagement, assessment, and planning. Used collaboratively, CRT provides a crucial perspective for obtaining an understanding of systemic racism in American higher education institutions.

Outcomes:
1. Understand how concepts of Critical Race Theory, Community of Inquiry Teaching Presence and social work's helping process combine to facilitate discourse in the classroom.
2. Describe elements from each theoretical framework that contribute to classroom discourse focused on cultural diversity.
3. Identify a minimum of three ways participants can use the Faculty as Facilitator framework in their learning environment.

Journaling to Foster Creativity in a Textile Digital Design Course
Traci A.M. Lamar, North Carolina State University
Kate Nartker, North Carolina State University
Key Statement: Creative Process Journaling prompts consideration of multiple design alternatives in a computer-aided design course, encouraging critical thinking and the development of an effective design process.

Keywords: design process, creative journal, computer-aided design

Modern textile design education relies heavily on computer-aided design. This can create a disconnect between students' design thinking, design process, and the design solution because students become too focused on software-related technical issues. Consequently, they tend to take a linear approach to resolve design challenges, applying minimal critical thinking and self-critique skills. It is important that students continue developing their design process while simultaneously learning complex new computer skills. To encourage exploration of multiple design alternatives and directions, we introduce a Creative Process Journal and new project approaches encouraging more design exploration. We will present preliminary results and student outcomes.

Outcomes:
1. Describe how too much focus on technical challenges can be detrimental to an effective design process.
2. Explain Creative Process Journaling.
3. Describe how journaling activities can facilitate critical thinking and encourage the development of the design process.

The Effect of Guided Problem-Solving Sessions on Performance of Students on Chemistry Assessments
Hannan Mogawer, University of Rhode Island
Key Statement: This study will help chemistry professor to boost students' confidence in learning chemistry. Collaborative learning and scaffolding are the key to this study.Keywords: scaffolding, guided group problem solving, active learning

College students think that chemistry is hard and based on memorization. Students enjoy working together and learning from each other, but that does not always lead to great performance on exams. Many first-year college students found themselves struggling with STEM courses especially chemistry. This study focuses on combing two effective instructional techniques: Collaborative learning and scaffolding. During group working, students are provided with a packet. In the packet, students are given examples with easy- to-follow detailed steps, followed by similar problems to be solved by students. Students reported that they benefited from these sessions/worksheets, grades were improved significantly.

Outcomes:
1. Design guided problem-solving packets for STEM courses.
2. Understand the effect of combining group problem solving sessions with scaffolding on students' performance on assessments.
3. Create a dynamic classroom environment where all students are engaged.

Students' Perceptions on Online Learning and the Use of Online Pedagogical Tools in Introductory Economics Classes
Zeliha Ozdogan, The Pennsylvania State University, Harrisburg
Key Statement: This study explores the students' perceptions of online learning and online pedagogical tools in introductory economics courses.
Keywords: student engagement, online pedagogical tools, online learning

This study explores the students' perceptions of online learning and online pedagogical tools in introductory economics courses. After explaining how I use technology in my introductory economics classes, I will present the survey that I have administered to students to get their perceptions. The results of the survey show that online learning and technologies such as online quizzes, Kahoot games,

online chat boxes, class recordings, digital pen technologies and virtual office hours foster student engagement and learning.

Outcomes:

1. Describe the online learning tools.
2. Analyze effectiveness of online learning tools.
3. Demonstrate use of technology to improve learning and student engagement.

Project Platforms - Creative Freedom While Learning Technology in Animation and Illustration Classes
Marc Russo, North Carolina State University
Key Statement: The Project Platform is a teaching tool that allows students to focus on artistry and encourage exploration of the technology critical to animation students.
Keywords: technology, design, animation, illustration, coding

Today creating animation uses digital technology, so teaching animation is about technology. But if you are going to animation you need to be a storyteller. This contradiction raises questions about what we should be teaching to prepare students to be animators. To address the contradiction of technology versus artistry I have implemented Project Platforms, a file set that acts as a starting point or a foundation for students. This poster discusses the Project Platform as a teaching tool to keep the focus on storytelling and encourage exploration of the technology that is critical to digital production.

Outcomes:

1. Describe the difficulties of teaching both technology and artistry in a single semester.
2. Evaluate a Project Platform based on the platform rubric that was developed by the author.
3. Understand the differences between using the Project Platform in an illustration class versus an animation class.

Experiences Participating in Synchronous Online Lectures Among First- and Non-First-Generation Radiography Students During COVID-19 Emergency Remote Teaching
Timothy L. Seavey, Loma Linda University
Michael F. Iorio, Loma Linda University
Benjamin J. Becerra, California State University, San Bernardino
Key Statement: First-generation students enrolled in radiography programs were disproportionately affected during ERT when compared to their non-first-generation counterparts. Planning across training, support, and technology is recommended to help promote academic participation and success.
Keywords: emergency remote teaching, first-generation student success, learning environments during COVID-19

Emergency remote teaching (ERT) was implemented at the onset of COVID-19, and some of the most vulnerable college students struggled to adapt. The purpose of this retrospective and longitudinal study was to understand the experiences of students enrolled in radiography programs related to select technology and learning environments during ERT, and if these experiences differ for first-generation and non-first-generation students. Study results suggest that ERT has affected the experiences of radiography students, with more pronounced negative effects for historically underserved first-generation students.

Outcomes:

1. Differentiate the experiences of radiography students related to select technology and learning environments while participating in synchronous online lectures during COVID-19 emergency remote teaching.

2. Analyze these aforementioned experiences over time.
3. Contrast these aforementioned experiences between first-generation and non-first-generation populations.

An Unexpected Pivot: How Emergency Remote Learning Changed How We Do Education
Cindy Seminoff, Grand Canyon University
Stephanie West, Grand Canyon University
Key Statement: Lessons learned will be shared about our dramatic shift to e-learning platforms during the pandemic, and specific ways to manage the "new normal" with technology.
Keywords: Flipgrid, hybrid, hyflex

The rapid and unexpected onset of the pandemic caused many colleges across the nation to close their doors, forcing instructors to teach completely online. Suddenly, we were faced with the dilemma of how to best deliver our content through either an asynchronous or synchronous platform. As we continued to work on transitioning to an e-learning platform, we reflected upon our migration to online and began documenting lessons learned. With many students now back on campus, we must consider how to effectively implement our new best practices to fully meet the needs of the students who choose to remain online.

Outcomes:
1. Identify challenges faced during the emergency remote learning transition to asynchronous or synchronous platforms during the COVID-19 pandemic.
2. Reflect on our journey as well as their personal journey to assess how these transitions impacted delivery of content.
3. Synthesize previous information when examining the current research into innovative techniques of combining teaching modalities at the higher education level.

Scholars for Conservation Leadership Program Expands Career Development Opportunities to Undergraduate Students of Color
Porché L. Spence, North Carolina State University
Zakiya H. Leggett, North Carolina State University
Key Statement: The Scholars for Conservation Leadership Program (SCLP) provides career development opportunities to students of color interested in conservation and working with a land trust organization
Keywords: career development activities, diversity, mentorship

The Scholars for Conservation Leadership Program (SCLP) provides career development opportunities to students of color interested in conservation. Undergraduate seniors engage in career development activities, network with conservation practitioners, receive mentorship, attend the Rally Conference, and qualify for a year-long fellowship with a Land Trust. To date, two cohorts have participated in the program and completed surveys before and after attending the conference to share their experiences and perspectives. This study explores the evidence gathered during the program to determine if SCLP achieved the desired outcomes of expanding career development opportunities for students of color with an interest in conservation.

Outcome:
1. Discuss the Scholars for Conservation Leadership Program (SCLP).

2. Explain how students of color benefit from participating in the Scholars for Conservation Leadership Program.
3. Describe the ways in which SCLP is expanding career development opportunities to students of color.

The Effects of Multimedia Lecture Format on Cognitive Load in College Students
Hannah Stokes, Ohio Northern University
Macy Rieman, Ohio Northern University
Key Statement: Come learn more about our research which investigated the impact of online lecture type (voiceover, picture-in-picture, or high production) on cognitive load in college students.
Keywords: cognitive load, online lecture format, online learning

Our research investigated how online lecture type influences cognitive load and learning. Sixty-six undergraduate students were recruited to participate in the study. The independent variable (lecture type) was manipulated through three levels: voiceover, picture-in-picture, and high-production quality. The dependent variable (cognitive load) was measured through a subjective scale and dual-task response times, learning was measured through performance assessments. All participants viewed four lectures on topics about the brain. We found that participants reported exerting significantly lower levels of mental effort when watching voiceover lectures in comparison to picture-in-picture lectures. However, these results were not supported by the dual-task data.

Outcomes:
1. Describe cognitive load.
2. Apply the results of our research to their own classroom.
3. Describe principles of quality online lectures aimed at reducing cognitive load.

The Impact of a Theory Driven Asynchronous Wellness Curriculum on Student Perceived Health Status and Wellness during COVID-19
Erica Van Dop, Otterbein University
Key Statement: Student health outcomes and perceptions are discussed in an online wellness curriculum during the COVID-19 pandemic. Discover lessons learned and how to support student health.
Keywords: student health, wellness, health promotion

Student wellness continues to be a concern within higher education. An asynchronous wellness course, based on the National Wellness Institute's Six Dimensions of Wellness, was developed to continue to meet the lifestyle fitness and wellness requirement at a mid-western university during the COVID-19 pandemic. The aim of the interactive course was to support students' wellness. The course included weekly wellness recordings, readings, and reflection or activities to engage in. Evaluation methods included both quantitative and qualitative analysis, measured by the SF-12 (Ware et al., 1996) and course responses at week 15. Learning Theory (Goud, 2008) was employed to develop the content with the distal goal of empowering individuals to engage in self-care and enhance their own personal wellness. This session will discuss content of the course, assignment success and areas of struggle, and reflections on how to continue to improve and engage undergraduate students in a virtual environment surrounding wellness.

Outcomes:
1. Describe an online wellness curriculum based on the Six Dimensions of Wellness.
2. Describe the impact of asynchronous health and wellness activities on students' perceived health status.

3. Explain ways health and wellness courses can be used to support students' wellbeing.

Facilitators and Barriers for Faculty Implementing Community-Engaged Learning During a Global Pandemic

Adrianne Widaman, San Jose State University
Andrea Tully, San Jose State University
Elena Klaw, San Jose State University
Nazanin Ghavami, San Jose State University
Mekky Moges, San Jose State University
Corinna Costa, San Jose State University

Key Statement: During COVID-19, university faculty experienced multiple barriers to implementing community-engaged learning curricula. Alternative assignments, efficient/reciprocal communication with community partners, and faculty flexibility were prioritized solutions.
Keywords: service learning, community-engaged learning, faculty

Community-engaged learning (CEL) connects course content with social engagement/civic action. CEL implementation was disrupted by COVID-19. The purpose of this exploratory study was to identify barriers and prioritize facilitators for CEL implementation during 2020-2021. Using the nominal group technique, a qualitative and quantitative method, 145 unique responses were collected from 16 California State University faculty. Barrier themes included lack of time, resources, and support. Reciprocal relationships with community partners, faculty flexibility, efficient communication, and alternative assignments were prioritized strategies. Findings may inform the development of solution-based strategies to prepare CEL curricula to pivot from in-person to remote learning.

Outcomes:

1. Describe challenges that community-engaged learning (CEL) faculty faced during a global pandemic

2. Explain strategies CEL faculty used to overcome barriers to implementing service learning during a global pandemic.

3.   Formulate solutions to meeting service learning requirements when in-person service is not an option.

Weaving the Digital with the Tactile in a Computer Aided Design Textile Education Course

Janie Woodbridge, North Carolina State University

Key Statement: We provided students in a digital weaving class with a tactile learning tool to determine if it enhanced their comprehension of the digital material.
Keywords: textiles, computer aided design, design education

As students progress through their textile education, their experience with woven fabrics becomes further removed from the tactile experience at the loom and becomes more digitally focused through Computer Aided Design. In this study we provided students in a Senior level weaving class with a tactile learning tool to enhance Computer Aided Design and surveyed them to determine if a tactile tool enhanced their comprehension of the digital material. Students were surveyed before and after the exercise to review if their comprehension level changed. We discuss our findings in the context of Woven Textile Design education and Computer Aided Design.

Outcomes:

1. Describe if a tactile tool enhances comprehension of digital material.

2. Discuss findings in the context of Woven Textile Design education and Computer Aided

Design

3. Describe ways in which Computer Aided Design might be enhanced for tactile learners.

GUIDE FOR CREATING YOUR

Educational Development Plan

Evidence-Based Teaching & Learning

The following workbook pages is a scholarly framework to implement content acquired during this conference to improve your classroom teaching. As you complete the workbook, you will develop an individualized action plan for improving your teaching and student learning.

To maximize your conference experience, completed the following pages to intentionally
1. Organize the information gained from the conference
2. Articulate ideas to be further developed
3. Identify contacts for intentional networking.

Just as we teach our students to have a growth mindset with respect to learning, we must develop a growth mindset about teaching. Schedule times to progress through the workbook as part of your conference experience.
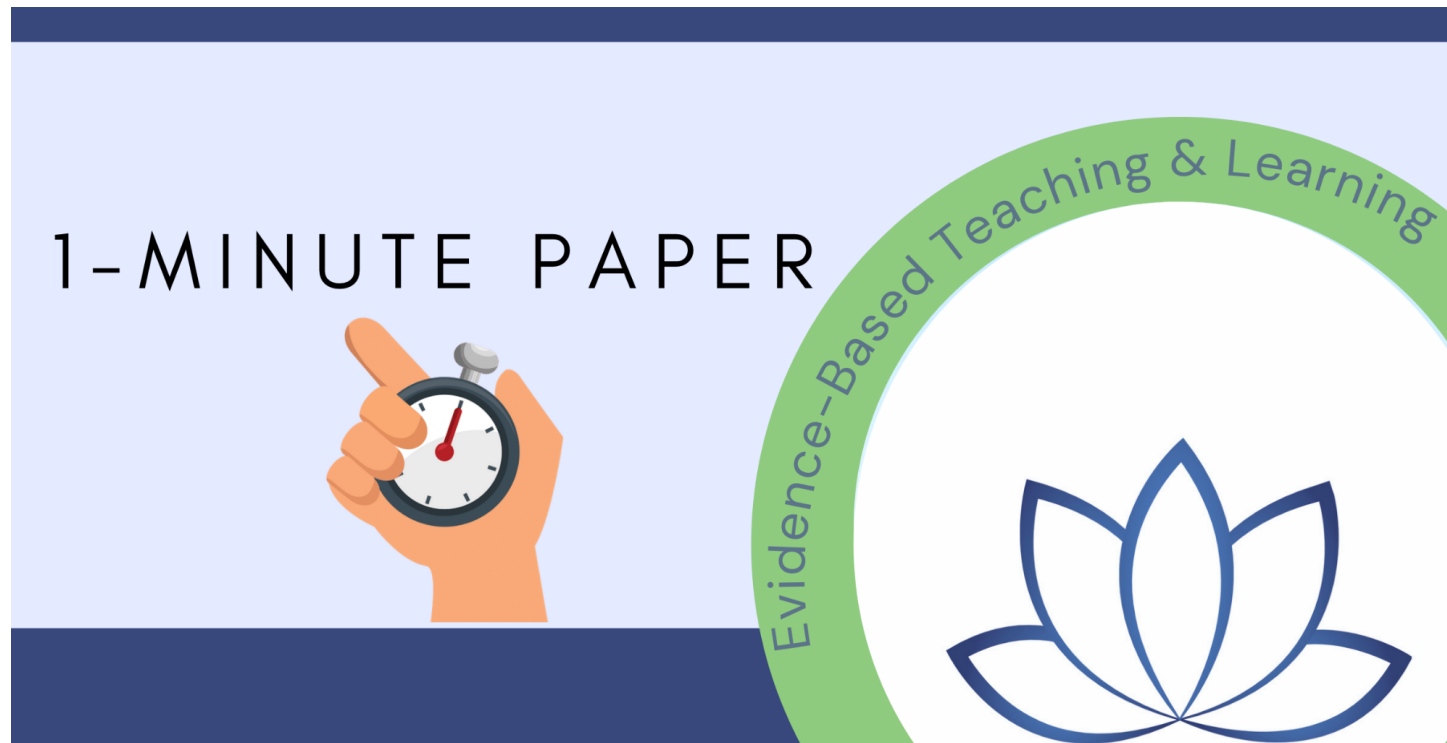
One- MInute Paper

Set a timer for 60 seconds. Use that minute to answer the prompt below:

What do you most enjoy about teaching? Think about what brings you energy and happiness. Alternatively, describe why you wanted to become an educator.

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

Course Name_____   Course Number_____   Next Term_____

Describe the issue or challenge that you have identified.

Detail the specific of the ideal situation or exit behavior for the challenge identified.

COURSE **ENRICHMENT**
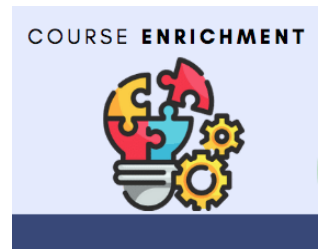
List any contributing factors to this identified challenge related to *student behavior* (or lack thereof) and **identify** to what extent are these contributing factors related to *your behavior* (or lack thereof)?

 Construct a list of strategies might be implemented to assist in moving toward the desired state?

Take-Home Exam

On or around May 20th, review the issue or challenge from 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.

OUR SPONSORS

We are **grateful** to our sponsors who **share the core values** of ITLC Lilly. And we appreciate the services they provide which **support faculty** efforts to **advance teaching and learning** through **evidence-based approaches**.

ITLC Lilly Call for Proposals

Asheville, NC Aug 8-10

Traverse City, MI Oct 13-15

San Diego CA Jan 5-7, 2023

Austin TX May 22 - 24, 2023

2022 -2023 EVENTS

2022 -2023 EVENTS

LILLY-ASHEVILLE
August 8-10, 2022

DoubleTree by Hilton, Biltmore - Asheville, NC

Innovative Strategies to Advance Learning

Call for proposals closes **April 30, 2022**.
Early decision closes **March 30, 2022**.

LILLY-TRAVERSE CITY
October 13 - 15, 2022
Park Place Hotel - Traverse City, MI

 Advancing Teaching and Learning

Call for proposals closes June 7, 2022.
Early decision closes May 7, 2022.

LILLY-ORIGINAL

November 17-19, 2022

Miami University - Oxford, OH

Hosted by: Miami University

San Diego,
California

January 5-7,
2023

Online - April 2023

ITLC LILLY ONLINE CONFERENCE

May 22- 24, 2023

Austin, TX

LILLY CONFERENCES
EVIDENCE-BASED TEACHING & LEARNING
ITLC | INTERNATIONAL TEACHING
LEARNING COOPERATIVE, LLC