



**Lilly International Conference**  
**COLLEGE AND UNIVERSITY**  
**TEACHING AND LEARNING**

**Bethesda, MD**

May 28-31, 2015

**EVIDENCE-BASED**  
**TEACHING AND**  
**LEARNING**

Conference Program and Workbook

HOSTED BY:

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





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

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

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

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

We are pleased to be in Bethesda again this year and are encouraged that approximately 425 attendees have come from 162 different institutions, 37 states, and 11 countries. The program showcases 4 plenary speakers, 120 concurrent sessions, 20 round-table discussions, and 35 poster presentations.

In the hundreds of hours of work completed to make this conference possible, right at the forefront was the concept of a close-knit “community of learners” coming together to learn from one another. We hope you notice over the next few days the small touches provided to help that feeling of community develop and grow. The conference pace is brisk, there are many choices among concurrent sessions, and the risk of information overload is always present. If you need a break, Bethesda is a wonderful place to wander around a bit, boasting approximately 200 restaurants within walking distance of the Hyatt.

Best,

A handwritten signature in black ink that reads "Todd".

Todd Zakrajsek, Ph.D.  
Conference Director





## Acknowledgments

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

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

**2015 Cosponsors:** Bowie State University, Harrisburg Area Community College, Hong Kong Baptist University, The Idea Center, Jossey Bass, Johns Hopkins University, The Scholarly Teacher, Schreyer Institute for Teaching Excellence of Pennsylvania State University, South Carolina State University, Stylus Publishing, Trinity University, University of Maryland-Baltimore County, University of Maryland-College Park, University of the Sciences, University System of Maryland, and Villanova University.

## Reviewers

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

**2015 Reviewers:** Lynne Anderson (National University), Pamela Barnett (Trinity Washington University), Spencer Benson (University of Macau), Amanda Brindley (University of California, Irvine), David Brobeck (Walsh University), Jan Byers-Kirsch (Central Washington University), Mick Charney (Kansas State University), Summer Cherland (Maricopa Community Colleges), Sarah DeHaas (Juniata College), Matt DeLong (Taylor University), Jacqueline Dewar (Loyola Marymount University), Marcia Dixon (Indiana University-Purdue University, Fort Wayne), Bonnie Farley-Lucas (Southern Connecticut State University), Lou Foltz (Warner Pacific College), Laurie Grupp (Providence College), Heather Haverback (The Catholic University of America), Oren Hertz (Johnson and Wales University), Linda Hodges (University of Maryland Baltimore County), Nicholas Holton (Kirtland Community College), Daphene Koch (Purdue University), Carl Moore (The University of the District of Columbia), Rebecca Munmunbonnerjee Chakraborty (Northwood University), Enrique Ortega (California State University, Dominguez Hills), Maryann Pasda DiEdwardo (University of Maryland University College), Mildred Pearson (Eastern Illinois University), Christopher Penna (University of Delaware), Gail Rice (Loma Linda University), Lorayne Robertson (University of Ontario Institute of Technology), Estrella Romero (Riverside Community College), Jeff Straw (Northwestern Michigan College), Jeff Thomas (University of Southern Indiana), Michelle Wang (Borough of Manhattan Community College), Victoria Wangia (University of Cincinnati), Gregg Wentzell (Miami University), Jan Worth-Nelson (University of Michigan, Flint), Greg Zimmerman (Lake Superior State University), and John Zubizarreta (Columbia College).

## Special Thanks

Thank you to those behind the scenes - Laura Czerwinski of Fe Design for developing conference materials; and Matt Evins of Mevins Consulting for providing webpage management services. Our gratitude goes out to Milt Cox and Laurie Richlin. Laurie founded the regional Lilly Conferences on College and University Teaching, which have each grown into national conferences, and we thank her for planting those seeds from which so many have benefited. Milt Cox founded the original Lilly Conference on College Teaching over 35 years ago. He recognized the importance of bringing together individuals from a variety of disciplines to discuss issues that face us all, and did this before the concept of a conference centered on teaching and learning was common. He has done so much for so many, and been an exceptional friend to all who care about student learning and faculty development. Thank you.



## **Name Badges**

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

## **Length of Sessions**

We strive to build a program offering a variety of session lengths (20 minutes, 30 minutes, 50 minutes, 75 minutes) and session formats (round-table discussions, concurrent sessions, poster presentations, and plenary presentations). We encourage you to construct a personal agenda for attending sessions that appeals to your interest as well as your preference for session format and length.

## **Attending Sessions**

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

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

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

## **Evaluation of Sessions and Conference**

In keeping with our theme of Evidence-Based Teaching and Learning, assessment is important to us. We encourage you to complete session evaluations following each concurrent session; and to complete an overall conference evaluation following the conference. We do care about your conference experience. If you have any concerns during the conference, please come to the conference registration desk and speak to an ITLC staff member.



## Conference Workbook

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

## Award for Outstanding Poster

This year we again present the Award for Outstanding Poster. The award includes \$200 in credit toward a registration at the **2016 Lilly Conference in Bethesda** AND \$200 credit toward the **2016 Lilly Conference in Bethesda** registration to be given by the poster winner to any ONE person who has never been to a Lilly Conference on College and University Teaching.

## Meals/Guest Meals

Your conference registration includes an afternoon snack on Thursday; breakfast, morning coffee, lunch, afternoon refreshments and reception on Friday; breakfast, morning coffee, lunch, and afternoon refreshments on Saturday; and breakfast on Sunday morning. Name Badges are required for entrance to meals. Unfortunately, due to space limitations, it is not possible to have individuals pay for meals as a guest and dine with you or to join us for the reception. However, there are dozens of restaurants within easy walking distance of the Hyatt, offering a wide range of international cuisine as well as more traditional family dining of American favorites. There is also a grocery store just one block away with a deli and other prepared food options

## Book Raffle

Through kind donations from Stylus Publishing and Jossey-Bass Publishing, we have approximately \$500 in value of books to give away to conference participants this year. You received book raffle tickets with your conference registration materials. *Tear each ticket along the perforated edge, place half the ticket in the envelopes next to the books you most desire to win, and keep the other half with you as it will be necessary to claim the book.* The drawing will be held during lunch on Saturday. Although you do not need to be present to win, you must pick up the book by Saturday at 3:00 pm at the registration desk. Book winners will be posted at the registration desk by ticket number.

## Copy Centers

If you need to print a file or make additional photocopies for your session, there are photocopy centers within a few blocks. A FedEx copy center is at 4809 Bethesda Avenue and Pronto Press located at 7475 Wisconsin Avenue. Keep in mind that making copies at the hotel is very expensive.



## 2015 Plenary Presenters

### Pamela Barnett

Pamela Barnett is the Dean of the College of Arts and Sciences Trinity Washington University where she leads the team of advisors and educational specialists who support the first year experience. She is also on the editorial boards for multiple journals and is the former Associate Vice Provost and Director of Temple University's Teaching and Learning Center and the former associate director of the McGraw Center for Teaching and Learning at Princeton University. Pamela's most recent publications were on issues of diversity and inclusive pedagogy, educational technology, faculty development and organizational change.



### Mary Deane Sorcinelli

Mary Deane Sorcinelli is the Director Emeritus of the CTFD and Professor Emeritus in Educational Policy, Research, and Administration at the University of Massachusetts Amherst and is currently the Distinguished Scholar in Residence at the Weissman Center for Leadership at Mount Holyoke College. She has published over 100 articles, book chapters, and books. In addition, Mary Deane served as Senior Scholar to the American Association for Higher Education (AAHE), and as President/ Executive Board Member of the POD Network. In 2006, she was honored with the Spirit of POD Award for outstanding lifetime achievements and leadership.



Session: Thursday, May 28 at 1:30 pm

### How Good Teaching Can Change the World

In many cases, college represents the most diverse environment our students have ever experienced. As college and university educators, we have a unique opportunity to prepare students to be architects of and actors in a better, more inclusive world. Good teaching is at the core of this opportunity. In every discipline, we can and should enable diverse students to learn from each other, work with each other, solve problems, and envision possibilities together. If we treat students as passive 'recipients of information' we are denying them the benefit of diverse campuses. Students who are engaged in collaborative learning are stretched to consider different experiences, perspectives and ideas. They build relationships that challenge stereotypes and dismantle biases. The kind of teaching that leads to better understanding of course content is also the very same type of teaching that prompts students to learn about themselves – and about themselves in relation to others. Collectively, these are the skills students need to be full participants in a diverse, 21st century democratic society.

Session: Friday, May 29 at 1:00 pm

### Evidence-Based Teaching: How to Promote It On Your Campus

Much educational research has been devoted to better understanding how students learn, how learning works, and what teaching approaches most help students to learn. We know much less about what conditions support and motivate faculty to adopt evidence-based teaching practices. This interactive plenary extends the conversation about how to improve student learning with a parallel exploration of how to support faculty learning – and ultimately, faculty teaching practice. We will examine a conceptual framework for understanding the factors that encourage effective classroom practices and share strategies that encourage the adoption evidence-based teaching approaches on our own campuses.





## 2015 Plenary Presenters

### Milt Cox

Milt Cox is Associate Director of the Center for the Enhancement of Learning, Teaching, and University Assessment at Miami University, Ohio, where he founded and directs the annual Original Lilly Conference on College Teaching. He is also the founder and Editor-in-Chief of the Journal on Excellence in College Teaching and the Learning Communities Journal and is co-editor of the book, Building Faculty Learning Communities.



### Todd Zakrajsek



Todd Zakrajsek is an Associate Professor in the Department of Family Medicine and Executive Director of the Academy of Educators at the University of North Carolina, Chapel Hill. Todd served as a tenured

associate professor of psychology at Southern Oregon University before directing three teaching centers over the past 15 years. Todd currently serves in leadership roles for several educational efforts, including board membership at Lenovo Computer and Microsoft. He publishes and presents widely on the topic of effective teaching and on student learning.

Session: Saturday, May 30 at 9:30 am

### Is Active Learning Not Working? Answers and Solutions from Implementation Science

At Lilly Conferences, have you seen inviting teaching approaches that you want to try in your classes? And the Lilly presenter provides evidence that it works: students learn. But when you try it: little success! Why? Implementation Science research provides answers and solutions. For example, if you try cooperative learning groups, an evidence-based practice, then how do you get students to engage it in a meaningful way? You can provide evidence that using groups will increase student learning, but how do you get students to participate effectively? Many other evidence-based teaching/learning approaches suffer likewise. Implementation science offers solutions.

Session: Sunday, May 31 at 8:30 am

### A Look at How Teaching is Changing... and Where We May be Headed

Good teaching is very challenging. Unfortunately, it seems that to the average person teaching is increasingly perceived as synonymous with expertise: if you know something then obviously you can teach it. As faculty members, we know this is not true. To teach well one must know the material AND know how to teach it at the appropriate level. Increasing access to digital information seems to be making teaching even more difficult, as information proliferation is seen as a distribution of expertise. In this session, we will investigate what we are expected to do as faculty members, ways to manage the perception of good teaching, and specific strategies to make our jobs just a bit more realistic.



EVIDENCE-BASED  
TEACHING AND LEARNING

# CONFERENCE SCHEDULE



BETHESDA 2015





## Agenda Overview

### Thursday

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- 12:30p - 6:30p Registration Open
- 1:30p - 2:45p Welcome & Plenary Presentation (*Haverford Ballroom*)
- 3:00p - 3:50p Concurrent Sessions
- 4:00p - 5:15p Concurrent Sessions
- 5:30p - 6:20p Concurrent Sessions

### Friday

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

### Saturday

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- 8:00a - 4:00p Registration Open
- 8:00a - 8:45a Breakfast (*Haverford Ballroom*)**
- 8:45a - 9:15a Round Table Sessions (*Haverford Ballroom*)
- 9:30a - 10:45a Plenary Presentation (*Haverford Ballroom*)
- 11:00a - 12:15p Concurrent Sessions
- 12:15p - 1:15p Lunch (*Haverford Ballroom*)**
- 1:30p - 2:20p Concurrent Sessions
- 2:40p - 3:30p Concurrent Sessions

### Sunday

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- 7:45a - 8:30a Breakfast (*Cabinet Suite*)**
- 8:30a - 10:30a Plenary Presentation (*Cabinet Suite*)





# Evidence-Based Teaching and Learning

Thursday, May 28, 2015

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

**REGISTRATION OPEN**

1:30p - 2:45p

**Welcome & Opening Plenary Presentation:** Welcome - Todd Zakrajsek | How Good Teaching Can Change the World: Pamela Barnett - *Haverford Ballroom*

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

**BREAK (15 MINUTES)**

## ROOMS

3:00p - 3:50p

**How to Make Your Online Teaching More Human: Five Ideas**  
- *R. Baltrip*

**Making Thinking Visible: Three Essential Elements No Class Can Live Without!**  
- *K. Maynard*

**Free up Your Teaching with Quality No-Cost Educational Resources**  
- *E. Grodzicki, et al.*

**Are You Out of Your Flippin' Mind?**  
- *R. Smith*

**Put Me in the Story!: Developing Moral Self Through Storybooks**  
- *L. Prosak-Beres & T. Sonnentag*

**Enhancing Student Learning Through ...**  
- *K. Mak, et al.*  
**You Can Publish That, Too: Preparing Resources...**  
- *B. Ruedi & M. Durham*

**Practical Implications of UDL in Higher Education**  
- *N. Davies & S. Lane*

**Beyond Your Own Classroom: Spreading Pedagogical Reform by Mentoring Others**  
- *S. Wick*

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

**BREAK (10 MINUTES)**

4:00p - 5:15p

**Why Flip? Should You Consider It? What Will It Take?**  
- *J. Fautsch*

**Y to Z and In-Between: Understanding Today's College Students**  
- *A. Boye & S. Tapp*

**Dangerous Epistemologies: Improving Student Learning by Revising our Definitions**  
- *S. Carroll*

**Using an Argumentation Framework to Improve Student Answers**  
- *D. King & U. Kulatunga*

**Developing Students' Teamwork Skills in a... Effectiveness of New Interactive Problem...**  
- *P. Lau & T. Kwong*  
- *J. Wingrave, et al.*

**Can We Talk? Teaching Race in the 'Post-Racial' Classroom**  
- *D. Peters & M. Etienne*

**Professional Development: Yes, an Online Course Can Do That!**  
- *S. Roberts, et al.*

**Embodied Teaching and Learning: Evidencing the Significance of Non-Verbal Communication**  
- *D. Dragon*

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

**BREAK (15 MINUTES)**

5:30p - 6:20p

**Creating Presence in Online Courses: Research, Practice, and Student Experiences**  
- *T. Mays*

**Integrating Metacognitive Strategies to Ensure the Formative Effect of Assessments**  
- *M. Manni*

**Collaborative Learning, Online Learning, Instructor Lecturing: Best Student Learning Success?**  
- *J. Minnema*

**Podcasting 101: Reinforcing Core Concepts Using the One-Minute Podcast**  
- *K. Moitra*

**How I Got my Research Team to Work**  
- *E. Sesmero*  
**Rigor and Effective Teaching**  
- *K. Ajunwa*

**Teaching Partner Program: Professional...**  
- *N. Hijazi & D. Kern*  
**The Impact of Peer Tutoring in a University...**  
- *A. Ng & P. Lau*

**ConnectED: A Penn State York Library First-Year Experience**  
- *B. Eshbach*

**A Comprehensive Guide to Learning Activities in College Teaching**  
- *M. Hofer*



# Evidence-Based Teaching and Learning

Friday, May 29, 2015

8:00a - 6:30p

REGISTRATION OPEN

7:30a - 8:15a

BREAKFAST - HAVERFORD BALLROOM

8:00a - 8:30a

**Round Table Sessions:** K. Dean; E. Helton & J. Jones; E. Leininger & C. Cash; G. McDaniel; K. Moitra; K. Schramm; S. Shah & D. D'Angelo; R. Simha & R. Teodorescu; M. Venkatesan - *Haverford Ballroom*  
(See title list on page 6)

8:30a - 8:45a

BREAK (15 MINUTES)

ROOMS

8:45a - 10:00a

Cabinet	Judiciary	Congressional	Old Georgetown	Embassy	Potomac	Severn	Ambassador	Tiffany
Inclusion by Design: Survey Your Syllabus - E. Brantmeier, et al.	Pervasive Improvement of Teaching: How Can Institutions Help It Happen? - S. Ehmman	Beyond Recall: Creating Multiple Choice Questions to Prompt Critical Thinking - K. Van Orman	Textbook Writing: Teaching Beyond Your Classroom While Producing Valuable Scholarship - M. Spiegler	Beyond Lecture Capture: Using Video... - D. Guberman Two Apps that will Make Flipping the... - M. Carter	Digging Deeper: Building Rapport, Unlocking Student Potential Through Appreciative Advising - M. Etienne, et al.	Words vs. Numbers: Processing Qualitative Data - J. Dewar	Learning Assessment: Evaluating the Right Things the Right Way - O. Ekmeki	Road to Academic Success - L. Shum Teaching "Naked" and Rethinking... - C. Ziennowicz

10:00a-10:15a

BREAK (15 MINUTES)

10:15a - 11:05a

What's in It for Me (Motivation and Engagement)? - M. Garroway	Blending or Enhancing: Integrating Technology for Active Learning - P. McDonald, et al.	Driving Interaction and Ubiquitous Learning with Mobile Devices - W. Linger	One-minute Activities to Help Students Prepare Brains for Learning - J. Gibbs & J. Smith	Act, React, Interact... - S. Bolduc-Simpson & M. Simpson	What They Don't Know about Each Other Can Hurt Them - S. Buzinski & S. Roberts	Digital Storytelling: Creating Knowledge Through Self-Discovery - S. DeHaas & J. Black	Fostering Professionalism During Experiential Learning - M. Lewis	Preparing Millennial Students for Success: - J. DeLuca, et al. Surveys of Knowledge and... - E. Arnold
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11:05a-11:20a

BREAK (15 MINUTES)

11:20a - 12:10p

Increase Student Learning and Performance by Promoting Mental Toughness - K. Gabriel	Teaching Without Talking: Educating Adult Reflective Practitioners - W. Davis	How Hybrid Courses Promote Higher Level of Teaching and Learning - O. Hertz	Advising as Teaching: Conducting a Pedagogical Advising Appointment - D. Burton	Do Grades Matter: Correlation of... - S. Radius & M. Bailey Service-Learning: Helping the... - M. Gilmore	The Effectiveness of the A Campus of Difference Train-the-Trainer Diversity... - A. Ma, et al.	Developing, Implementing and Evaluating a College-Wide... - K. Gould, et al.	Teaching as a Deliberate Act - D. Lustick	Development and Evaluation of... - E. Wong & T. Kwong Building Learning Community... - A. Sivan & V. Tam
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12:10p - 1:00p

LUNCH - HAVERFORD BALLROOM





# Evidence-Based Teaching and Learning

Friday, May 29, 2015

1:00p - 2:00p

**Plenary Presentation:** Evidence-Based Teaching: How to Promote It On Your Campus - Mary Deane Sorcinelli - *Haverford Ballroom*

2:00p - 2:15p

**BREAK (15 MINUTES)**

## ROOMS

2:15p - 3:30p

Cabinet	Judiciary	Congressional	Old Georgetown	Embassy	Potomac	Severn	Ambassador	Tiffany
Enhancing Faculty-Student Communication: Out-of-Class... - <i>B. Farley-Lucas</i>	The Contemplative Classroom: A Glimpse at What Works - <i>E. Ekstrand, et al.</i>	Performance Indicator Parallels Shift in Mindset, Grit, and Academic... - <i>M. Nelson, et al.</i>	Creating a Supportive Climate for Improving Teaching - <i>S. Ehrmann, et al.</i>	Using Scaffolding to Encourage Self-Directed Learning in Your Course - <i>E. Goldman &amp; E. Ruckert</i>	This IS Research: Rewarding Faculty for Seizing Research Opportunities in... - <i>C. Moore &amp; N. Stokes-DuPass</i>	Why the Brain Discriminates: Neurobiological Underpinnings of Racial/Ethnic... - <i>A. Abdelal</i>	Beyond the Content: Creating Communities of Practice to Foster Adult Learning - <i>E. Bureau &amp; K. Geller</i>	Tales from a Chemist Teaching First-Year... - <i>B. Trogden</i> Less Frustration, More Academic... - <i>A. Newlin</i>

3:30p - 3:40p

**BREAK (10 MINUTES)**

3:40p - 4:30p

Impact of Mobile Technology on Student Attitudes, Engagement, and... - <i>H. Hefflin</i>	Student Participation: What's in a Grade? - <i>G. Bauer</i>	Overcoming Challenges to a Flipped Classroom - <i>S. Velegol</i>	Building a Community of Reflective Teachers: The West Point Model - <i>S. Finn, et al.</i>	Reflection Required!... - <i>M. Simpson &amp; S. Bolduc-Simpson</i> Assessing Learning Outcomes in a ... - <i>P. Armstrong</i>	Incorporating an Experiential Learning Capstone Project Course into a Curriculum - <i>K. Weaver, et al.</i>	Information Literacy Beyond the Class: IL Instruction for the Workplace - <i>N. Bird &amp; M. Crumpton</i>	Whew! It's a Multiple Choice Test, This will be Easy! - <i>D. Gilbert &amp; K. Patkus</i>	Assessing Students' Problem-Solving... - <i>S. Cheung, et al.</i> Learning During Assessment with... - <i>L. Nave Goudas</i>
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4:30p - 4:45p

**BREAK (15 MINUTES)**

4:45p - 5:35p

We "Play" Today for a Better Tomorrow - <i>K. Bullwinkle</i>	Designing Teaching and Learning When Mobile Technologies Rewire Students... - <i>H. Findlay &amp; H. Findlay</i>	Facilitating Diversity and Transformative Dialogue in the Online Learning Environment - <i>R. Hazlett-Knudsen</i>	Building and Sustaining a Center for Teaching and Learning - <i>T. Zakrajsek</i>	Effect of Group Discussions on... - <i>M. Mahalingam</i> Successful Emporium Model of Learning... - <i>J. Emrani</i>	Transformative Potential of Blended Instruction: Moving Beyond Your PJs - <i>J. Kelly, et al.</i>	Developing Teaching Portfolio Framework Through a Multidisciplinary Community of... - <i>A. Sivan &amp; V. Tam</i>	Motivating First Year... - <i>M. Hampe &amp; A. Dirsch-Weigand</i> A Department's First Year Experience... - <i>N. Kent</i>
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5:35p - 5:45p

**BREAK (10 MINUTES)**

5:45p - 6:45p

**Poster Reception:** (See list of names and titles on page 7) - *Haverford Ballroom*



# Evidence-Based Teaching and Learning

Saturday, May 30, 2015

**8:00a - 4:00p**

**REGISTRATION OPEN**

**8:00a - 8:45a**

**BREAKFAST - HAVERFORD BALLROOM**

8:45a - 9:15a

**Round Table Sessions:** K. Bailey & J. Tan; G. Bhandari; G. Bethea & T. Moss; S. Davis & K. Wright; K. Dean; L. Demoranville; S. Ehrmann, et al.; S. Eliason; S. Meyers; J. Sibold - *Haverford Ballroom*  
(See title list on page 6)

9:30a - 10:45a

**Plenary Presentation:** Is Active Learning Not Working? Answers and Solutions from Implementation Science - Milt Cox - *Haverford Ballroom*

**10:45a-11:00a**

**BREAK (15 MINUTES)**

## ROOMS

11:00a - 12:15p

Cabinet	Judiciary	Congressional	Old Georgetown	Embassy	Potomac	Severn	Ambassador
Dynamic Lecturing: Seven Strategies to Increase Learning - C. Harrington	Self-Directed Learning: Fostering Students' Learning Skills with Today's Technologies - K. Jackson & C. Ramsay	The Power of Critical Reflection for Significant Learning - J. Zubizarreta	Study Hard, Study Right: Growth Mindsets and Effective Learning Strategies - B. Smith & S. Meyers	Traditional, Hybrid, and Online Courses.... - C. Hangauer-Bresch Using Simulations to Train Future Teachers - R. Gentry	Eight Principles of Effective Online Teaching: A Decade-Long Lessons Learned - C. Cheung & J. Cable	Using Evidence to Self-Assess Your Teaching for Continuous Quality Improvement - P. Blumberg	Are We Teaching for Success in the 21 <sup>st</sup> Century? - S. Benson

**12:15p - 1:15p**

**LUNCH - HAVERFORD BALLROOM**

1:30p - 2:20p

"Let them have Technology": Digital Literacy, Accessibility, and Underrepresented Students - E. Ellis, et al.	In Few They Trust: Student Responses to GSS Trust Question - T. Harris	Meaningful Work: Experiencing the Sacredness of the Teaching and Learning Relationship - R. Collister	"Networked Learning Communities": Interdisciplinary Community of Practice on Student e-Portfolio - T. Chaudhuri & W. Chan	DiaNable: A Mobile Learning Tool for... - H. Cheung & K. Ng	DHHVAC: An Online Learning Community... - L. Elliot Integrating Accessible and Compliant Video... - A. Hoos, et al.	Cooperative and Collaborative Learning: How are they Alike, How are they Different? - N. Davidson	Half-Full or Half-Empty? How to Fill your Learner's Glass - M. Raleigh & A. Wilson
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**2:20p - 2:40p**

**BREAK (20 MINUTES)**

2:40p - 3:30p

Anyone for TEA? Fostering Creative Thinking Through Translation, Elucidation, and Analysis - D. Lewes	When Community is Classroom: Effectively Dealing with Power and Privilege - E. Brown	Technology: Fostering Belonging or Alienation among Underrepresented Students? - S. Bartsis, et al.	Emphasizing Higher-Order Cognitive Skills for "Academically Adrift" Students - J. Nickerson, et al.	Shifting Paradigms: Resiliency Activation with Students in Higher Education - D. Raines Burke & J. Penland	Teaching Science to Non-Science Students... - K. Kiang Strategies in Teaching Science to Students... - K. Ng & H. Cheung	How Mood And Motivation Regulate Learning: The Neurobiological Perspective - A. Abdellal	UDL Strategies for Creating Motivational Learning Modules and Assessment Tools - D. Robinson
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# Evidence-Based Teaching and Learning

Sunday, May 31, 2015

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7:45a - 8:30a

**BREAKFAST - CABINET SUITE**

8:30a - 10:30a

**Closing Plenary Presentation:** A Look at How Teaching is Changing... and Where We May be Headed - Todd Zakrajsek - *Cabinet Suite*



## Friday Morning Round Tables

**8:00a - 8:30a**  
Haverford Ballroom

<b>a</b>	Change the Way Education/Training is Done: Train Me - <b>K. Dean</b>
<b>b</b>	iBooks: Publications and Interactive Course Materials for Online Teaching - <b>E. Helton &amp; J. Jones</b>
<b>c</b>	Culturing Visual Literacy Across Disciplines via Collaborative Exhibition Curation - <b>E. Leininger &amp; C. Cash</b>
<b>d</b>	Case Studies and the Education of Homeless and Children in Poverty - <b>G. McDaniel</b>
<b>e</b>	Bioinformatics: A Skill to Engage Students in 21 <sup>st</sup> Century Classrooms - <b>K. Moitra</b>
<b>f</b>	"I Hate Peter Singer": Thinking Critically about Critical Thinking - <b>K. Schramm</b>
<b>g</b>	How do Students Benefit from Action Learning In-Class Projects? - <b>S. Shah &amp; D. D'Angelo</b>
<b>h</b>	GW's PRET Program: Recognizing Teaching Excellence for Tenure and Promotion - <b>R. Simha &amp; R. Teodorescu</b>
<b>i</b>	Making Values Tangible: Sustainability in Introductory Economics - <b>M. Venkatesan</b>

## Saturday Morning Round Tables

**8:45a - 9:15a**  
Haverford Ballroom

<b>a</b>	Demystifying Undergraduate Research - <b>K. Bailey &amp; J. Tan</b>
<b>b</b>	Implementing the DCOVA Framework for Teaching Business Analytics in MIS Courses - <b>G. Bhandari</b>
<b>c</b>	Strengthening Student Teaching and Learning: The Preparing Future Faculty Program - <b>G. Bethea &amp; T. Moss</b>
<b>d</b>	Student Feedback to Enhance Support Services in a Blackboard Community - <b>S. Davis &amp; K. Wright</b>
<b>e</b>	Teaching In China without Knowing the Language - <b>K. Dean</b>
<b>f</b>	Autism Spectrum Disorders and the Higher Education Classroom - <b>L. Demoranville</b>
<b>g</b>	Supporting New Faculty Members: A Roundtable Dialogue of Best Practice - <b>S. Ehrmann, et al.</b>
<b>h</b>	Creating a Video Explanation to Improve Teaching and Learning - <b>S. Eliason</b>
<b>i</b>	"A Great Book I Read Recently": Faculty Development Speed-Dating Style - <b>S. Meyers</b>
<b>j</b>	Learning A La Carte: Motivating Learners with Assessment Menus- <b>J. Sibold</b>



## Friday Evening Poster Session

5:45p - 6:45p  
Haverford Ballroom

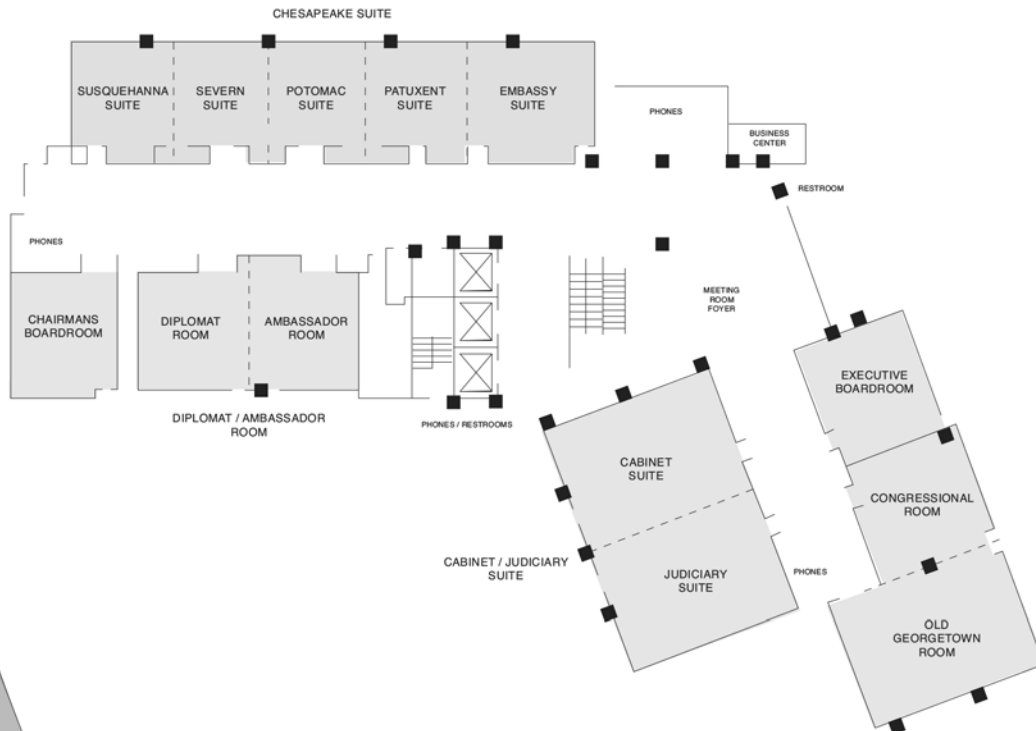
<b>a</b>	Teaching Technology with a High-Tech Presentation - <b>A. Aboelzahab</b>
<b>b</b>	Creating and Assessing Learning Spaces that Optimize Active/Collaborative Pedagogies - <b>J. Ashley, et al.</b>
<b>c</b>	Factors Impacting Class Size in Online Courses - <b>B. Barker</b>
<b>d</b>	Students' Perceptions of Electronic Feedback: An Alternative to Handwritten Feedback - <b>C. Berenato &amp; N. Cooperman</b>
<b>e</b>	Curricular Alignment and Assessment Revisions for Program Accreditation - <b>V. Bonomo</b>
<b>f</b>	Teaching about Consensual Non-Monogamy in Relationships/Sexuality Courses - <b>R. Curtis</b>
<b>g</b>	Build a Better Classroom with Universal Design and Learning Styles - <b>J. Desiderio</b>
<b>h</b>	Using Backward Design and VALUE Rubrics for Assignment Design - <b>R. Foco</b>
<b>i</b>	Effectiveness of Short Activities to Prep Students' Brains for Learning - <b>J. Gibbs, et al.</b>
<b>j</b>	Intimate Narratives: The Deeper Beauty of Transformative Art - <b>S. Gordley</b>
<b>k</b>	Engaging Traditions: Embrace and Release in Learning - <b>M. Harford</b>
<b>l</b>	Maximizing Faculty Engagement in Teaching and Assessment - <b>D. Hodges &amp; J. Shinaberger</b>
<b>m</b>	Do Foreign Language Reading Lessons Shape our Students' World Knowledge? - <b>H. Ipek</b>
<b>n</b>	EFL Students' Views on Facebook - <b>I. Istifci</b>
<b>o</b>	Student Ratings vs. Class Size, Rank, and Gender Bias - <b>J. Kogan</b>
<b>p</b>	Comprehension Connections, Codes, and Points-of-View: Disciplinary Literacy Pedagogies - <b>B. Laster &amp; M. Liebfreund</b>
<b>q</b>	Effectiveness of Homework in Students' Performance on Final Exam - <b>H. Liu &amp; H. Kuo</b>
<b>r</b>	Correlation Between Assessment Tools and Students' Performance on Final Exam - <b>H. Liu &amp; H. Kuo</b>
<b>s</b>	Phoenix Rising! Model Assessment Plan for a New Academic Program - <b>C. Mayo, et al.</b>
<b>t</b>	Integrating Bioinformatics into the Undergraduate Biology Curriculum: Releasing the "GENI" - <b>K. Moitra</b>
<b>u</b>	Effective Use of the Embedded Plagiarism Prevention Software - <b>J. Park &amp; D. Swartz</b>
<b>v</b>	Example is Leadership: Developing Leaders Through Internship Experiences - <b>S. Radius &amp; M. Bailey</b>
<b>w</b>	Studying Pedagogy for the Understanding of Dyspnea (SPUD) - <b>M. Raleigh &amp; A. Wilson</b>
<b>x</b>	Designing for Student Learning: Best Practices of Online Program Development - <b>L. Rice</b>
<b>y</b>	Comparison of Student Performance in Classes Using Different Course Delivery - <b>C. Rinkinen</b>
<b>z</b>	Backchannel Chat: An Integration Study in Various Course Disciplines - <b>T. Selvaggi, et al.</b>
<b>aa</b>	Moving Beyond the Flip: Creating Global Classrooms - <b>E. Simmons &amp; D. D'Angelo</b>
<b>bb</b>	Transformative Learning of Pre-Service Teachers During a Study Abroad Program - <b>J. Szente, et al.</b>
<b>cc</b>	The Effect of Seminars on Student Confidence in Science Communication- <b>T. Train &amp; Y. Miyamoto</b>
<b>dd</b>	Building a Culture of Metacognitively-Aware Student Learners - <b>B. Trogden</b>
<b>ee</b>	Bringing Active Learning into Computer Classrooms - <b>R. Trubnik</b>
<b>ff</b>	Theme-Based Learning Methodology in Calculus - <b>J. VanderVeen</b>
<b>gg</b>	The State of Action Research in Graduate Teacher Education Programs - <b>M. Vaughan</b>
<b>hh</b>	Using Guided Reflection on Work (GROW) Model to Support Internship Success - <b>M. Wang</b>
<b>ii</b>	Peer Reviews in Online Classes: Effects on Learning and Community Building - <b>S. Watson &amp; D. Sullivan</b>



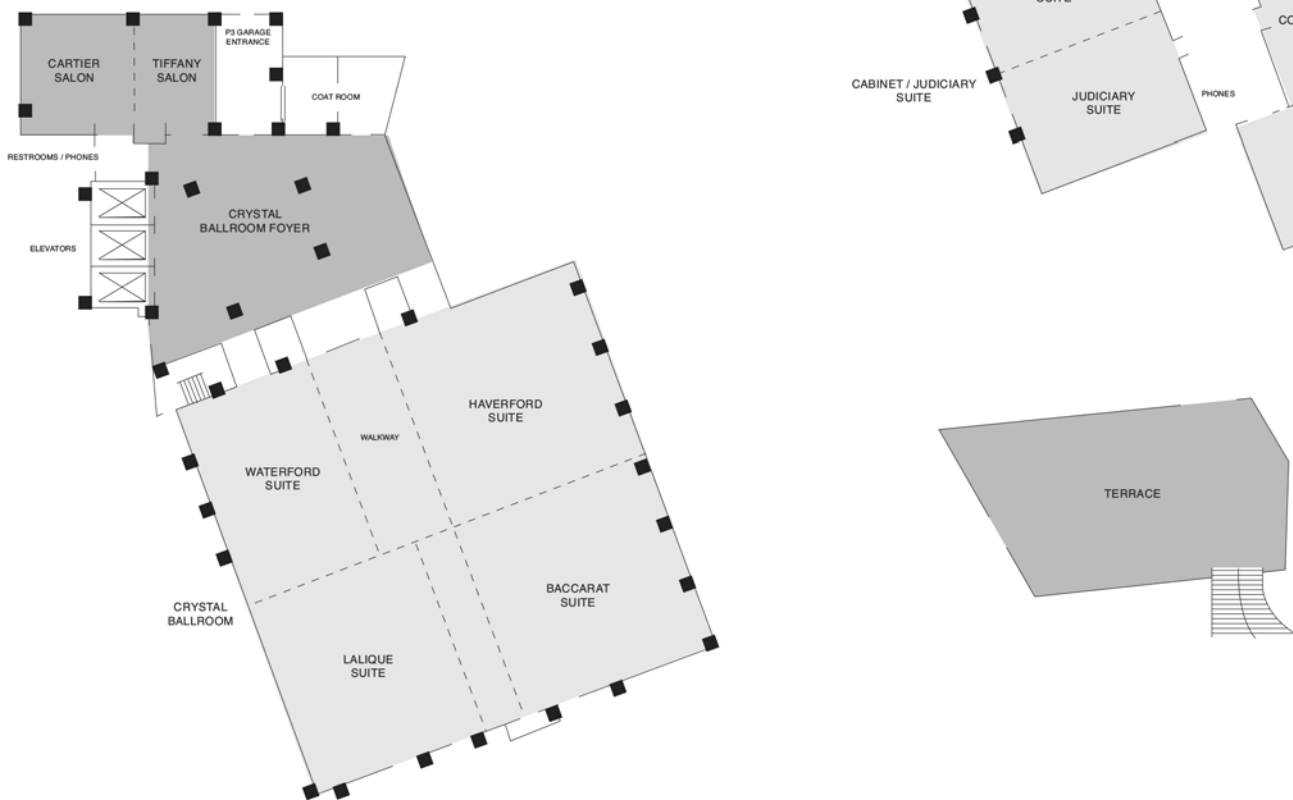
# Conference Map of the Hyatt

Conference Schedule

## CONFERENCE LEVEL



## BALLROOM LEVEL



EVIDENCE-BASED  
TEACHING AND LEARNING

**SESSION  
OBJECTIVES**

*Alphabetical order by first presenter*



BETHESDA 2015







## Session Objectives and Abstracts

*Alphabetical order by first presenter*

### **How Mood and Motivation Regulate Learning: The Neurobiological Perspective**

Ahmed Abdelal - *Bridgewater State University*

**Session:** Saturday, 2:40p-3:30p, *Severn*

This session will discuss the basic neurochemistry and neurobiology of emotions and motivation, and will explain how they regulate personality, behavior, memory, and learning. It will also provide evidence-based suggestions for maximizing student engagement and learning outcomes.

**Abstract:** This session will discuss the neurobiology of emotional states and motivation, how they modulate our neurocognitive functions, and how they determine learning outcomes. The session will also discuss how the motivational system works in individuals with and without learning disabilities, with a special emphasis on Attention Deficit/Hyperactivity Disorder (ADHD). The impact of stress, anxiety, and depression on the various phases of the learning process will be explained. The last segment of the session will provide evidence-based recommendations for maximizing internal motivation, emotional engagement, and learning outcomes.

**Session Objectives:** (1) Explain the basic neurobiology of emotions and motivation. (2) Explain how emotions and motivation regulate behavior, memory and learning. (3) Discuss evidence-based strategies for maximizing emotional engagement and learning outcomes.

### **Why the Brain Discriminates: Neurobiological Underpinnings of Racial/Ethnic Discrimination**

Ahmed Abdelal - *Bridgewater State University*

**Session:** Friday, 2:15p-3:30p, *Severn*

This presentation will use brain research to explain the fundamental reality of discrimination and how it develops out of one's thought process. Any serious attempt to eradicate discrimination must begin at the level of thinking.

**Abstract:** This session will focus on the neurobiology of ethnic and racial discrimination. It will discuss why and how the brain develops bias, prejudice, and discrimination. The session will explain the impact of discrimination on self-perception, mental health, cardiovascular health, academic achievement, behavior, and mortality. It will also provide evidence-based strategies for fostering diversity and uprooting discrimination. These strategies will involve cognitive restructuring and rationalization, raising awareness, empowering victims, effective management the classroom environment and academic content. Activities for engaging participants will be built into the session.

**Session Objectives:** (1) Explain the neurobiological underpinnings of ethnic/racial discrimination. (2) Describe the impact of discrimination on health, academic performance, and mortality. (3) Explain practical, evidence-based ways for preventing discrimination from taking root and for meaningfully promoting diversity.

### **Teaching Technology with a High-Tech Presentation**

Asem Aboelzahab - *Purdue University*

**Session:** Friday-Poster Session, 5:45p-6:45p, *Haverford Ballroom*

Learn skills and tips to help retain student interest and exercise a more engaging teaching style through animating your presentations.

**Abstract:** Too often students enter a tech-savvy field, but quickly begin to dread lectures that consist of slides with text and occasional images. For many, this inhibits their attention and interest to learn. Developing visual presentations sometimes seems like a hassle to many instructors, but there are simple methods to quickly make a new presentation that covers the material in a fun, interactive and crowd-engaging way. This presentation



will introduce some examples of how online and software resources, which are already available, can be used to develop smart, professional and stimulating presentations that students will appreciate.

**Session Objectives:** Introduce quick and easy methods of making your presentation animated with a purpose. (2) Learn to teach skills and techniques through visual tutorials to supplement live demonstrations. (3) Engage students for a longer time with the help of an animated walk through of an experiment, techniques or equipment.

## Rigor and Effective Teaching

Kelechi Ajunwa - *Delaware County Community College*

**Session:** Thursday, 6:00p-6:20p, *Embassy*

This presentation examines how classroom teachers are stepping boldly and adopting best practices focused on improving academic rigor in their classrooms.

**Abstract:** There are several essential elements to a rigorous classroom, all of which teachers have complete control over. This point cannot be overstated—contrary to what some might say, teachers still wield tremendous control over what occurs in their classrooms. Teachers who want to be effective in their craft should strive to create rigorous environments for learning. This presentation identifies three main areas that a teacher should focus on in order to create more rigorous classrooms: the teacher’s own pedagogy, lesson design, and teacher-student interaction. Information discussed has been obtained through analysis of scholarly research, interviews, and observations of classroom teachers.

**Session Objectives:** (1) Learn how classroom teachers are stepping boldly and adopting best practices focused on improving academic rigor in their classrooms. (2) Develop an understanding of how classroom teachers shape their own pedagogy in order to become more effective in increasing rigor in their classrooms. (3) Examine how certain best practices centered on teacher-student interactions can augment the level of rigor present in a lesson.

## Assessing Learning Outcomes in a Multidisciplinary Program

Pamela Armstrong - *University of Maryland, College Park*

**Session:** Friday, 4:10p-4:30p, *Embassy*

We describe how an undergraduate multidisciplinary honors program developed learning outcomes, assesses the learning outcomes’ elements, and uses the results to improve our program.

**Abstract:** The University of Maryland’s Quality Enhancement Systems and Teams (QUEST) Honors Program includes undergraduate students from engineering, science, and business disciplines. These students learn to apply quality management tools, improve processes, and design systems. This presentation will describe how we developed learning outcomes and rubrics, how we assess the elements of our learning outcomes using a custom online system, and how we use these to improve our program.

**Session Objectives:** (1) Learn about the learning outcomes of a multidisciplinary program. (2) Understand the learning outcome assessment process. (3) See a novel visualization for comparing the performance of different elements.

## Surveys of Knowledge and Beliefs in College-Level Humanities Courses

Ellen Arnold - *Coastal Carolina University*

**Session:** Friday, 10:45a-11:05a, *Tiffany*

This session explores the value of using a pre- and post-course survey of knowledge and beliefs to measure student learning in humanities courses.



**Abstract:** This session explores the value of using a survey of knowledge and beliefs at the beginning of a course and again at the end to measure student learning in higher-education humanities courses, where developing students' self-awareness about their own attitudes, beliefs, and valuations regarding subject matter is as important as improving their understanding of content. This formative assessment tool is administered at the beginning and again at the end of a course and functions as "bookends" that contain and structure the course. This technique is well suited for courses where course goals include broad, cross-disciplinary knowledge, and student self-knowledge.

**Session Objectives:** (1) Understand and evaluate the effectiveness of a pre- and post-course survey of knowledge and beliefs in humanities courses. (2) Develop questions of several different types for such a survey. (3) Explore ways to use results from surveys to improve teaching and learning.

## Creating and Assessing Learning Spaces that Optimize Active/Collaborative Pedagogies

Jeffrey Ashley, Susan Frosten, and Sally Dankner - *Philadelphia University*

**Session:** Friday-Poster Session, 5:45p-6:45p, *Haverford Ballroom*

We provide an overview of the planning, implementation, and assessment of our newly constructed non-traditional learning spaces that optimize active and collaborative pedagogies.

**Abstract:** Philadelphia University began an initiative aiming to transform existing traditional learning spaces into intentionally designed learning environments that aim to minimize the physical and technological limitations of some of our traditional classrooms and maximize the beneficial evidence-based approaches of active and collaborative pedagogies. To assess the effectiveness of these spaces and identify weaknesses or oversights, we used direct and indirect methods such as surveys and ethnographic data garnered from classroom observations. Both instructors' enthusiasm for teaching and students' motivation for learning, in addition to other benchmarks for learning, were significantly increased in these spaces compared to traditional classrooms.

**Session Objectives:** (1) Understand how to implement small and large scale physical changes to a classroom to better facilitate active and collaborative pedagogies. (2) Learn varied assessment techniques to quantify various student gains in optimized/overhauled learning spaces versus traditional classrooms. (3) Gain insight from our 'concept to implementation' methods including fundraising for learning space projects and inclusion of all stakeholders in the process of design and implementation.

## Demystifying Undergraduate Research

Kathleen Bailey and Jing Tan - *Bridgewater State University*

**Session:** Saturday-Round Table, 9:00a-9:30a, *Haverford Ballroom*

The workshop will demonstrate how a Bachelor of Social Work program was infused with research opportunities to promote student participation in undergraduate research.

**Abstract:** The workshop will demonstrate how a Bachelor of Social Work program was infused with research opportunities to promote student participation in undergraduate research. The presenters will address how students were engaged in active participation with adapted and new assignments resulting in presentations at university and local conferences. Syllabi from both before infusion and after will be provided to generate faculty discussion regarding revision of current assignments using the strategies presented. In addition, the use of study abroad international trips, student undergraduate grant opportunities, and mentored relationships with faculty as a means to engage students in research activities will also be discussed.

**Session Objectives:** (1) Have increased knowledge of how to revise current syllabi to infuse research activities. (2) Have a better understanding of the utilization of university resources to engage students in research activities. (3) Have specific knowledge about successful research infusion assignments in core courses.



## How to Make Your Online Teaching More Human: Five Ideas

Ryan Baltrip - *Southern Baptist Theological Seminary*

**Session:** Thursday, 3:00p-3:50p, *Cabinet*

Explore five practical ways you can move your online course from impersonal to human, from robotic to dynamic, and from death to life.

**Abstract:** Online learning can be dreadfully boring for both students and teachers. It can be impersonal, uninteresting, and lifeless. Is online learning destined for a robotic, transactional future or is there something that instructors can do to be more human in their online teaching? This session will explore five ideas—five practical ways—that you can move your online course from death to life. Participants will leave this session with five practical actions that will make their online teaching more human and give it new life.

**Session Objectives:** (1) Briefly overview the lack of humanity in online learning and why it is a problem. (2) Identify and describe five ideas on how online instructors can be more human. (3) Discover, via the presentation handout, five additional resources and three or more “best practice” tips for each of the five ideas presented.

## Factors Impacting Class Size in Online Courses

Bruce Barker - *Southern Utah University*

**Session:** Friday-Poster Session, 5:45p-6:45p, *Haverford Ballroom*

This poster session addresses factors impacting optimum class size for online graduate and undergraduate classes offered by traditional state and non-profit institutions of higher education.

**Abstract:** The growth and interest in online—anytime, anyplace learning—has grown at an almost exponential rate among for-profit, proprietary higher education programs. At the same time, this form of educational delivery is increasingly more common among highly respected and long established public and private non-profit traditional higher education institutions as well. This poster session addresses factors impacting class size in online courses with an attempt to answer the question, “What is the optimum class size for effective teaching/learning to occur in online graduate and undergraduate courses?”

**Session Objectives:** (1) Be presented with factors (program content, interaction expectations, technology used, nature of assignments, faculty load, etc.) impacting class size in online courses and the efficacy of teaching/learning related to class size. (2) Have opportunity to reflect and comment from their experience on the optimum size for meaningful instruction/learning to take place in online courses/programs at their own institutions. (3) Gain knowledge/understanding of factors that impact the efficacy of instruction in online classes with attention given to class size.

## Technology: Fostering Belonging or Alienation Among Underrepresented Students?

Sebastian Bartis, Margaret McAdam, Ashley Munger, and Krishna Bhagat - *University of Maryland, College Park*

**Session:** Saturday, 2:40-3:30p, *Congressional*

This workshop explores how to best use technology to enhance belonging among students from underrepresented groups, using current literature and original research findings.

**Abstract:** Feelings of belonging—students’ perceptions of affiliation and identification with college communities—are important for student persistence in higher education. Sense of belonging may be particularly important for students of underrepresented groups, such as students who are low-income, first generation college students, or from minoritized groups. While technology can be used as a tool to facilitate sense of community in the classroom, specific technologies may alienate students who cannot afford or do not have familiarity with them. This workshop explores how to best use technology to enhance belonging among students from underrepresented groups, using current literature and original research findings.



**Session Objectives:** (1) Understand factors that can influence underrepresented students' sense of belonging in university classrooms. (2) Learn about students' perspectives concerning belonging and use of technology in the classroom. (3) Identify best practices for using technology as a tool to foster belonging in college classrooms. (4) Practice applying solutions for increasing students' sense of belonging surrounding technology in the classroom.

### **Student Participation: What's in a Grade?**

Gabriele Bauer - *Villanova University*

**Session:** Friday, 3:40p-4:30p, *Judiciary*

This session outlines ways to assess students' participation. Participants will discuss participation goals, types, and assessments. They will develop participation rubrics informed by peer feedback.

**Abstract:** We know how essential it is for students to actively participate in their learning, but how do we grade them on their participation? Our syllabus might state, "participation is worth fifteen percent." How might we determine this percentage? How might we clearly communicate expectations? Why are we evaluating participation? This session centers on strategies for determining students' participation, both in face-to-face and online contexts. Participants will discuss core topics, such as participation goals, types, feedback and assessment of participation. They will apply their findings to developing participation rubrics that are informed by peer feedback. Resources and references will be provided.

**Session Objectives:** (1) Discuss reasons for student participation and articulate learning goals appropriate to both face-to-face and online contexts. (2) Outline participation types, feedback and assessment mechanisms. (3) Design participation rubrics and engage in peer review of the rubrics. (4) Begin to consider ways to refine their approach to assessing students' participation.

### **Are We Teaching for Success in the 21<sup>st</sup> Century?**

Spencer Benson - *University of Macau*

**Session:** Saturday, 11:00a-12:15p, *Ambassador*

Through presentation and conversations we will engage in finding answers to the question "What does it mean to teach for success?"

**Abstract:** What does it mean to teach for success? Modern Higher Education serves many purposes, so how do we assess success. This presentation/workshop will focus on what defines success in the current 21<sup>st</sup> century higher education landscape. Using a series of success related questions, the presenter and participants will engage in a conversation on key issues and strategies that focus on the questions of what success is and how one designs approaches to teach for success.

**Session Objectives:** (1) An increasing understanding of what educational success means. (2) An increasing understanding of what essential 21<sup>st</sup> century skills are. (3) Thoughtful reflection on the nature and purpose of one's own teaching.

### **Students' Perceptions of Electronic Feedback: An Alternative to Handwritten Feedback**

Carolyn Berenato and Nanette Cooperman - *Saint Joseph's University*

**Session:** Friday-Poster Session, 5:45p-6:45p, *Haverford Ballroom*

This study investigates the preference of undergraduate students to receive feedback and the perception of feedback as a tool for improving perforation on future assignments.

**Abstract:** The aim of this study was to investigate the preference of undergraduate students in receiving feedback on their assignments and their perceptions of feedback as a tool to facilitate learning and improvement on future assignments. It has become crucial to determine which type of feedback, electronic or personal, is more effective and which students prefer in order to convey messages that promote pedagogy. The participants for this study were undergraduate education majors.





*Session Objectives:* (1) Participants will learn about feed forward, improved feedback to be a positive learning experience, and students' perspectives on the topic of feedback.

## **Strengthening Student Teaching and Learning: The Preparing Future Faculty Program**

Gwen Bethea and Tamarah Moss - *Howard University*

**Session:** Saturday-Round Table, 9:00a-9:30a, *Haverford Ballroom*

The impact on current students and alumni will lend for discussion areas of maintenance and strengthening, for future programming and scholars.

*Abstract:* This round table session will be an opportunity to talk about the PFF program in the context of a historically black college and university, such as Howard University, discuss the perspective of students and faculty across disciplines, and the impact on selected alumni within five years of completing the program.

*Session Objectives:* (1) Provide three examples of assessment and student learning through skills-building workshops and coursework. (2) Anticipate two areas of impact of online learning and teaching for program participants. (3) Understand steps for instituting a PFF program, inclusive of a year-long teaching internship with partnering institutions.

## **Implementing the DCOVA Framework for Teaching Business Analytics in MIS Courses**

Gokul Bhandari - *University of Windsor*

**Session:** Saturday-Round Table, 9:00a-9:30a, *Haverford Ballroom*

This presentation demonstrates how to use the DCOVA framework to teach business analytics to undergraduate students.

*Abstract:* In the DCOVA framework (Levine and Stephan, 2011), the words Define, Collect, Organize, Visualize, and Analyze are used as mnemonics to remind the students the need to follow these sequential steps while conducting business data analytics. This is a simple yet very powerful way to structure analytics courses in business program. In this session, I will discuss my experiences of using this framework in two courses.

*Session Objectives:* (1) Demonstrate how the DECOVA framework can be used to incorporate business analytics in undergraduate information systems courses. (2) What strategies need to be followed while teaching statistical programming language such as R to students without any coding background? (3) Demonstrate how to make optimal use of available online resources.

## **Information Literacy Beyond the Class: Information Literacy Instruction for the Workplace**

Nora Bird and Michael Crumpton - *University of North Carolina, Greensboro*

**Session:** Friday, 3:40p-4:30p, *Severn*

Information literacy instruction has helped students be successful in the classroom. How could it be expanded to help them function in the workplace?

*Abstract:* Librarians and professors have worked for years to create information literacy instruction that provide an introduction to disciplinary knowledge, i.e., what are the important journals in this field, how do you find research on a particular topic, and how do you write citations. However, the final aim of information literacy is competence in handling information in the workplace. This session will explore how to look beyond the academic class and prepare students for the world of work that they will inhabit in the future. It will look at the roles that both librarians and professors can play in that endeavor.

*Session Objectives:* (1) Introduce workplace information literacy. (2) Design information literacy assignments that go beyond academics. (3) Model librarian-professor collaboration.



## Using Evidence to Self-Assess Your Teaching for Continuous Quality Improvement

Phyllis Blumberg - *University of the Sciences*

**Session:** Saturday, 11:00a-12:15p, *Severn*

This session introduces a model of teaching effectiveness. Using this model and its corollary rubrics, participants will begin continuous quality improvement of their teaching.

**Abstract:** This session introduces a model of teaching effectiveness for all types of education that integrates improvement strategies. Using this model and its corollary rubrics, instructors use their critical reflections, data from varied sources including experiences of their students, feedback from peers, course artifacts, the literature on learning, and their scholarship of teaching and learning to inform a robust teaching enhancement process. When faculty members use this model and these rubrics, they leverage valid information from many sources to assess the effectiveness of their teaching. We will discuss how to use the rubrics for continuous quality improvement of teaching.

**Session Objectives:** (1) Use a formative, self-assessment model to ensure continuous professional development for themselves. Through this model, participants will: a) discuss how the essential aspects of effective teaching transcend teaching contexts and disciplines; transfer-ability of excellent teaching criteria across contexts and disciplines; b) describe how they can leverage critical reflection, student and peer insights, evidence-based teaching- learning practices, and data collected about the course to inform a robust teaching enhancement process. (2) Employ a self-assessment rubric with their own teaching. (3) Discuss how to use this model and their associated rubrics to lead to real changes in their teaching.

## Act, React, Interact: Five Free Video Tools for Online Teaching

Sheila Bolduc-Simpson and Mark Simpson - *Florida Gulf Coast University*

**Session:** Friday, 10:15a-10:35a, *Embassy*

Instructors engage and monitor students online with five free web-based video applications that allow students to interact with video content as they are viewing it.

**Abstract:** Students enrolled in the presenters' online education and composition courses access various digital learning materials as part of course requirements. Short videos that deal with content are included as important learning resources and motivators. These videos become interactive learning tools when adapted using five free web-based video applications. Students are able to view videos while taking notes or assessments synchronously. The applications also provide instructors with access to student records. Student video viewing has been high and follow-up analysis via online discussion forums and quizzes indicate that these interactive videos result in increased student engagement.

**Session Objectives:** (1) Knowledge of five free online resources for editing videos for use in online, hybrid and flipped courses. (2) Knowledge of how to add notes, polls, questions, and prompts to videos and access analytics. (3) An understanding of ways to use interactive video tools to increase student engagement in online, hybrid, or flipped courses.

## Curricular Alignment and Assessment Revisions for Program Accreditation

Virginia Bonomo - *Bloomsburg University*

**Session:** Friday-Poster Session, 5:45p-6:45p, *Haverford Ballroom*

This poster will focus on aligning programs to the standards and discuss the process in order to obtain feedback and suggestions from colleagues.

**Abstract:** The purpose of this poster is to demonstrate the importance of aligning all curricular aspects of a program to meet the appropriate standards. The focus of the discussion is determine steps needed to obtain accreditation, provide ideas for an assessment plan for evaluation, and implementation for improving



curriculum and measuring student (candidate) performance. The poster will also include which tools to use to appropriately evaluate the impact on the learning of the students (candidates) in a program. Additional consideration will be on how to provide a process by which one can align programs with standards and develop an assessment system.

**Session Objectives:** (1) Demonstrate steps taken to revise an entire graduate program to obtain national recognition. (2) Demonstrate assessment revision options and process to meet the rigors of accreditation. (3) Demonstrate how edits/revisions were completed based upon recommendations from accreditation program standards.

## Y to Z and In-Between: Understanding Today's College Students

Allison Boye and Suzanne Tapp - *Texas Tech University*

**Session:** Thursday, 4:00p-5:15p, *Judiciary*

This session will present research about and context for the emerging generation of college students and consider strategies for supporting their academic success.

**Abstract:** Popular media portrays contemporary college students interchangeably as overly confident team players or entitled, narcissistic technology addicts... But what do our students say? And more importantly, what do our students need as we consider best practices for engagement and retention? Little scholarly research exists about the emerging generation ("Generation Z"). To help fill this gap, the presenters will discuss a recent large-scale survey and interviews regarding student transitions to college, the realities of college life, and learning preferences, including how students really feel about group work. Participants will share observations and strategies for engaging this developing generation of students.

**Session Objectives:** (1) Identify possible characteristics, perceptions, and social contexts shaping the forthcoming generation of college students (Generation Z) based on existing and new research. (2) Analyze potential classroom scenarios involving common issues related to Generation Z students. (3) Develop and discuss potential strategies for maximizing student engagement and academic success based on the needs and expectations of Generation Z students.

## Inclusion by Design: Survey Your Syllabus

Edward Brantmeier<sup>1</sup>, Carl Moore<sup>2</sup>, and Andreas Broscheid<sup>1</sup> - <sup>1</sup>*James Madison University*, <sup>2</sup>*University of the District of Columbia*

**Session:** Friday, 8:45a-10:00a, *Cabinet*

This session will engage participants in the evaluation of course syllabi through an intentional process using the Inclusion Syllabus and Course Review tool.

**Abstract:** To address broader challenges of inclusion and diversity as core to curriculum integration and innovation in higher education, this workshop will engage participants in the evaluation of course syllabi through an intentional process using the Inclusion Syllabus and Course Review—a tool for faculty to analyze and improve inclusiveness in their courses. In addition, the tool integrates course design elements that help faculty reflect and actively create inclusive courses. It is a synthesis of course design and inclusion scholarship, shaped into a practical rubric for easy use.

**Session Objectives:** (1) Understand how diversity can become part of course design. (2) Explore growth areas for deepening diversity in college classrooms. (3) Use the Inclusion Syllabus and Course Review to assist faculty in developing inclusive classrooms.





## When Community is Classroom: Effectively Dealing with Power and Privilege

Erin Brown - *Virginia Commonwealth University*

**Session:** Saturday, 2:40-3:30p, *Judiciary*

Learn how to deal with difficult conversations around power and privilege that emerge from experiential learning that brings the community into the classroom.

**Abstract:** Service-learning provides students with an opportunity to combine academic and experiential learning. Studies show that this type of engagement provides students with opportunities to engage more critically with course content. In addition to learning explicit academic course objectives, students often learn a variety of community and inter- and intra-personal objectives that come from interacting with the community. For many college students, service-learning exposes them to individuals and communities that are very different from their own helping to shape and develop their worldview. This workshop will explore the lessons students learn in service-learning courses related to power and privilege.

**Session Objectives:** (1) Learn about service-learning as a counter-normative pedagogy. (2) Discuss issues of power and privilege that emerge from teaching in the community. (3) Brainstorm and practice best practices for having difficult conversations in the classroom.

## We “Play” Today for a Better Tomorrow

Ken Bullwinkle - *Widener University*

**Session:** Friday, 4:45p-5:35p, *Cabinet*

Gaming is an effective method of content delivery when utilized to supplement course content across the multidisciplinary arena of higher education.

**Abstract:** The educational landscape is an ever changing and highly challenging world to live and function. When faculty hears about flipping the classroom, what does that really mean? Moving away from traditional lecture is certainly a concept most faculty are aware of its importance but many don't know how to make this happen. Alternatives will be discussed to spark conversation and its practicality for use in higher education. Using an elementary school model of “play” learning and gaming in the classroom can assist even the most seasoned faculty in engaging students of the 21<sup>st</sup> century.

**Session Objectives:** (1) Begin to use alternative methods of content delivery to facilitate learning in a flipped classroom. (2) Introduce the concepts of gaming use in the classroom and its applicability in a variety of topics. (3) Define methods for application when “play” becomes the norm in education.

## Beyond the Content: Creating Communities of Practice to Foster Adult Learning

Ed Bureau and Kathy Gellar - *Drexel University*

**Session:** Friday, 2:15p-3:30p, *Ambassador*

Join in a workshop community to learn about transformative learning, how it can shape our teaching, and how it appears student products.

**Abstract:** Our session looks deeply at transformative learning and its processes that enable adult learners to reflect critically on their assumptions and to engage with others in generative dialogue. Examined are strategies for cultivating individual and community reflection in communities of practice within and beyond the classroom. Offered are processes used to create transformative learning within a tightly structured, three-year academic program, as well as observable results from student products and from ongoing research on the approach. The session, itself, engages participants in transformative learning strategies.

**Session Objectives:** (1) Be introduced to theoretical models that support content learning through personal and community development. (2) Experience working as a community of practice. (3) Actively consider how these theories may inform their teaching pedagogy.



## Advising as Teaching: Conducting a Pedagogical Advising Appointment

Donna Burton - *North Carolina State University*

**Session:** Friday, 11:20a-12:10p, *Old Georgetown*

Are academic advising sessions opportunities for teaching and learning? In this session, participants will look at the similarities between advising and teaching, then learn and practice a four-step pedagogical advising appointment.

**Abstract:** If you look for the word “teach” in a dictionary or thesaurus, you will see these definitions and synonyms: “to impart knowledge,” “inform,” and “illuminate.” For advising, similar words appear. So how can advising actually be teaching? In our session, we will explore one way of experiencing advising as teaching: the pedagogical advising appointment. Participants will learn, and then have an opportunity to practice, four steps for conducting an advising appointment that actively engages students in the learning process.

**Session Objectives:** (1) Be able to articulate at least five similarities between advising and teaching undergraduate students. (2) Know the four steps for conducting an advising session that is pedagogical in nature. (3) Be able to practice each step.

## What They Don't Know About Each Other Can Hurt Them

Steven Buzinski and Scott Roberts - *University of North Carolina, Chapel Hill and University of Maryland, College Park*

**Session:** Friday, 10:15a-11:05a, *Potomac*

Learn how your students' misconceptions of each other could be undermining their academic performance, and how you can help them correct and overcome it.

**Abstract:** No matter what you tell your students they should be doing, research suggests that beliefs about what their classmates are doing may have a greater impact on their behavior. The problem is that their assumptions are often wrong (a phenomenon known as “pluralistic ignorance”). If left unchecked, these inaccurate beliefs can lead to detrimental effects on students' wellbeing. Our novel research extends this phenomenon into the classroom and reveals that misconceptions may be causing otherwise capable students to underperform. We will discuss the evidence and, together, brainstorm strategies for combating pluralistic ignorance in our classrooms.

**Session Objectives:** (1) Define and discuss pluralistic ignorance, its theoretical causes, and why it's so problematic. (2) Share the results of a novel study demonstrating its detrimental effect on academic performance. (3) Brainstorm ways that instructors can combat the problem and empirically evaluate interventions.

## Dangerous Epistemologies: Improving Student Learning by Revising our Definitions

Stephen Carroll - *Santa Clara University*

**Session:** Thursday, 4:00p-5:15p, *Congressional*

In this interactive workshop, we'll consider how our epistemologies of learning and the assessment methods they foster subvert our pedagogical practices and hinder student learning.

**Abstract:** When we went to college, learning mostly meant acquisition of knowledge and skills and graduation rates were low. Over the past couple of decades, numerous revolutions have reshaped pedagogical practices. Yet, the ways we define learning and knowing have not changed—and graduation rates remain low. In this interactive workshop, we'll investigate our own definitions of learning and how those definitions shape the ways we measure and assess learning. We'll also explore new epistemologies of learning based on recent advances in brain-imaging and cognitive science and consider how they might reshape our pedagogical practices and enhance students' ability to succeed.



**Session Objectives:** (1) Recognize and understand some of the ways that current definitions of learning and knowing inhibit teachers' ability to teach effectively and students' ability to learn effectively. (2) Acquire and practice ways of thinking about learning that will help them overcome these barriers. (3) Be motivated to incorporate the latest scientific research/evidence about how people learn into their teaching practices. (4) Leave the session with a set of resources and experiences that will allow them to quickly integrate what they've learned into their teaching practices.

## **Two Apps that will Make Flipping the Classroom a Snap**

Molli Carter - *Delaware Technical Community College*

**Session:** Friday, 9:30a-10:00a, *Embassy*

Certain apps making flipping the classroom easy to implement. Explain Everything and Knowmia are two apps that flip the classroom and hold students accountable.

**Abstract:** Today's students have technology at their fingertips. How do we tap into the technology they are using in order to better-engage them in the classroom? Flipping the classroom is easier said than done, and there are apps out there that make the job easier! Explain Everything and Knowmia are two apps that make creating videos and activities for students to complete outside of class less stressful than one may think. Students are held accountable for their learning and teachers walk into the classroom knowing where to begin lessons and how to engage students in the material.

**Session Objectives:** (1) Learn the very basics of the Explain Everything App. (2) Learn how to create an assignment using Knowmia. (3) Discuss grading material done outside of class.

## **"Networked Learning Communities": Interdisciplinary Community of Practice on Student e-Portfolio**

Tushar Chaudhuri and Wai Yin Winnie Chan - *Hong Kong Baptist University*

**Session:** Saturday, 1:30-2:20p, *Old Georgetown*

The presentation illustrates a new model called "Networked Learning Communities" (NLC) derived from a cross-disciplinary CoP aimed at encouraging use of student e-portfolio

**Abstract:** The session looks at the impact of an interdisciplinary Community of Practice (CoP) at the Hong Kong Baptist University aimed at encouraging the university-wide use of student e-portfolios as part of course assessment. Twelve colleagues from different disciplines have engaged directly with each other and have acted like an invisible layer within the institution to initiate a culture of networked teaching and learning. Based on this experience, the presentation proposes a model of "Networked Learning Communities," which seeks to illustrate the buffering role of CoPs between the top-down and bottom-up approaches to the enhancement of teaching and learning in the university.

**Session Objectives:** (1) Illustrate the setting up and functioning of an interdisciplinary CoP to encourage the university-wide use of student e-portfolio for assessment. (2) The proposed model "Networked Learning Communities" (NLC) generated from the impact of the CoP on admin, academics, students, and other CoPs would be critically analyzed and evaluated. (3) Reflect on the feasibility of setting up interdisciplinary CoPs to enhance NLCs in their own teaching and learning contexts.

## **Eight Principles of Effective Online Teaching: A Decade-Long Lessons Learned**

Clara Man Cheung and John Cable - *University of Maryland, College Park*

**Session:** Saturday, 11:00a-12:15p, *Potomac*

This session presents a practical framework to evaluate online teaching and related lessons learned for a decade of teaching online project management courses.



**Abstract:** How can I develop high quality online courses? How can I know whether my online teaching is effective? How can I improve my online teaching skills? Come to join this session if you have any of these questions in your mind. We present a practical framework which enables you to systematically evaluate online teaching. Based on the framework, we discuss our lessons learned from a decade of teaching online project management courses. The discussion will help you develop new ideas to enhance online teaching practices, and thus empowers you to design and deliver more effective online courses in the future.

**Session Objectives:** (1) Evaluate online teaching in a systematic way. (2) Develop new ideas to enhance online teaching practices. (3) Apply learning to design and deliver more effective online courses in the future.

## **DiaNable: A Mobile Learning Tool for Self-Understanding of Science Core-Texts**

Hang Cheong Cheung and Ka Leung Ng - *The Chinese University of Hong Kong*

**Session:** Saturday, 2:00-2:20p, *Embassy*

DiaNable is an effective mobile learning tool which enhances students' understanding of science core-texts in a compulsory general education course.

**Abstract:** As a compulsory general education course in the Chinese University of Hong Kong, "In Dialogue with Nature", a science core-text course, provides an opportunity for students to reflect on how renowned thinkers investigate and understand Nature. Yet, students who have had little exposure to science find difficulties in understanding science texts on their own. In view of this, a mobile app DiaNable was developed, which serves as a reading companion and a self-evaluation tool to help students understand science texts. Students opined that DiaNable was helpful and user-friendly. Statistics shows that students who used DiaNable scored significantly higher in quizzes.

**Session Objectives:** (1) Learn about the use of mobile learning in a science core-text general education course. (2) Learn about the design of the mobile learning app—DiaNable. (3) Evaluate the effectiveness of implementing mobile learning in core-text education.

## **Assessing Students' Problem-Solving Skills and Social Responsibility across Disciplines**

Siu Yin Cheung, Kevin Yue, and Theresa Kwong - *Hong Kong Baptist University*

**Session:** Friday, 3:40p-4:00p, *Tiffany*

This paper reports findings of the impact of two CoP-focused pedagogies (problem-based learning and service learning) on students' attainment/improvement of problem-solving skill and social responsibility.

**Abstract:** With a goal of assessing students' attainment/improvement of problem-solving skill and social responsibility, a Community of Practice (CoP) at Hong Kong Baptist University was established in late 2013, with members from seven disciplines. Members adopted either Problem-Based Learning (PBL) or Service Learning (SL) teaching approaches in courses of their own discipline. This session reports preliminary findings of the effects of this CoP, through the adoption of PBL/SL, on students' perceived attainment of problem-solving and social responsibility attributes, and members' perceived impact on student learning. This session also shares common evidence collection instruments used in this CoP for outcomes assessment.

**Session Objectives:** (1) Report initial findings from a community of practice (CoP) study of the impact of adopting problem-based learning and service learning teaching approaches on students' improvement of problem solving skill and social responsibility. (2) Discuss the alignment between students' perceived attainment of the graduate attributes and teachers' feedback about the impact of the CoP on teaching and learning. (3) Describe how this CoP uses common outcomes assessment tools/methods for collective analysis of students' attainment of GAs across disciplines.



## Meaningful Work: Experiencing the Sacredness of the Teaching and Learning Relationship

Rupert Collister - *University of New Brunswick*

**Session:** Saturday, 1:30-2:20p, *Congressional*

This workshop explores the concept and experience of meaningful work through the eyes of the teachers themselves.

**Abstract:** Many, if not all of us live “a divided life.” Palmer says, “I yearn to be whole, but dividedness often seems the easier choice” (2004, p. 4). The dividedness Palmer describes is given more power when we do something that we know is contrary to our natural (but often submerged) way of being, or when we don’t do something that we know, or feel deep down, we should. This workshop explores meaningful work through the eyes of the teachers themselves. More specifically, it will explore how teachers experience the sacredness of the teaching and learning relationship.

**Session Objectives:** (1) Experience the reflective technique of ‘collaborative conversation’ (Collister, 2010). (2) Gain a deep understanding of the concept of meaningful work as it emerges from the work of Collister (2010), Fox (1994), and Palmer (2004). (3) Reflect deeply on professional lives in relation to the concept of meaningful work and the sacredness of the teaching and learning relationship.

## Teaching About Consensual Non-Monogamy in Relationships/Sexuality Courses

Ryan Curtis - *University of Maryland, College Park*

**Session:** Friday-Poster Session, 5:45p-6:45p, *Haverford Ballroom*

This presentation includes a discussion of teaching practices regarding consensual non-monogamy, including background theory, original data, and instructional strategies.

**Abstract:** In recent years, relationship science has produced innovative and provocative research focusing on consensual non-monogamy (CNM; e.g., “polyamory”). Despite CNM’s relevance to the field, college-level instructors may be slow to integrate information about CNM into their courses, especially in contemporary Western societies where monogamy is perceived as the normative, optimal relationship style and non-monogamy is heavily stigmatized. With this context in mind, the purpose of this presentation is to discuss approaches to teaching about consensual non-monogamy in the classroom, as well as comparative data on teaching CNM in college classes.

**Session Objectives:** (1) Learn about perspectives teachers have about instruction regarding consensual non-monogamy as a topic. (2) Learn about individual differences between teachers who do/do not teach this topic, as well as students who are/aren’t taught this topic. (3) Learn and engage in practical strategies to teach these topics in existing courses.

## Cooperative and Collaborative Learning: How are they Alike, How are they Different?

Neil Davidson - *University of Maryland*

**Session:** Saturday, 1:30-2:20p, *Severn*

Theory is tied to experience, so participants will engage in both collaborative and cooperative activities to highlight the differences.

**Abstract:** If you are puzzled by the distinction between cooperative and collaborative learning, welcome to the crowd! Confusion abounds on these concepts. In this theoretical and experiential session, we will straighten out the similarities and differences between the two approaches. To do so, we will compare them along several dimensions: root disciplines, underlying philosophy, role of the teacher, instructional practices, classroom management, research base, and several others.

**Session Objectives:** (1) Examine definitions and descriptions of cooperative learning. (2) Examine definitions and descriptions of collaborative learning. (3) Analyze the similarities and differences between the two approaches.





## Practical Implications of UDLI in Higher Education

Nigel Davies and Sandi Lane - *Appalachian State University*

**Session:** Thursday, 3:00p-3:50p, *Severn*

UDLI is an ever-evolving pedagogical philosophy and practice where course design and implementation are progressively refined to better support the heterogeneous needs of students.

**Abstract:** Universal Design for Learning and Instruction as a philosophical perspective for course design and facilitation in higher education. Courses designed from this perspective are learner and learning-centered, rather than content-centered and acknowledge that learning will continue beyond the class meetings, the course, and the university setting. Based on research of our efforts to design and implement UDLI courses, we will share many practical strategies for integrating the UDLI philosophy into course design and facilitation to support and enhance the learning of students.

**Session Objectives:** (1) Discuss how participants' course(s) would evolve based on the perspectives of Universal Design for Learning and Instruction (UDLI). (2) Identify practical strategies to design and implement UDLI in their courses. (3) Identify approaches for motivating and engaging students' learning.

## Student Feedback to Enhance Support Services in a Blackboard Community

Sandra Davis and Kayla Wright - *The George Washington University*

**Session:** Saturday-Round Table, 9:00a-9:30a, *Haverford Ballroom*

Effective virtual communities ensure that online students acquire the knowledge needed to efficiently utilize available services and resources and to be successful in online course.

**Abstract:** Student support services are resources that a university provides to facilitate learning and are essential to success and retention in online programs. The literature is replete with guidelines, policies, and evaluation measures for university support services. However, numerous online clinical programs require unique support services that differ from those provided by the university and yet clinical program support is an area that remains largely uninvestigated. In this presentation, we demonstrate how student feedback guided faculty and administrators in an online Nurse Practitioner Program with choosing an appropriate evidence-based model for providing effective program support and services within a Blackboard Community.

**Session Objectives:** (1) Discuss the role of Course Management Systems for programmatic support services. (2) Examine how successful virtual communities enable students to utilize services and resources to promote success. (3) Utilize an evidence-based models to create a virtual student support community.

## Teaching Without Talking: Educating Adult Reflective Practitioners

William Davis - *U.S. Army Command and General Staff College*

**Session:** Friday, 11:20a-12:10p, *Judiciary*

Presentation offers unique perspective on the education of adults. The participants will create lesson "flight plans" that provide a robust professional learning environment

**Abstract:** One of the most significant challenges for any educator is how to effectively communicate tacit knowledge to students. Being a professional educator and subject matter expert guarantees neither expert teaching by the faculty, or expert learning for students. This session provides theory-based proven techniques (developed over 15 years of graduate level seminar teaching) used to create an unequalled learning environment. The result of attending this session will be a faculty member who can reflect in action to construct a positive adult learning environment, thereby producing students that intricately appreciate the complexity of the subject matter.



**Session Objectives:** (1) Understand and appreciate the relationship among various adult education theories and principles that are the basis for the “flipped” classroom, the Socratic method, and increased student learning. (2) Develop an interactive, discussion-based lesson plan that increases learning and supports the development of a reflective professional. (3) Understand how questioning strategies can be developed to provide a classroom environment that requires critical thinking.

### **Change the Way Education/Training is Done: Train Me**

Kristi Dean - *Central Michigan University*

**Session:** Friday-Round Table, 8:00a-8:30a, *Haverford Ballroom*

The students are coming to class to learn; the delivery is being customized to their objectives.

**Abstract:** The evidence-based teaching that I am seeing with my students are they are coming to class to learn a specific skill or knowledge. They need to understand how computer software can help them in their daily life. My challenge is give the student what they want in terms of learning, every student is different. Evidence-based learning. How do you know? Because you can see the learning!

**Session Objectives:** (1) Give examples that pertain to the students. (2) Education is powerful; you cannot take the learning away from the student.

### **Teaching In China Without Knowing the Language**

Kristi Dean - *Central Michigan University*

**Session:** Saturday-Round Table, 9:00a-9:30a, *Haverford Ballroom*

An adjunct professor’s experience preparing for and teaching in China.

**Abstract:** Being offered the opportunity to teach over in China was the most rewarding experience. As an Adjunct Professor for over 10 years and then coming over to China without being out of the country for more than a few days, there was no way one could prepare for the diversity one would experience. Being an Adjunct my preparation was just like teaching in the United States now looking behind me with blinders on, how that the preparation did not prepare me for the cultural differences in the students.

**Session Objectives:** (1) Encounter others that have taught abroad.

### **Digital Storytelling: Creating Knowledge Through Self-Discovery**

Sarah Jane DeHaas and Justine Black - *Juniata College*

**Session:** Friday, 10:15a-11:05a, *Severn*

Digital Storytelling (DS) is a creative strategy for teaching and learning in higher education. Participants will learn how it can be incorporated into their courses.

**Abstract:** Digital Storytelling (DS) is a creative and valuable strategy for teaching and learning in higher education. Digital storytelling, appealing to the digital generation, allows students to create narratives that provide meaning and context to their lives (Alexander, 2013), thus, facilitating knowledge and shaping dispositions. Within this session, participants will learn the components of DS, learn how it was used in an undergraduate course, view examples of authentic student products, receive examples of rubrics for evaluating both content and production, as well as consider the use of this high level strategy into their discipline specific undergraduate and graduate courses.

**Session Objectives:** (1) Learn the framework and components of Digital Storytelling (DS). (2) Learn how DS is used as a mode of teaching and learning in an undergraduate course. (3) Using this information, participants will brainstorm how to integrate this valuable strategy into their discipline specific undergraduate and graduate courses.



## Preparing Millennial Students for Success: Lessons from Students and Alumni

Jaime DeLuca<sup>1</sup>, Jessica Braunstein-Minkove<sup>1</sup>, and Donna Grove<sup>2</sup> - <sup>1</sup>Towson University and <sup>2</sup>Hartford Community College

**Session:** Friday, 10:15a-10:35a, *Tiffany*

Presentation regarding conclusions drawn from extensive research investigating students' career preparedness. Recommendations offered for curriculum adaptations to best facilitate millennial student success in post-collegiate endeavors.

**Abstract:** Academic programs must constantly evolve in order to ensure that students are best prepared for success in a variety of post-collegiate endeavors. Accordingly, this session will discuss conclusions and implications drawn from extensive mixed method research investigating various elements of students' career preparedness based upon data collection centering on one University's Sport Management students and alumni. Results regarding current students and alumni perspectives on their career trajectory versus their academic preparation will be discussed, as well as recommendations for how to adapt curriculum to best engage millennial students, preparing them for success in highly competitive industries.

**Session Objectives:** (1) Outline the findings from a substantial research project focusing on one University's undergraduate sport management program's current students and alumni. (2) Recommendations for facilitating student acquisition of various experiential and professional skill competencies crucial to success in their post-collegiate careers. (3) Suggestions for how to evolve academic programs and curricula to best prepare students to meet industry needs.

## Autism Spectrum Disorders and the Higher Education Classroom

Leonard Demoranville - *Centre College*

**Session:** Saturday-Round Table, 9:00a-9:30a, *Haverford Ballroom*

Drawing from existing literature, participants will discuss helpful classroom strategies that increase student learning in higher education classrooms that include students with ASD.

**Abstract:** As an increasing number of students with autism spectrum disorders reach college campuses, a new set of challenges and opportunities are presented to faculty members. There are significant resources on how to assist students with ASD transition to college life outside the classroom. However, there is less literature addressing pedagogical techniques and their impact on learning by students with ASD. In particular, active learning techniques can present particular challenges to this student population. This roundtable discussion will present some of the existing literature on the topic as well as evidence from case studies on our campus.

**Session Objectives:** (1) Identify learning difficulties that are unique to or have greater impact on students with ASD. (2) Share strategies and techniques that have been demonstrated to aid learning for students with ASD. (3) Discuss the current scholarship relating directly to teaching students with ASD in the higher education classroom.

## Build a Better Classroom with Universal Design and Learning Styles

Jennifer Desiderio - *Eastern Michigan University*

**Session:** Friday-Poster Session, 5:45p-6:45p, *Haverford Ballroom*

This poster illustrates how one instructor evaluated her students' learning styles and used the results when redesigning the course according to Universal Design for Learning principles.

**Abstract:** With so much diversity in the classroom today, a one-size-fits-all approach to instruction often results in frustration and alienation for teachers and students alike. Universal Design for Learning (UDL) is a research-based framework targeting engagement, instructional strategies, and authentic assessment by considering the varied needs, strengths, and interests of students. If UDL strategies are the bricks with which we build a strong classroom, learning styles act as the mortar binding them together. This poster illustrates how one instructor





redesigned her classes to incorporate UDL guidelines informed by students' learning styles based on the Dunn and Dunn Model.

**Session Objectives:** (1) Name the three principles of UDL and articulate what they mean. (2) Name the six strands (with 25 elements) of the Dunn and Dunn Learning Styles Model. (3) Identify at least five strategies they can use in their own classroom, connecting them to both the Dunn & Dunn Model and the UDL framework.

### **Words vs. Numbers: Processing Qualitative Data**

Jacqueline Dewar - *Loyola Marymount University*

**Session:** Friday, 8:45a-10:00a, *Severn*

Participants will gain hands-on experience with analyzing qualitative data in order to draw and justify conclusions about student learning or other questions of interest.

**Abstract:** Participants will gain basic knowledge about dealing with qualitative data and increased confidence in their ability to draw and justify conclusions from qualitative data. We examine the strengths and weaknesses of qualitative and quantitative data as evidence in scholarly studies of student learning. Two approaches to analyzing (coding) qualitative data are presented. Concepts such as “inter-rater reliability” and “predetermined” and “emergent” categories are described in simple terms. Participants will engage in coding a data set both individually and with a partner, and will be given options for which coding techniques to practice. Accessible resources will be provided for future reference.

**Session Objectives:** (1) Gain basic knowledge. (2) Gain accessible resources. (3) Increased confidence in their ability to draw and justify conclusions from qualitative data.

### **Embodied Teaching and Learning: Evidencing the Significance of Non-verbal Communication**

Donna Dragon - *Bridgewater State University*

**Session:** Thursday, 4:00p-5:15p, *Ambassador*

Through investigating postural and gestural movements, participants in this inquiry-based experiential workshop gain skills in embodied education for application to teaching, learning and evidence-based education.

**Abstract:** Researchers estimate that 65% of human communication and social meaning occur through non-verbal signals, expression and behavior. Although crucial to understanding others and ourselves and functioning in the world, body movement leaves no evidence or artifacts. Therefore, skills in bodily-kinesthetic and personal intelligences often remain unconscious, undeveloped, and underutilized in educational settings. Through observing, analyzing, collaborating, and investigating postural and gestural movements, participants in this inquiry-based experiential workshop gain skills in movement analysis for application to teaching, learning, and evidence-based education.

**Session Objectives:** (1) Investigate and identify postural and gestural expressions and behaviors. (2) Apply skills in movement observation and analysis to teaching and learning. (3) Evaluate implications of non-verbal communication in evidence-based education.

### **Creating a Supportive Climate for Improving Teaching**

Stephen Ehrmann<sup>1</sup>, Eva Garin<sup>2</sup>, and Dawn Kemp<sup>2</sup> - <sup>1</sup>*University System of Maryland*, <sup>2</sup>*Bowie State University*

**Session:** Friday, 2:15p-3:30p, *Old Georgetown*

Our USM group has begun developing a list of strategies that climate for teaching improvement. Virtually all of these strategies have been tried one place or another, but rarely in systematic combinations.



**Abstract:** Faculty have complained that efforts to improve student learning in their courses aren't sufficiently appreciated. Sometimes this is framed purely about salaries and tenure. But the problem should be framed around strengthening faculty's intrinsic motivations to improve teaching. Psychological literature suggests that extrinsic incentives (analogous to using grades to motivate students) actually reduce intrinsic motivations. Discussions among directors of program/faculty development at the institutions at the University System of Maryland (USM) are therefore focusing mainly on intrinsic motivators—the experiences that reinforce the faculty member's own motivation to improve learning. Obviously there is no panacea for changing the climate for teaching improvement any more than there is a single magic way to make all students in a university even more eager to learn, so our USM group has begun developing a list of strategies that each can probably strengthen the climate for teaching improvement, at least a little bit. Virtually all of these strategies have been tried one place or another, but rarely in systematic combinations.

**Session Objectives:** (1) Help participants clarify their thinking about the ways to motivate faculty to continually improve their teaching. (2) Enlarge a list of strategies that can encourage faculty motivation to improve student learning in their courses. (3) Help participants and presenters develop their thinking about how to assess the climate/motivations for faculty to improve student learning.

## **Pervasive Improvement of Teaching: How Can Institutions Help It Happen?**

Stephen Ehrmann - *University System of Maryland*

**Session:** Friday, 8:45a-10:00a, *Judiciary*

How can institutions develop highly effective offerings? Research on course redesign in a state system has revealed a recipe with many ingredients.

**Abstract:** How can institutions help faculty develop more highly effective courses? Our research on eight years of course redesign in our university system has uncovered a surprising variety of enabling factors, from workload and budgeting policies to faculty culture, from physical infrastructure to training student learning assistants. In this session, participants will share their own examples of highly effective courses and the conditions that made them possible. Then, we will distribute and discuss a summary of our study's findings. Finally, we will discuss which of these enabling factors are most important, and why.

**Session Objectives:** (1) Learn to frame and analyze strategies that institutions could use to encourage and support faculty transform academic offerings. (2) Analyze whether it is realistic to raise our expectations about the degree of improvement possible for academic programs over a period of years. (3) Learn from other participants and the speakers how various institutions have created conditions for evolving, improving academic programs.

## **Supporting New Faculty Members: A Round Table Dialogue of Best Practices**

Stephen Ehrmann<sup>1</sup>, Joy Banks<sup>2</sup>, and Eva Garin<sup>2</sup> - <sup>1</sup>*University System of Maryland*, <sup>2</sup>*Bowie State University*

**Session:** Saturday-Round Table, 9:00a-9:30a, *Haverford Ballroom*

This round table discussion will focus on best practices for mentoring and supporting new faculty members. Presenters will share campus wide and individual college programs and provide participants with opportunities to share their experiences.

**Abstract:** The presenters of this round table discussion will share what our university is doing to mentor new faculty on the campus-wide level through the Center for Excellence in Teaching and Learning and on the individual college level. Our work with new faculty involves mentoring and workshops geared to support faculty as teachers, researchers and service minded members of our university community. We will address action research mini-grants for new faculty, book clubs and ongoing opportunities for professional growth.



*Session Objectives:* (1) Discuss best practices in new faculty development. (2) Leave with a clear understanding and appreciation for the challenges that new faculty face and a variety of approaches to meet these challenges. (3) Leave with a listing of excellent books used for new faculty book clubs.

### **Learning Assessment: Evaluating the Right Things the Right Way**

Ozgur Ekmekci - *The George Washington University*

**Session:** Friday, 8:45a-10:00a, *Ambassador*

The session will help participants explore methods available to instructors in higher education to assess students' knowledge, skills, and attitudes.

**Abstract:** The session will help participants explore methods available to instructors in higher education to assess students' knowledge, skills, and attitudes. Activities will be aimed at discussing the principles of effective learning assessment, critiquing assessment strategies, and developing assessments for learning events. Participants will work with a case provided to them to design an evaluation strategy that includes building feedback loops to facilitate formative assessment, as well as developing a rubric to be used for the summative assessment of learners.

*Session Objectives:* (1) Analyze the principles of effective learning assessment and the major methods used in higher education. (2) Identify the appropriate learning assessment method(s) for a given case. (3) Conceptualize a rubric that can be used to effectively assess learning, as guided by a specific set of learning objectives.

### **The Contemplative Classroom: A Glimpse at What Works**

Eric Ekstrand Elisabeth Whitehead, and Lisa Blee - *Wake Forest University*

**Session:** Friday, 2:15p-3:30p, *Judiciary*

Through examples of practical classroom applications participants will be introduced to contemplative pedagogy, which aligns the fruitions of mindfulness with traditional liberal arts learning outcomes.

**Abstract:** Participants will be introduced to contemplative pedagogy through examples of practical classroom applications. Contemplative pedagogy aligns the fruitions of mindfulness with traditional liberal arts learning outcomes. Further, it aims at educating the whole student and integrates learning inside and outside the classroom. Participants will be guided through activities for starting and ending class, for instructor and student self-care, and will examine lessons and assignments that link mindfulness with course content. Samples and handouts along with student reactions to these pedagogical practices will be shared. Participants will consider how these practices and principles might translate to their own teaching contexts.

*Session Objectives:* (1) Describe and give examples of mindfulness applications for teaching. (2) Reflect on their own reactions to a new pedagogical approach. (3) Integrate/apply these ideas to their own teaching contexts.

### **Creating a Video Explanation to Improve Teaching and Learning**

Susan Eliason - *Bridgewater State University*

**Session:** Saturday-Round Table, 9:00a-9:30a, *Haverford Ballroom*

Use data to identify and solve teaching problems so that students are more engaged in their own learning processes and successfully complete course expectations.

**Abstract:** Do you spend valuable class time explaining and repeating assignments or other course expectations? I found explaining a complex assignment took up the majority of class time resulting in negative student evaluations of course. Come and learn how to create materials so that students are more engaged in their own learning processes and meet course assignment expectations. Course evidence supports the use the video explanation for improving teaching and learning.



*Session Objectives:* (1) Identify difficulties students confront in their course(s). (2) Describe how to create videos to explain assignments or other course expectations. (3) Create an action plan to address concerns about student learning or their teaching practices.

## **DHHVAC: An Online Learning Community for Students with Hearing Loss**

Lisa Elliot - *Rochester Institute of Technology*

**Session:** Saturday, 1:30p-1:50p, *Potomac*

A virtual online community designed for socially isolated students will be described. The session will also engage participants in brainstorming for future pilot studies.

**Abstract:** Online forums often augment college coursework. While course-based forums increase socialization for the specific course, campus-wide, students with disabilities are often isolated. These students may not know peers or professionals who share their disability, interests, and aspirations. The Deaf STEM Community Alliance project created a model virtual academic community, the Deaf and Hard of Hearing Virtual Academic Community (DHHVAC), modifying social isolation and improving access to science, technology, engineering, and mathematics (STEM) information using innovative online resources. This presentation describes the project and facilitates brain storming with participants for creating pilot studies with other types of student groups.

*Session Objectives:* (1) Describe the components of an online learning community for students, faculty, and mentors that utilizes affordable, off-the-shelf technology. (2) Understand the barriers faced by students with hearing loss in mainstream postsecondary programs and how they can be overcome with an online learning community. (3) Explore the possibilities of implementing an online learning community for other groups of individuals.

## **“Let them have Technology”: Digital Literacy, Accessibility, and Underrepresented Students**

Elizabeth Ellis, C. Christopher Ferraioli, Andrew Nynka, and Tessy Thomas - *University of Maryland, College Park*

**Session:** Saturday, 1:30p-2:20p, *Cabinet*

This study investigates underrepresented students' perception of and potential challenges presented by digital technology in the classroom.

**Abstract:** Underrepresented students face a number of issues resulting in a widely observed achievement gap. With an increasing digital presence in higher education, it is important to acknowledge students' digital literacy and their access to required technology. This study investigates underrepresented students' perception of and potential challenges presented by digital technology in the classroom. Data was collected through in-depth interviews with underrepresented students at a public research university. The findings illuminate potential differences between what types of digital technology students expect to find in a classroom and what is actually encountered, as well as their ability to effectively use the technology.

*Session Objectives:* (1) Compare and contrast underrepresented student perceptions of digital technology in the classroom with scholarly standards. (2) Discuss the challenges underrepresented students face when critically engaging available digital technologies as college students. (3) Develop, based on presenters' research findings and participants' expertise, practically feasible ways for instructors to consider underrepresented student digital literacy and accessibility.



## Implementation of the Successful Emporium Model of Learning for Building Basic Chemistry Skills

Jahangir Emrani - *North Carolina A&T State University*

**Session:** Friday, 5:15p-5:35p, *Embassy*

This presentation will reveal how a technique successful in building basic math skills is relevant to chemistry.

**Abstract:** Emporium learning discovered about ten years ago at Virginia Tech, has successfully been applied to learning math for building basic math skills at many college and universities. This is the first report of implementation of Emporium learning model in chemistry to address high DFW rate in introductory chemistry courses. In the spring and fall of 2014, Emporium Model was implemented in one section each of “Foundations of Chemistry” at NCAT and were compared with traditionally taught sections as control. All sections used the same textbook, assessments, and in the fall of 2014, the same instructor. Enrollment in the emporium class in the spring was 16 and in the fall, 34. The control classes had 11 students in the spring and a total 108 students in three classes in the fall. In both semesters, the passing rate for the students in the emporium class ( 62% for the spring and 64% for the fall semester) were better than the passing rate for the students in the traditionally taught classes (25% for the spring and 47% for the fall semester).

**Session Objectives:** (1) Building basic chemistry skills. (2) Reducing DFW rates. (3) Implementing Emporium Model to chemistry.

## ConnectED: A Penn State York Library First-Year Experience

Barbara Eshbach - *Pennsylvania State University*

**Session:** Thursday, 5:30p-6:20p, *Severn*

A wealth of ideas for immediate implementation will be presented to help engage, motivate, and connect students to their campus in a unique way.

**Abstract:** The Penn State York library is piloting ConnectED, a first-year experience complete with Flash Forums, Speak Easies, a Marathon Read, ConnectED Talks, games, and special events, aimed at increasing social engagement and supporting first-year student success on their small commuter campus. The game-based library programming, which can be adapted for use in other academic settings, provides innovative opportunities for social engagement and integration in which students make meaningful connections with peers, faculty, and staff. This session provides an overview of the research project, ideas for creative programming, and an opportunity to experience the connection portion of the game.

**Session Objectives:** (1) Present innovative and creative programming ideas to engage and motivate students. (2) Discuss the importance of social engagement to student success and persistence. (3) Discuss student reactions, outcomes, and next steps for this first-year experience program.

## Digging Deeper: Building Rapport, Unlocking Student Potential Through Appreciative Advising

Mary Etienne, Eva Morgan, Alecia Duncan-Thomas, and Tawanna Terry - *Trinity Washington University*

**Session:** Friday, 8:45a-10:00a, *Potomac*

Participants will be introduced to the Appreciative Advising Model, learn the model's flexibility regarding different student populations, and apply some techniques through case study discussions.

**Abstract:** Appreciative Advising is a student-centered approach to advising that can provide faculty with a framework for supporting student learning as faculty advisors. Appreciative Advising is the collaborative practice of asking constructive, open-ended, and thought-provoking questions that help students heighten their educational experiences and achieve their dreams and goals through the realization of their potential (Bloom





et al., 2008). In this session, participants will be introduced to the Appreciative Advising model, learn about the model's flexibility when dealing with different student populations, and apply some of the model's techniques through engaging case study discussions.

*Session Objectives:* (1) Demonstrate to participants how the appreciative advising model can be used to enhance student interaction. (2) Detail the flexibility of the model and how participants can adapt and customize the model to their specific populations. (3) Showcase tools used to increase student engagement and motivation.

## **Enhancing Faculty-Student Communication: Out-of-Class Connections**

Bonnie Farley-Lucas - *Southern Connecticut State University*

**Session:** Friday, 2:15p-3:30p, *Cabinet*

This active workshop provides participants with an overview of applied research and specific strategies for enhancing faculty-student communication, particularly in out-of-class settings.

**Abstract:** Research clearly links faculty-student communication, and particularly out-of-class communication, to student motivation, success and retention. However, these topics are generally not explicitly addressed in faculty development efforts. This active workshop provides participants with an overview of applied research and specific strategies for enhancing faculty-student communication, particularly in out-of-class settings. Participants will reflect on their own teaching and learning, share best practices, and gather a list of behaviors and practices that faculty and students recommend for enhancing communication.

*Session Objectives:* (1) Cite key research findings on the importance of positive faculty-student communication, especially out-of-class communication. (2) Reflect on their own teaching practice. (3) List a number of specific strategies and practices that encourage and enhance out-of-class communication.

## **Why Flip? Should You Consider It? What Will It Take?**

Jessica Fautch - *York College of Pennsylvania*

**Session:** Thursday, 4:00p-5:15p, *Cabinet*

Participants will interactively brainstorm, observe technology, and discuss student engagement, motivation, and success using the flipped classroom. Participants will decide if the flip is it!

**Abstract:** As content is delivered outside the classroom as homework, and face to face time with the instructor is preserved for active learning and problem-solving, the flipped classroom is one approach to teaching a content-laden course. We will review the key elements of the flipped classroom and discuss one example of the flipped class. Workshop participants will learn whether they can use the flipped classroom to help improve student engagement, motivation, and overall success. It is highly recommended that session participants bring or have access to a tablet (or laptop or smart phone) for hands-on exploration of flipped technology.

*Session Objectives:* (1) Learn key elements of a flipped classroom, using discussion to align these elements to course activities. (2) Understand how one might implement the flipped classroom using technology in order to address "what isn't working" in the course and investigate tools used to assess the effectiveness of the flipped classroom. (3) Decide whether the flipped classroom would work in their course(s) after reviewing a sample of technology used to implement a flipped class.

## **Designing Teaching and Learning when Mobile Technologies Rewire Students' Brains**

Henry Findlay and Hyacinth Findlay - *Tuskegee University and Alabama State University*

**Session:** Friday, 4:45p-5:35p, *Judiciary*

Using a sustainable pedagogical model, participants will take away strategies that will enable them to design instruction to compensate for the rewired students' brains



**Abstract:** Neuroscientists inform us that the constant use of mobile phones, iPads and laptops is starting to change the brain's physical structure, affecting empathy levels, attention span and mental ability. Students are spending more of their normal sleeping time texting, using Facebook and Twitter, emailing, and surfing the Internet. The question arises as to how to design instruction, taking into consideration that students' brains are constantly being rewired. Using a sustainable pedagogical model, participants will take away strategies from this workshop that will enable them to design their teaching to compensate for the sleep deprived students.

**Session Objectives:** (1) Enable participants to get a better understanding of the impact of mobile technologies on students' brains, their attention span, and mental ability and how to design instruction to achieve greater academic performance. (2) Provide strategies for participants to design their teaching to compensate for the sleep deprived students and at the same time, create deeper and more lasting learning. (3) Introduce a sustainable pedagogical model that has been successfully used to create deep and lasting learning.

### **Building a Community of Reflective Teachers: The West Point Model**

Stephen Finn, Robert Nahabedian, Renee Ramsey, and Bridgette Bell - *United States Military Academy*

**Session:** Friday, 3:40p-4:30p, *Old Georgetown*

In this session, instructors at West Point share their experiences of being part of a unique and active community of reflective teachers.

**Abstract:** In this session, the presenters discuss a variety of faculty development programs at the United States Military Academy (West Point). At West Point, a variety of faculty development programs and initiatives are used to sustain a community of reflective teachers. Such programs include: the "Master Teacher Program" (a 2-year faculty development course); "arriving faculty workshops" (intensive departmental workshops that include teaching workshops); "lesson conferences/communal grading" (course-level practices seeking to standardize the learning experience across sections of a course). Such practices have succeeded in creating a community within which faculty members frequently share pedagogical knowledge and techniques.

**Session Objectives:** (1) Be familiar with West Point's "Master Teacher Program" and its other faculty development programs. (2) Understand different techniques for growing a community of reflective teachers. (3) Be able to use ideas from this session to improve or expand upon their own institution's faculty development programs.

### **Using Backward Design and VALUE Rubrics for Assignment Design**

Rebecca Foco - *University of Massachusetts, Lowell*

**Session:** Friday-Poster Session, 5:45p-6:45p, *Haverford Ballroom*

This poster introduces an approach to designing and assessing assignments using backward design and the AAC&U VALUE (Valid Assessment of Learning in Undergraduate Education) rubrics.

**Abstract:** This poster introduces an approach to designing effective assignments and assessing those assignments using a combination of backward design and the AAC&U VALUE (Valid Assessment of Learning in Undergraduate Education) rubrics for essential learning outcomes. It describes the process of incorporating critical thinking skills into an introductory public health course. The poster includes: (A) an introduction to the VALUE rubrics and their intended uses; (B) a classroom exercise to introduce the concept of critical thinking; (C) an outline of the backward design process used to create the assignment and assessment rubric; (D) the assignment; and (E) the rubric.

**Session Objectives:** (1) Design course assignments using the VALUE rubrics. (2) Construct course assessment rubrics using the VALUE rubrics. (3) Incorporate critical thinking exercises into introductory-level courses.



## Increase Student Learning and Performance by Promoting Mental Toughness

Kathleen Gabriel – *California State University, Chico*

**Session:** Friday, 11:20a-12:10p, *Cabinet*

Introducing students to the four aspects of mental toughness (commitment, confidence, challenge, and control) can be a valuable tool for increasing student retention and success.

**Abstract:** Most students begin college determined to be successful. However, when academics become strenuous, students may waiver in their attendance and effort. Their learning and performance can be negatively affected. Bligh (2000) notes “student motivation is an important factor affecting the performance of students” (p. 57). Nevertheless, faculty can help students increase resilience by teaching them about the four aspects of mental toughness (commitment, confidence, challenge, and control) (Clough and Strycharczyk, 2012). As students grow and develop their own mental toughness, their academic performance will improve as they put forth a best effort and not give-up when facing challenges.

**Session Objectives:** (1) Define and describe the four “c”s of mental toughness (commitment, confidence, challenge, and control) and the connections to “GRIT.” (2) Describe research connections between student mental toughness and their resilience and retention in college programs. (3) Explore various activities and exercises that help students build their own mental toughness.

## What’s In it for Me (Motivation and Engagement)?

Margaret Garroway - *Howard Community College*

**Session:** Friday, 10:15a-11:05a, *Cabinet*

Hear the voices of successful students that reveal what helped them persist and complete. Examine ideas for motivation and engagement from their success.

**Abstract:** What makes first-year college students successful? Faculty and staff conducted interviews with previous students who had excelled to identify success factors. The presenter reviewed the literature, talked to instructors at other colleges, and explored ideas for providing success strategies to first-year students. Focusing on areas related to motivation and engagement, a team of faculty and academic support staff created ideas for implementing these strategies in a first-year seminar course and then measured outcomes of related objectives for that seminar course. Find out what happened when instructors and students looked at “What’s in it for ME?”

**Session Objectives:** (1) Compare what made them successful in college with what students at the presenter’s college noted made them successful. (2) Based on current literature on motivation and engagement, participants will analyze what activities might help these students succeed. (3) Discover how well students were able to apply success strategies they learned and discuss ideas for improvement.

## Using Simulations to Train Future Teachers

Roberta Gentry - *University of Mary Washington*

**Session:** Saturday, 11:45a-12:15p, *Embassy*

This presentation will delineate what we know and do not know about the use of simulations in teacher preparation programs.

**Abstract:** Simulation involves participating in a very real learning experience that closely resembles an actual setting. This presentation will delineate what we know and do not know about the use of simulations in teacher preparation programs. Based on a literature review, the advantages and disadvantages will be shared with the audience.

**Session Objectives:** (1) Review of literature for computer simulations in teacher education. (2) Discuss the advantages and disadvantages of computer simulation in education. (3) Discuss incorporation of simulation in a teacher education program for initial licensure candidates.





## One-Minute Activities to Help Students Prepare Brains for Learning

Jennifer Gibbs, Jennifer Smith, and Anne Douds - *Pennsylvania State University, Harrisburg*

**Session:** Friday, 10:15a-11:05a, *Old Georgetown*

Demonstrations of one-minute class activities to tap into five elements to prep brains for learning: (1) nutrition; (2) hydration; (3) oxygen; (4) exercise; and (5) rest.

**Abstract:** The SoTL literature indicates the brain needs five things to be prepared to learn: (1) nutrition; (2) hydration; (3) oxygen; (4) exercise; and (5) rest. Ignoring the assumption that instructors have little control over these, we designed one-minute activities touching on each element that easily can be incorporated into college classes. The purpose of this session is to briefly review the main findings in the SoTL literature, demonstrate the activities developed, and to brainstorm new activities.

**Session Objectives:** (1) Identify five elements necessary to prepare the brain to learn. (2) Perform one-minute techniques, which tap into each of the five elements the brain needs to learn and which can easily be incorporated into classrooms. (3) Brainstorm other activities based on brain-based learning that can be incorporated into classrooms.

## Effectiveness of Short Activities to Prep Students' Brains for Learning

Jennifer Gibbs Jennifer Smith, and Anne Douds - *Pennsylvania State University, Harrisburg*

**Session:** Friday-Poster Session, 5:45p-6:45p, *Haverford Ballroom*

Empirical assessment of one-minute class activities to tap into five elements to prep brains for learning: (1) nutrition; (2) hydration; (3) oxygen; (4) exercise; and (5) rest.

**Abstract:** Drawing from the work of Doyle, we developed a series of one-minute activities addressing each of the five elements needed to prep the brain to learn: (1) nutrition; (2) hydration; (3) oxygen; (4) exercise; and (5) rest. We incorporated these activities into multiple sections of two undergraduate courses during a review for one of three exams, expecting that students will perform better on that particular exam (that is, having learned more during the review incorporating the brain-based learning activities). This session will present the empirical results on the effectiveness of these activities on student learning.

**Session Objectives:** (1) Identify five elements necessary to prepare the brain to learn. (2) Review one-minute techniques, which tap into each of the five elements needed to prepare the brain to learn and which can easily be incorporated into classrooms. (3) Describe an evaluation of the influence of these activities on student learning and discuss other factors that may have confounded the results and improvements for future study.

## Whew! It's a Multiple Choice Test, This Will Be Easy!

Deet Gilbert and Kelly Patkus - *Johnson and Wales University*

**Session:** Friday, 3:40p-4:30p, *Ambassador*

This workshop will help instructors at all levels, and in all fields, write higher order, challenging multiple choice questions.

**Abstract:** Writing effective, higher order multiple choice questions can be a challenge for even the most seasoned instructor. This type of assessment is fast, objective and easy to use. There is, however, a misconception that multiple choice questions are inherently easy and many students think they can guess the correct answer. In this session, participants will pick up tips and strategies that can be used to write more effective multiple choice questions. This seminar will be useful for anyone who uses this type of assessment. Attendees will leave with the knowledge and tools which will help them become better test writers.

**Session Objectives:** (1) Provide participants strategies to write higher order, more effective multiple choice questions. (2) Provide participants with information that will assist them in writing less confusing multiple choice questions. (3) Build confidence in writing questions which cover learning objectives and outcomes.



## Service-Learning: Helping the Community Helps Students

Margaret Gilmore - *Capital University*

**Session:** Friday, 11:50a-12:10p, *Embassy*

Discussion will include challenges and benefits of executing a service-learning course, and highlighting the student outcomes and opportunities resulting from participation in this service-learning course.

**Abstract:** Today's undergraduate learners are eager to connect classroom academic theory to the "real world" post-graduation. The presenter's practice-based research from the 2008-2014 academic years indicates that students strongly benefit from for-credit courses where active learning occurs from providing a relevant, needs-based service to the community applying their academic knowledge. This session will discuss an undergraduate business course structured around service-learning, partnering with the Internal Revenue Service's Volunteer Income Tax Assistance (VITA) program. Discussion will include the challenges and benefits of executing a service-learning course, as well as highlighting the student outcomes and opportunities resulting from participation in this service-learning course.

**Session Objectives:** (1) Gain knowledge about service-based learning as used in the undergraduate classroom for business courses. (2) Gain knowledge regarding the challenges and benefits of structuring a course to include service-based learning. (3) Gain knowledge of student outcomes and opportunities presented by participation in service-based learning.

## Using Scaffolding to Encourage Self-Directed Learning in Your Course

Ellen Goldman and Elizabeth Ruckert - *The George Washington University*

**Session:** Friday, 2:15p-3:30p, *Embassy*

This workshop will use full-room discussion and paired and individual work to help participants enhance the self-directed learning approaches in their courses.

**Abstract:** This workshop will help participants enhance the self-directed learning (SDL) approaches in their courses. Participants will self-evaluate their own learning preferences and attitudes, and assess the implications on their use of SDL. Past experiences with SDL will be discussed and compared to the challenges reported in the literature. Grow's stages of SDL will be used to catalyze discussion regarding differing SDL roles and strategies for faculty in response to varying learner characteristics. Participants will have the opportunity to design an SDL activity/assignment or revise a current one with support from the workshop facilitators.

**Session Objectives:** (1) Discuss the challenges to self-directed learning and keys to effective SDL experiences. (2) Differentiate the four stages of self-directed learning and associated teaching strategies. (3) Formulate/reformulate a classroom activity that incorporates self-directed learning for an upcoming course.

## Intimate Narratives: The Deeper Beauty of Transformative Art

Scott Gordley - *Montclair State University*

**Session:** Friday-Poster Session, 5:45p-6:45p, *Haverford Ballroom*

This presentation addresses a visual artist's understanding of the importance of our "lived" moments—acknowledging the aesthetic beauty in our ordinary experience can help to heal and unify the divided self.

**Abstract:** Presentation offers insight into the creative process through daily observation of "lived" moments including visual narrative journals, observational commentary and an examination of individual internal self reflection. Samples of student work documenting the process as well as images of professional artist's work that focus on the "everyday (and often mundane on the surface) life experience probing the deeper meaning of ordinary experience.

**Session Objectives:** (1) Discussion relating to student engagement. (2) Seeing the deeper meaning of "ordinary" moments. (3) Students learn to understand the "self" through minute observation of the world around them.



## Developing, Implementing and Evaluating a College-Wide Inter-Professional Case Study

Kathleen Gould, Andrea Barton, and Karen Helmuth-Day - *Towson University*

**Session:** Friday, 11:20a-12:10p, *Severn*

This presentation will elaborate on development, implementation and evaluation of a case study event designed to encourage student understanding of the importance of inter-professional collaboration.

**Abstract:** For fourteen years, the College of Health Professions has been uniting students from across program areas through participation in an Inter-Professional Case Study Workshop. The most recent event included 300 students from the college and Family Studies students from the College of Liberal Arts. These students participated in an inter-professional learning opportunity to prepare them for workforce collaboration beyond their specific discipline. This presentation will elaborate on the development of the case, implementation of the event and evaluation of student attitude change regarding inter-professional collaboration.

**Session Objectives:** (1) Understand the importance of inter-professional education. (2) Become familiar with the process used to develop and implement the case study to meet the learning needs of the pre-professional student participants. (3) Articulate steps taken to evaluate the outcomes related to student attitude change after participation in the case study event.

## Free Up Your Teaching with Quality No-Cost Educational Resources

Eileen Grodziak, Karen Kackley-Dutt, and Kathy Jackson - *Pennsylvania State University*

**Session:** Thursday, 3:00p-3:50p, *Congressional*

Using a case study and scenarios, workshop attendees will collaboratively identify selection and use factors of free STEM resources and determine their appropriateness.

**Abstract:** How do instructors find free educational materials for their undergraduate teaching? What considerations do they make in selecting resources? Once selected, how are they used in the classroom? How are they evaluated? This interactive workshop will explore the case study of an undergraduate biology instructor who uses a variety of free and open educational resources. Participants will use a model the presenters developed for evaluating and using free resources in an undergraduate course. Participants will also leave with several HHMI BioInteractive materials that are used in the workshop and that are applicable to a number of STEM disciplines.

**Session Objectives:** (1) Identify considerations for the selection and evaluation of free educational resources. (2) Identify classroom uses of free resources. (3) Explore a collection of STEM no-cost educational resources.

## Beyond Lecture Capture: Using Video Technologies Outside the Classroom

Daniel Guberman - *East Carolina University*

**Session:** Friday, 8:45a-9:15a, *Embassy*

Explore how lecture capture technologies may be used outside the classroom to teach course material, give feedback, and create innovative assignments.

**Abstract:** Universities around the country are promoting technology solutions for recording and capturing teaching. However, many teachers are intimidated by lecture capture technologies, which can alter the classroom experience. In this presentation, I share how I use these technologies outside of the classroom to fulfill a variety of needs, from introducing or reviewing important topics, to giving feedback on large assignments. Ultimately, use of these technologies elsewhere makes classroom time more efficient and effective. In addition, I share other implementations of these technologies and best practice strategies based on an in-progress study by a faculty research group.

**Session Objectives:** (1) Learn about the types of technologies available for creating audio and video content. (2) Strategies for efficiently making effective content. (3) Practical applications for these materials in a range of classes.



## Motivating First Year University Students by Interdisciplinary Study Projects

Manfred Hampe and Andrea Dirsch-Weigand - *Technische Universität Darmstadt*

**Session:** Friday, 4:45p-5:05p, *Tiffany*

The Technische Universität Darmstadt succeeds in increasing the study commitment of more than 2000 freshmen each year by didactically elaborated interdisciplinary study projects.

**Abstract:** In order to increase student commitment from the beginning of their university careers, the Technische Universität Darmstadt teaches interdisciplinary study projects for more than 2000 first year students per annum. The educational idea is based on the experience of competence, autonomy and social involvement as the foundation of intrinsic motivation and is reflected by an elaborated didactic concept including sophisticated task design as well as technical and team assistance. Evaluation results show a large achievement in intrinsic motivation factors: Students perceive themselves as competent professional representatives. The teams are highly integrative and gain an extensive level of self-organization.

**Session Objectives:** (1) Exemplify the Good Practice of Interdisciplinary Study Projects for Engineering Students at Technische Universität Darmstadt. (2) Explain the Motivational and Didactic Concept of Interdisciplinary Study Projects. (3) Demonstrate the Effectiveness of the Motivational and Didactic Concept.

## Traditional, Hybrid, and Online Courses: A Comparison from the Trenches

Cristina Hanganu-Bresch - *University of the Sciences*

**Session:** Saturday, 11:00a-11:30a, *Embassy*

This session compares the traditional, hybrid, and online sections of a scientific writing course and offers encouragement and practical guidance for adopting a hybrid format.

**Abstract:** While both hybrid and online courses place the primary responsibility of learning on the learner (Caulfield, 2011), they tend to sacrifice some of the sense of class community and cohesion that can be potentially built in traditional courses. I describe in this session a Scientific Writing course taught in all three formats (traditional, hybrid, and online only) and I encourage the adoption of a hybrid format as the one that best stimulated students to take charge of their own education while preserving a sense of classroom cohesion.

**Session Objectives:** (1) Compare teaching traditional, online, and hybrid sections of the same course in terms of student satisfaction and course goal achievement. (2) Offer guidance in selecting one format over another. (3) Identify creative and successful strategies in the process of turning a traditional course into a hybrid one.

## Engaging Traditions: Embrace and Release in Learning

Michael Harford - *Morehead State University*

**Session:** Friday-Poster Session, 5:45p-6:45p, *Haverford Ballroom*

Embrace and release are elements of student teacher transactions, transactions that have traditions challenged by the change of converging media.

**Abstract:** The traditions in learning through college courses have proven successful. Technology use has created a variation in traditional student and teacher interactions. This presentation reviews traditions and change in learning transactions, suggesting that life retains traditions for very good reasons.

**Session Objectives:** (1) Identify traditions in student and teacher transactions. (2) Examine the change in traditions through converging media. (3) Consider the embrace and release in learning.



## Dynamic Lecturing: Seven Strategies to Increase Learning

Christine Harrington - *Middlesex County College*

**Session:** Saturday, 11:00a-12:15p, *Cabinet*

Lecturing (if done well) works! Come explore seven strategies that you can easily incorporate into your lectures to increase student learning.

**Abstract:** Don't stop lecturing! Research shows that lecturing is one of the best ways to teach novice learners (also known as in the first years of college). Come explore how to maximize the effectiveness of your lecture by activating prior knowledge, zooming in on the most important concepts, integrating brief opportunities to reflect and process information, effectively using examples and multi-media, incorporating retrieval practice opportunities, and using effective questioning. You'll walk away with seven easy to implement strategies designed to increase learning.

**Session Objectives:** (1) Discuss research that supports lecturing (if done well!). (2) Identify seven strategies that will increase student learning during lectures. (3) Be able to immediately apply these strategies in their classrooms.

## In Few They Trust: Student Responses to GSS Trust Question

Todd Harris - *Bridgewater State University*

**Session:** Saturday, 1:30-2:20p, *Judiciary*

In this session, a simple model of trustworthiness will be presented and specific suggestions for building trust in the classroom will be discussed.

**Abstract:** Asked a long-standing social science survey question, "Generally speaking, would you say that most people can be trusted or that you can't be too careful in dealing with people," less than 15% of undergraduate business students at a large northeastern university indicated that most people can be trusted. These results are consistent with national norms for Millennials. In this session, a tri-partite model of trustworthiness will be presented, as well as specific suggestions for building trust in the classroom. Session attendees will also be given the opportunity to complete a brief "practices of trust" self-assessment and action plan.

**Session Objectives:** (1) Explain a simple three-part model of trustworthiness. (2) Assess their own levels of trust as well as those of their students. (3) Develop a personalized action plan to increase trust in their classrooms.

## Facilitating Diversity and Transformative Dialogue in the Online Learning Environment

Rebekah Hazlett-Knudsen - *University of North Carolina, Pembroke*

**Session:** Friday, 4:45p-5:35p, *Congressional*

This presentation explores the benefits and limitations of online transformative learning and provides example(s) of facilitating transformative dialogue in the online learning environment.

**Abstract:** Drawing from the transformative learning and online course development literature, this presentation engages participants in the development of online transformative dialogue. This presentation explores many of the benefits of transformative dialogue in the online learning environment and identifies the limitations of integrating student diversity into online learning. Participants are provided with strategies for supporting students' diversity of identity and facilitating ongoing transformative dialogue within the online classroom. Participants will be provided with an example of planning for online transformative dialogue, using the presenter's online forensic social work course.

**Session Objectives:** (1) Identify the pedagogical benefits of engaging student differences through transformative dialogue in the online environment. (2) Identify opportunities and strategies for the development of online transformative dialogue, using both synchronous and asynchronous web-based and course platform tools. (3) Identify the benefits of and consider opportunities for the development of transformative dialogue exercises, specific to their own online classrooms.





## Impact of Mobile Technology on Student Attitudes, Engagement, and Learning

Houston Heflin - *Abilene Christian University*

**Session:** Friday, 3:40p-4:30p, *Cabinet*

This presentation shares results of a study examining student engagement and higher order thinking skills in cooperative learning environments both with and without mobile devices.

**Abstract:** This presentation shares the results of a study examining student engagement and higher order thinking skills in a cooperative learning environment both with and without mobile devices. The study was conducted with 170 university students in three different randomly assigned learning groups, one using mobile technology, one without the technology but using best practice, and one using common practice. Results compare the groups in four areas: 1) attitudes toward the learning activities, 2) performance on learning tasks, 3) perceptions of mobile devices and 4) engagement with both peers and instructor.

**Session Objectives:** (1) Explore the benefits and challenges of using mobile devices in cooperative learning activities. (2) Discover the differences in student attitudes, engagement, and learning in a cooperative learning setting with and without the use of strategies centered on mobile devices. (3) Identify strategies for aiding faculty as they determine how and when they will use mobile technology in their classroom.

## iBooks: Publications and Interactive Course Materials for Online Teaching

Edwina Helton and Jeffrey Jones - *Indiana University East*

**Session:** Friday-Round Table, 8:00a-8:30a, *Haverford Ballroom*

In this interactive presentation, participants will explore top uses for iBooks integration into online teaching as well as learn about assessment outcomes drawn from their use in English and Humanities courses.

**Abstract:** In this interactive presentation, participants will explore top uses for iBooks integration into online teaching. Apple's iBooks Author software has many potential applications, including the ability to create content rich books, textbooks and interactive course materials for the iPad and Mac Computer. This presentation will include discussion of all three applications for online teaching, including examples of how to create your own works as well as examples of currently distributed materials.

**Session Objectives:** Following a demonstration of steps on how to build materials, participants that have brought their own MacBook Air or MacBook Pro computer to the session will: (1) Practice iBook basic material building functions. This will include copying, pasting and formatting text; dropping and formatting images; and converting and dropping video and audio into a sample iBook. (2) Learn how to use the iBooks app to download an iBook from the Apple iBooks Store. (3) Also learn how to browse an iBook once downloaded.

## How Hybrid Courses Promote Higher Level of Teaching and Learning

Oren Hertz - *Johnson & Wales University*

**Session:** Friday, 11:20a-12:10p, *Congressional*

With the rapid development of technology, hybrid course delivery is becoming the norm. The advantages of delivering some of the material online will be revealed.

**Abstract:** The value of the research of this presentation is beneficial to anyone in academia. With the rapid development of technology, hybrid course delivery is becoming the norm. Front-loading valuable information online and guiding students in class appears to be an effective way of connecting with students, particularly Millennials, and deliver content using a familiar platform for Millennials as well as students of other generations. Researched information will be shared as well as student testimonials. Additionally, examples of content and effective hybrid course construction will be shared. Emphasis on academic rigor is placed throughout the presentation.



*Session Objectives:* (1) Understand how hybrid courses elevate academic rigor and promote a higher level of learning. (2) Review the benefits of developing and teaching hybrid courses. (3) Compare hybrid courses with traditional course delivery and assess the benefits of hybrid courses.

### **Teaching Partner Program: Professional Development Through Safe Collaboration**

Nabila Hijazi and Douglas Kern - *University of Maryland, College Park*

**Session:** Thursday, 5:30p-5:50p, *Potomac*

Since professional development has undergone change from a one-time workshop approach to more collaboration, this presentation focuses on teacher interaction to support future faculty training.

**Abstract:** Professional development for teachers has undergone change from a one-time workshop approach to a more reflective, and collaborative structure. With this in mind, this presentation will focus on peer interaction among experienced instructors to support future faculty training. In order to evaluate the effectiveness of such a program, this presentation will focus on this research question: How does implementation of a Teaching Partners Program (TPP) serve as a source of peer support and influence teacher professional development?

*Session Objectives:* (1) Professional development for teachers through collaboration and reflection. (2) Encourage active and professional learning among future faculty. (3) Explore research regarding peer pedagogical support programs in higher education.

### **Impact of Mobile Technology on Student Attitudes, Engagement, and Learning**

J. Dodi Hodges and Jennifer Shinaberger - *Coastal Carolina University*

**Session:** Friday-Poster Session, 5:45p-6:45p, *Haverford Ballroom*

**Abstract:** The Assessment Institute at CCU was developed to improve the culture of assessment across the university. The institute is designed to help faculty make the connections between classroom assessment, scholarship of teaching and learning, program goals, and university accreditation. The institute strives to continue our progress in assessing our programs and classes to improve student learning. To effectively improve programs and classes, the institute assists faculty in learning how to effectively assess our students, then our courses, and finally our programs. Attendees include Associate Provosts, Associate Deans, Assessment Coordinators, Department Chairs, Program Coordinators and faculty.

*Session Objectives:* (1) Description of Assessment Institute at CCU. (2) Discussion on connecting classroom assessments to Courses for continuous improvement to satisfy accreditation requirements. (3) Discussion on connecting course and program objectives for continuous improvement and SOTL research to satisfy university accreditation.

### **A Comprehensive Guide to Learning Activities in College Teaching**

Mark Hofer - *College of William & Mary*

**Session:** Thursday, 5:30p-6:20p, *Ambassador*

In this session, participants will review a comprehensive taxonomy of learning activities and explore how to use it to enhance their teaching.

**Abstract:** To create an optimal learning experience for students, faculty must draw on their knowledge of their disciplinary content as well as their knowledge of pedagogy to match the characteristics of the content with the instructional technique employed (Shulman, 1986, Ball, 2000). While many excellent texts on college teaching exist, few offer practical guidance on selecting pedagogical strategies from among a variety of alternatives. In this session participants will review a comprehensive taxonomy of learning activities derived from the literature on college teaching and learning and explore how they can be selected and combined in ways that enhance student learning.



*Session Objectives:* (1) Explore a comprehensive taxonomy of learning activities derived from the scholarship of teaching and learning in higher education. (2) Engage in an interactive exercise that will challenge them to match the affordances of particular learning activities with the substance and key features of their course content. (3) Leave with guided thinking tools that they can use in their course development to select and combine a variety of learning activities in their teaching.

## **Integrating Accessible and Compliant Video to Your College LMS**

Anthony Hoos<sup>1</sup>, Peter Eberle<sup>2</sup>, William Gardener<sup>2</sup>, Michael Ridenour<sup>2</sup>, and Nicole Hill<sup>2</sup> - <sup>1</sup>Howard Community College and <sup>2</sup>Penn State Fayette, The Eberly Campus

**Session:** Saturday, 2:00-2:20p, Potomac

Enriching online courses with accessible and compliant video resources (captioning) to enhance the overall learning experience is not as difficult as it is achievable.

**Abstract:** Enriching online courses means using accessibly compliant multimedia resources to compel and enhance the overall learning experience. Creating or reliably accessing those materials has proven difficult. Consider closed-captioning... across the board from academics to commercial industries... the Rehabilitation Act and the American With Disability Act mandates that digital content must be receivable to all human senses dependent on student's needs, regardless of where this content resides. However, reliable captioning remains elusive. This session will also examine the technical and financial costs for digital/video transformation, Universal Design, and short-term work-arounds for making videos accessible as per ADA compliance.

*Session Objectives:* (1) Clearer understanding of the process of creating & uploading compliant video. (2) Differentiate between types of video assets (SD and HD), media players and video sharing platforms, onsite and offsite. (3) Better understand the financial and technological costs associated with ADA compliance as well as non-technological workarounds such as Peer Mentoring.

## **Do Foreign Language Reading Lessons Shape our Students' World Knowledge?**

Hulya Ipek - *Anadolu University*

**Session:** Friday-Poster Session, 5:45p-6:45p, Haverford Ballroom

This study suggests that the topics covered in English as a Foreign Language classes contribute to the world knowledge of the students.

**Abstract:** The background knowledge of students is very important in reading comprehension lessons because such knowledge aid reading comprehension and language learning. Thus, topics covered in reading lessons may contribute to the world knowledge of students and act as background knowledge which enhance comprehension and language development. This study is guided by the fact that the more students are familiar with a reading topic the more comprehension will occur. It was conducted with 48 students of English as a Foreign Language (EFL). The results indicate that most of the topics in the reading lesson added to the students' general knowledge.

*Session Objectives:* (1) Be informed about the importance of world knowledge in language learning. (2) Observe that language classes also serve to enhance students' world knowledge. (3) Get an idea of how to help students to improve their world knowledge.

## **EFL Students' Views on Facebook**

Ilknur Istifci - *Anadolu University*

**Session:** Friday-Poster Session, 5:45p-6:45p, Haverford Ballroom

The purpose of this session is to describe original research investigating the attitudes of EFL university students on the use of facebook; do students accept facebook as an education tool.





**Abstract:** This study tries to find out views of EFL university students on Facebook via a questionnaire. In the application of the questionnaire, apart from the personal information about the students, 52 questions in four parts were asked in order to detect the acceptance of Facebook, the purpose of use and their opinions on the educational use of Facebook. Findings emerged related to every aim of the study. Some conclusions were drawn from the findings gained in the study. Based on the results, the study was concluded by some implications to use Facebook in education.

**Session Objectives:** Student perceptions of the educational use of Facebook.

## **Self-Directed Learning: Fostering Students' Learning Skills with Today's Technologies**

Kathy Jackson and Crystal Ramsay - *Pennsylvania State University*

**Session:** Saturday, 11:00a-12:15p, *Judiciary*

Many benefits are attributed to self-directed learning (SDL). In this session, participants will use case studies to explore how to best put SDL into practice.

**Abstract:** While there are slight variations on how educators define self-directed learning (SDL), there are several commonly accepted tenets. Learners who are owners and managers of their learning are self-directed learners; they are motivated to self-manage and self-monitor their learning (Garrison, 1997). Many benefits are attributed to SDL and yet not all instructors know how to support it and are not able to go beyond raising student awareness of their role in learning. In this session, we'll share case studies of technology tools used to put SDL into practice and participants will plan SDL strategies for a provided student profile.

**Session Objectives:** (1) Identify the three components of self-directed learning. (2) Evaluate case studies where SDL approaches were integrated into instructional activities. (3) Given a student description, plan how to promote SDL through activities and technology.

## **Transformative Potential of Blended Instruction: Moving Beyond Your PJs**

Jean Kelly, Carrie Scheckelhoff, and Jeffrey P. Smith - *Otterbein University*

**Session:** Friday, 4:45p-5:35p, *Potomac*

In this interactive discussion, faculty share data on the impact of digital formative assessment tools in hybrid courses. Preliminary findings indicate technology is providing a constraint-support structure that informs our teaching and enhances face-to-face experiences.

**Abstract:** In this interactive discussion, faculty in education, mathematics, and journalism design share data on the impact of digital formative assessment tools in hybrid courses. They are grappling with the questions: How do I help students analyze learning artifacts? How can I reconstruct students' mathematical thinking for myself and others to see? How should activities be structured to cultivate aesthetic awareness in media design? Preliminary findings indicate technology is providing a constraint-support structure that informs our teaching and enhances face-to-face experiences. We hope to catalyze a conversation where participants consider the affordances and limitations of formative assessment in a blended environment.

**Session Objectives:** (1) Knowledge of a variety of digital formative assessment tools. (2) Experience articulating challenges, and developing practical solutions for their own practice. (3) Appreciation of the affordances and limitations of assessment in blended context.

## **A Department's First Year Experience Building Student Learning Objectives**

Noel Kent - *University of Hawaii Manoa*

**Session:** Friday, 5:15p-5:35p, *Tiffany*

A review of the first year of designing and implementing a program to measure student learning objectives (SLOS) in a University of Hawaii Manoa department.



**Abstract:** In 2013-14, the University of Hawaii Manoa Ethnic Studies Department initiated an SLO project led by faculty and aided by the college Assessment Office. A series of outcomes to be studied were created. During the past year, a rubric was employed to the first of these outcomes dealing with the ability to critically analyze “the patterns and issues in multi-ethnic societies” through writing and thinking. Graduating seniors were interviewed and had their papers analyzed. The evidence obtained has moved the faculty to serious thinking about the manner in which we are educating our students. We will do the second outcome in 2015.

**Session Objectives:** (1) Learn about the challenges and joys of initiating a student learning objectives SLO program. (2) Learn how a program to collect evidence of student outcomes is designed the first year. (3) Learn how the evidence of what students have learned can inspire faculty to rethink the educational processes of their department.

## Teaching Science to Non-Science Students with Science Classics

Kai Ming Kiang - *The Chinese University of Hong Kong*

**Session:** Saturday, 2:40-3:00p, *Potomac*

This session discusses the difficulty of teaching science to non-science students and introduces an attempt to overcome it with an assessment of the effectiveness.

**Abstract:** “In Dialogue with Nature” is a compulsory course on reading classic science texts for all students in the Chinese University of Hong Kong. The course aims to provide an opportunity for students to be familiar with the nature of science and develop their critical thinking skills. As this course involves the understanding of some basic scientific knowledge, there have been some difficulties for those students without this knowledge. The intention of this session is to investigate how to develop a teaching strategy specific to the non-science students.

**Session Objectives:** (1) Investigate the methodology on teaching science to non-science students. (2) Develop an online platform as a supplement to students’ learning. (3) Assess the effectiveness on teaching methodology and student’s learning pattern.

## Using an Argumentation Framework to Improve Student Answers

Daniel King and Ushiri Kulatunga - *Drexel University*

**Session:** Thursday, 4:00p-5:15p, *Old Georgetown*

Participants will be introduced to the Toulmin argumentation framework, which can be used to identify important components of student discussions, through analysis of sample transcripts.

**Abstract:** Many faculty struggle to elicit complete answers (i.e., answer plus explanation) from their students. The Toulmin Argumentation Framework is a model in which the core components of a complete discussion are explicitly mapped out. In this session, participants will be introduced to the key components of this framework, and will practice using the framework to identify the various components of a discussion. They will learn how this framework could be used to improve verbal discussions and to encourage students to include complete explanations with their answers.

**Session Objectives:** (1) Ability to identify parts of a Toulmin argument. Participants will be introduced to components of Toulmin argumentation and have the opportunity to identify each part of sample arguments. (2) Ability to determine the advantages of a complete argument, containing all components. Participants will compare the differences between incomplete and complete arguments. (3) Ability to apply this framework to their classroom/discipline. Participants will brainstorm different prompts they could use to promote student use of the framework.



## Student Ratings vs. Class Size, Rank, and Gender Bias

Jacob Kogan - *University Of Maryland, Baltimore County*

**Session:** Friday-Poster Session, 5:45p-6:45p, *Haverford Ballroom*

We examine about 40,000 student ratings and analyze correlation between class size, instructor's rank and gender and the ratings.

**Abstract:** The preliminary analysis presented is based on examination of two publicly available data sets. The first one consists of approximately 30,000 Student Course Evaluation Questionnaires (SCEQ) available at the University of Maryland, Baltimore County's (UMBC) website: <http://www.umbc.edu/oir/sceq/index.html>. This dataset is used to analyze the effect of class size, faculty rank and gender on student ratings. The second data set is available at the University of Maryland College Park's (UMCP) website: <http://www.ourumd.com/viewreviews/?all>. The website contains over 10,000 students' rating (both numerical and written comments). This data set is used to examine correlation between the ratings and size of students' written comments.

**Session Objectives:** (1) Demonstrate usefulness of computer aided approach. (2) Investigate student ratings vs. class size. (3) Investigate correlation between numerical ratings and written comments.

## Comprehension Connections, Codes, and Points-of-View: Disciplinary Literacy Pedagogies

Barbara Laster and Meghan Liebfreund - *Towson University*

**Session:** Friday-Poster Session, 5:45p-6:45p, *Haverford Ballroom*

This poster session will present three research-supported activities to enhance students' comprehension of a variety of disciplinary texts.

**Abstract:** Research in reading comprehension demonstrates that competent comprehenders actively construct meaning by activating their background knowledge, integrating new information with existing information, and monitoring their ongoing comprehending. This poster session will present three research-supported activities to enhance students' comprehension of a variety of disciplinary texts. Specifically, we will present the advantages of using anticipation guides to activate prior knowledge, suggesting text codes as a method for monitoring comprehension, and applying deBono's Colored Thinking Hats to extend critical literacy, especially the understanding of a variety of points-of-view.

**Session Objectives:** (1) Learn about the importance of readers' making connections while monitoring comprehension of texts. (2) Learn about the use of text codes for comprehension of disciplinary texts. (3) Learn about the power of using deBono's Colored Thinking Hats for advancing students' understanding of different points-of-view in a variety of subject disciplines.

## Developing Students' Teamwork Skills in a Group Project

Peter Lau and Theresa Kwong - *Hong Kong Baptist University*

**Session:** Thursday, 4:00p-4:30p, *Embassy*

This paper reports findings of students' perception of an effective team and the development of students' teamwork skills through the participation of a group project.

**Abstract:** This research aims to study Mainland China students' perception of an effective team and to examine the development of students' teamwork skills through the participation of a two-month "arts and culture" group project at the Hong Kong Baptist University. A Mixed-methods approach was adopted with the use of "Comprehensive Assessment of Team Member Effectiveness" survey for quantitative analysis, while focus group interviews were undertaken for qualitative analysis. Results showed a decline of students' self-perceived performance in various effective team factors (e.g. contributing to team's work, interacting with teammates, keeping team on track, expecting quality), upon completing the project.



*Session Objectives:* (1) Report the change of students' perceptions of the key characteristics (e.g. interacting with teammates, keeping the team on track, expecting quality, skills and abilities) of an effective team upon completion of a cooperative learning project. (2) Describe the change of team effectiveness in doing learning projects from high school to university. (3) Overview the pioneer work of applying a western-oriented survey "Comprehensive Assessment of Team Member Effectiveness (CATME)" in the Chinese Mainland situation at the Hong Kong Baptist University (HKBU).

## **Culturing Visual Literacy Across Disciplines via Collaborative Exhibition Curation**

Elizabeth Leininger and Cristin Cash - *St. Mary's College of Maryland*

**Session:** Friday-Round Table, 8:00a-8:30a, *Haverford Ballroom*

This session explores how collaboratively curated exhibitions promote cross-disciplinary dialogue among faculty and students on the teaching and learning of visual and spatial literacy.

**Abstract:** This session explores how collaboratively curated exhibitions promote cross-disciplinary dialogue on the teaching and learning of visual and spatial literacy. We will discuss how different disciplines define, apply, and teach visual and spatial literacy, and how collaboratively curated exhibitions can enhance student skills in visualization, observation, and representation. Drawing on examples from our co-curated exhibition, *Life is Flux*, we will model exercises used to explore visual and spatial literacy in biology, neuroscience, and first-year seminar workshops. We will use a close-looking exercise to stimulate discussion on how such exhibitions promote cross-disciplinary engagement with visual literacy.

*Session Objectives:* (1) Articulate discipline-specific perspectives on the teaching and learning of visual and spatial literacy. (2) Generate ideas on using collaborative curation to spur cross-disciplinary dialogue. (3) Discuss the successes and challenges of exhibition curation across disciplines and perspectives.

## **Anyone for TEA? Fostering Creative Thinking Through Translation, Elucidation, and Analysis**

Darby Lewes - *Lycoming College*

**Session:** Saturday, 2:40p-3:30p, *Cabinet*

The session offers a simple program that helps students relearn the critical skills technology has taken from them.

**Abstract:** Thanks in part to technology, the ability of my students to "figure stuff out" on their own (i.e., critical skills) has diminished to an alarming degree. I have begun an experimental response: I spend the first two to four weeks of classes putting the students through a sort of intellectual boot camp, and the results have been very heartening. This presentation will take attendees on a sample 10-mile intellectual forced march.

*Session Objectives:* (1) Learn to identify assignments and methods which do not promote critical thinking. (2) Learn to model critical thinking strategies for students. (3) Learn to design assignments which require critical thinking to complete.

## **Fostering Professionalism During Experiential Learning**

Michele Lewis - *University of the Sciences in Philadelphia*

**Session:** Friday, 10:15a-11:05a, *Ambassador*

Experiential learning can help students develop professionalism. How can educators foster professionalism among students?

**Abstract:** Literature suggests that experiential learning is important to development of professionalism. A learning module on professionalism was presented to students prior to their first experiential learning opportunity. Each student selected the professional value they felt was most important. During experiential



learning, students discussed professional values with their clinic instructor. When student and instructor responses were compared, there was a difference in the value most frequently identified as most important. This session will explore reasons instructors and students may place dissimilar importance on different professional values, ways to foster professionalism in students and differences in professional values between fields of study.

*Session Objectives:* (1) Explain the value of experiential learning in the development of professionalism within their discipline. (2) Hypothesize why there are differences between students' and professionals' prioritized professional values. (3) Formulate approaches for fostering professional growth in students.

## **Driving Interaction and Ubiquitous Learning with Mobile Devices**

Warren Linger - *Hong Kong Baptist University*

**Session:** Friday, 10:15a-11:05a, *Congressional*

Go in-class mobile, interactive, collaborative, give instant feedback, track engagement, and then ubiquitous in 20 minutes or less (for free).

*Abstract:* The present study focused on enabling students to proactively use their mobile devices as their own 'simultaneous media' to collaborate with one another, search topics and ideas on the internet and submit findings in real-time in the classroom. Using only smartphones, students were able to easily access course materials and collaborate in class, at home, or anywhere they had internet access. By using these tools, students were able to work together in the classroom as apprentice researchers, enabling them to find and analyze ideas, use higher level cognitive skills to discover, evaluate, generate content, and moreover, assess their own findings.

*Session Objectives:* (1) Learn how to easily implement mobile learning devices into the classroom. (2) Learn how to increase learner collaboration and deeper learning with mobile technology. (3) Learn how to use mobile technology for ubiquitous learning.

## **Correlation Between Assessment Tools and Students' Performance on Final Exam**

Hsin-Yi Liu and Hung-Chieh Kuo - *North Carolina Central University*

**Session:** Friday-Poster Session, 5:45p-6:45p, *Haverford Ballroom*

This original research investigates the effectiveness of formative and summative assessment on student final exam scores.

*Abstract:* This study was designed to assess the effectiveness of using different tools, including take-home assignment, in-class quiz, tests, and projects adopted in several exercise sports science related courses to improve students' performance in their final exam. Data from nine different classes (four different courses) taught by the same instructor over 2 years (2011-2013) were analyzed with Pearson correlation. Our preliminary results showed that tests, including in-class quizzes and mid-term exams, had significant positive correlation ( $r = 0.57$ ,  $P < 0.01$ ), while group projects had a weak positive but also significant correlation with take-home assignments ( $r = 0.26$ ,  $P < 0.05$ ).

*Session Objectives:* (1) Assess the effectiveness of using different tools in students' performance. (2) Investigate the correlation between the formative and summative assessments. (3) Discuss which approaches may be more effective in increasing student scores on various methods of assessments and tests.

## **Effectiveness of Homework in Students' Performance on Final Exam**

Hsin-Yi Liu and Hung-Chieh Kuo - *North Carolina Central University*

**Session:** Friday-Poster Session, 5:45p-6:45p, *Haverford Ballroom*

This original research investigates how homework assignments verses exams and quizzes impact student performance on final end-of-course exams and final course projects.





**Abstract:** Homework assignments can be varied depending on each unit, usually including essay, short answer, calculation problems, and/ or multiple choices questions. Studies have shown that students were more likely to cheat on take home assignments by copying each other's answers, while others have shown some success in written assignment in literature and communication courses. We evaluate the homework effectiveness on final exam performance between two classes with same content and instructor of two different courses. Our data showed no difference in students' final exam scores between classes with multiple homework assignments and without in both courses ( $P = 0.48$ ).

**Session Objectives:** (1) Investigate the difference of students' performance between students receiving homework assignments and those not receiving homework. (2) Discuss which approaches to homework are most effective and least effective for increasing student performance on various methods of assessments and test. (3) Determine the effectiveness of homework on academic performance in college science courses.

## Teaching as a Deliberate Act

David Lustick - *University of Massachusetts Lowell*

**Session:** Friday, 11:20a-12:10p, *Ambassador*

Teaching as a Deliberate Act provides an effective tool for educators to make connections between education theory and the real challenges of classroom work.

**Abstract:** Teaching as a Deliberate Act is a useful metaphor for communicating the complexity and process novice professors can use on their way to become expert educators. Experienced teachers can introduce the deliberate nature of teaching as a tool to help less experienced colleagues understand the connection between the theory and practice. Deliberate teaching is the opposite of impulsive instruction. Before an unconscious and potentially annoying vocal or physical tick can be corrected, the individual must first become aware of the issue. Once aware of the problem, they can take deliberate action to correct, change, and grow professionally.

**Session Objectives:** (1) Learn about the theory of deliberate teaching. (2) Develop the reflective skills to analyze and improve practice. (3) Understand their own teaching from a new and meaningful perspective.

## The Effectiveness of the A Campus of Difference Train-the-Trainer Diversity Program: A Mixed Methods Approach

Alice Ma<sup>1</sup>, Leigh-Anne Royster,<sup>2</sup> and Brittany Chambers<sup>1</sup> - <sup>1</sup>*The University of North Carolina, Greensboro* and <sup>2</sup>*Elon University*

**Session:** Friday, 11:20a-12:10p, *Potomac*

We evaluated a diversity train-the-trainer program, using a mixed methods design, contributing to recommendations for diversity education on college campuses.

**Abstract:** We evaluated the strengths and challenges of a diversity train-the-trainer program, A Campus of Difference (ACD), described by participating faculty and staff at a small, private university. We used a convergent, mixed methods design, simultaneously conducting quantitative and qualitative analyses from close-and open-ended data gathered from the ACD Feedback Survey ( $N=28$ ) and two focus group interviews with a sub-population ( $n=16$ ). Kraiger and colleagues' (1993) evaluation framework was used to merge qualitative focus group findings with the quantitative survey responses. Overall, participants felt the training was effective and useful, but suggested more campus-specific information and ongoing professional development.

**Session Objectives:** (1) Describe participants' strengths and challenges of the A Campus of Difference train-the-trainer diversity program. (2) Identify participants' recommendations for improving train-the-trainer diversity initiatives on college campuses. (3) Complete your own campus assessment addressing strengths and areas for improving diversity initiatives in your own campus communities.



## Effect of Group Discussions on Learning in General Chemistry Laboratory

Madhu Mahalingam - *University of the Sciences in Philadelphia*

**Session:** Friday, 4:45p-5:05p, *Embassy*

The implementation and assessment of the effectiveness of pre and postlab group discussion on student learning in the general chemistry laboratory is presented.

**Abstract:** A joint study of the effectiveness of group discussions for pre-laboratory and post-laboratory questions on student learning in General Chemistry laboratories is presented. The study was conducted at University of the Sciences in Philadelphia (USciences) and University of Jyväskylä in Finland (JYU). At both universities, group discussions were introduced in half of the laboratory sections (experimental sections) with the rest of the sections following traditional methods (control sections). Both qualitative and quantitative methods were used to analyze any impact on student learning outcomes and attitudes. Results indicate a positive impact on student learning outcomes and attitudes.

Session Objectives: (1) Incorporating group discussions in the laboratory. (2) Effective implementation of group discussion. (3) Results of the study will be shared with participants.

## Enhancing Student Learning Through Holistic Mentoring Program

Karen Ka Wai Mak, Wing Hong Chan, and Peter Lau - *Hong Kong Baptist University*

**Session:** Thursday, 3:00p-3:20p, *Potomac*

To see the outcome if student learning and various potentials be improved through holistic mentoring program.

**Abstract:** Hong Kong Baptist University (HKBU) has prided for nurturing our young minds as whole person with all-rounded skills in the community. Besides students' academic growth through regular lecturing in class, we are very concerned on how to create communities of active learners where students are engaged and motivated to develop their potential as creative and responsible citizens through various outside classroom activities. For instance, by encouraging students to participate video production competition and 3-minute oratory competition on science topics (chemistry in particular) the in-depth subject knowledge, English communication skills and creativity of our students can be fostered.

Session Objectives: (1) Share issues and trends of science education in Hong Kong. (2) Southeast Asian style mentoring program. (3) Explore ways to improve students' communication skills and creativity.

## Integrating Metacognitive Strategies to Ensure the Formative Effect of Assessments

Maria Manni - *University of Maryland, Baltimore County*

**Session:** Thursday, 5:30p-6:20p, *Judiciary*

Use of metacognitive strategies to enhance the formative value of assessments. It's impact on the students' agency over a learning process: a case study.

**Abstract:** Research has demonstrated that the inclusion of formative assessments in curriculum design is essential to ensure successful student learning. However, it is a fairly common and frustrating experience for educators to realize that carefully crafted feedback on assignments may fall short of a formative effect on the students learning. This session will focus on the use of metacognitive strategies to enhance the formative value of assessments and its impact on the students' agency over their learning process. Materials and data collected after the implementation of such strategies in a case study at the undergraduate level will be discussed.

Session Objectives: (1) Discuss how to combine metacognitive strategies with assessments to enhance their formative qualities. (2) Identify key elements to include in curriculum design to ensure the effectiveness of formative assessments. (3) Assess the potential incorporation of metacognitive tasks on current practice to provide students and instructors with increased insight and agency over the learning process.





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

Katrina Maynard - *Longwood University*

**Session:** Thursday, 3:00p-3:50p, *Judiciary*

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

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

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

## **Phoenix Rising! Model Assessment Plan for a New Academic Program**

Carolyn Mayo<sup>1</sup>, Robert Serrianni<sup>1</sup>, and Robert Mayo<sup>2</sup> - <sup>1</sup>*Salus University* and <sup>2</sup>*University of North Carolina, Greensboro*

**Session:** Friday-Poster Session, 5:45p-6:45p, *Haverford Ballroom*

We present a multifaceted, comprehensive assessment model for a newly-established graduate program. The assessment model is readily transferable to other academic programs.

**Abstract:** Accreditation represents a seal of approval of an academic program or higher education institution (Carter, 2015). The accreditation process regulates and validates degree programs, and assures students and the public that there exist standards of quality for degree programs offered. As accountability for demonstrated student competencies and program and/or institutional effectiveness gains impetus, academic leaders are focusing their energy on the criteria and strategies used to determine successful student learning outcomes and continuous program improvement. This session presents a multifaceted, comprehensive assessment model designed for a new graduate program. Lessons learned are readily transferable to other academic programs and institutions.

**Session Objectives:** (1) Discuss the relationship of student and program assessment to the development of student competencies in their disciplinary area and overall academic program effectiveness. (2) Identify the intimate relationship of program assessment to program and institutional accountability when working with and reporting to discipline-specific and regional accreditation agencies (e.g., Council on Academic Accreditation in Audiology and Speech-Language Pathology and Middle States Commission on Higher Education). (3) Develop a comprehensive model for the continuous improvement of an academic program with consideration being given to program, university and community assessment factors.

## **Creating Presence in Online Courses: Research, Practice, and Student Experiences**

Thomas Mays - *Miami University*

**Session:** Thursday, 5:30p-6:20p, *Cabinet*

Developing presence in online classes is an important factor in developing a rich learning experience for online learners.

**Abstract:** Creating a dynamic and interactive online learning experience can pose a challenge to teachers, especially when the idea of creating presence in online classrooms is involved. This session includes a brief



overview of the online presence literature as well as a report of my research-in-progress of student perspectives on presence and sense of community in the online classroom. We will also discuss current practices and suggestions for building presence from both the student and teacher perspectives.

*Session Objectives:* (1) Define the concept of presence in the online classroom. (2) Describe why presence matters in online learning. (3) Identify methods of increasing presence and engagement in online courses.

## **Case Studies and the Education of Homeless and Children in Poverty**

Grace McDaniel - *Otterbein University*

**Session:** Friday-Round Table, 8:00a-8:30a, *Haverford Ballroom*

A Multicultural Education course, blended-learning model, engages preservice teachers in critical inquiry of case studies to explore the education of homeless and children in poverty.

*Abstract:* Teachers are at the forefront of addressing the needs of homeless and children from extreme poverty. Developing strategies for working with children and families from homeless and poverty backgrounds begins in Teacher Education. The use of authentic case studies, written in collaboration with practicing teachers, is critical in developing the cultural competencies and understandings of preservice teachers. Strategies for developing a community of learners when exploring critical issues in a blended-learning, Multicultural Education course will be explored. Student's personal reflections, course activities, assignments, text-based connections, and learner outcomes will be shared in this session.

*Session Objectives:* (1) Explore strategies for engaging students through case studies. (2) Analyze and reflect on student responses and participation with authentic case studies. (3) Identify strategies for developing a community of learners in a blended-learning course.

## **Blending or Enhancing: Integrating Technology for Active Learning**

Paige McDonald, Elizabeth Ruckert, and Linda Cotton - *The George Washington University*

**Session:** Friday, 10:15a-11:05a, *Judiciary*

This session explores enhancing and blending to support active learning, presenting examples of course design and a planning guide for participant use in course redesign.

*Abstract:* Are you looking for ideas to get students more active during class? Have you heard about flipped classroom and blended learning, but are curious to see more examples? This workshop presents strategies for flipped and blended learning, explore the key concepts and theory behind these approaches, and help you design 1-2 blended teaching strategies that you can incorporate into your own courses. This will be an active workshop with plenty of time for you to see examples (including some great digital tools) and to prepare your own activities customized for your own course(s). Please bring a laptop so that you can explore specific tools and work on 1-2 activities to use in a current or future class. We hope to see you there!

*Session Objectives:* (1) Describe rationale for enhancing or blending to support active-learning experiences. (2) Explore enhanced and blended course design including supportive technology. (3) Review a planning guide for enhancing or blending a course.

## **"A Great Book I Read Recently": Faculty Development Speed-Dating Style**

Sal Meyers - *Simpson College*

**Session:** Saturday-Round Table, 9:00a-9:30a, *Haverford Ballroom*

Discussion of using a speed-dating format to have faculty share what they have learned from reading an evidence-based book on teaching and learning.



**Abstract:** Numerous excellent evidence-based books on teaching and learning exist, but how can faculty developers encourage instructors to read these books and use what they learn to enhance their students' learning? In this session, we will discuss one option: distribute different books to different people and then have them share what they learned from the books in a speed-dating style event open to all instructors. In this round table discussion, we will discuss how to plan this sort of event, discuss possible books to use, and brainstorm ways of using the speed-dating format for other purposes.

**Session Objectives:** (1) Leave the session able to plan a speed-dating style event in which instructors share teaching ideas from books they read recently. (2) Discuss possible books to have instructors read in preparation for a speed-dating book event. (3) Brainstorm other uses for this speed-dating style of faculty development. (4) Receive copies of handouts about books written by instructors in preparation for a speed-dating event at the presenter's institution.

## **Collaborative Learning, Online Learning, Instructor Lecturing: Best Student Learning Success?**

Jane Minnema - *St. Cloud State University*

**Session:** Thursday, 5:30p-6:20p, *Congressional*

Join this interactive session to experience research findings of a study that compared university student academic successes through collaborative learning, online learning, and instructor lecturing.

**Abstract:** Join this interactive, experiential session to learn the results of two phases of research that compared undergraduate and graduate student academic successes through collaborative learning, online learning, and instructor lecturing. Experience the research conditions of collaborative learning, online learning, and instructor lecturing to apply this study's evidence-based findings to one's own higher education instructional delivery preferences. This session concludes with a group brainstorming session to think through participants' instructional challenges—when employing instructor-led lecturing, student-led collaborative learning, or student-led online learning. Please bring your electronic device to fully participate in this session's experiential activity.

**Session Objectives:** (1) Learn the results of two phases of research comparing student academic success of collaborative learning, online learning, and instructor lecturing. (2) Provide application activities for audience members to experience the researched conditions of collaborative learning, online learning, and instructor lecturing. (3) Actively problem-solve instructional delivery challenges by applying the study's evidence-based findings to participants own higher education instructional delivery preferences.

## **Bioinformatics: A Skill to Engage Students in 21<sup>st</sup> Century Classrooms**

Karobi Moitra - *Trinity Washington University*

**Session:** Friday-Round Table, 8:00a-8:30a, *Haverford Ballroom*

We will train participants to utilize basic skills in bioinformatics, and to integrate these skills and concepts into their own curriculum.

**Abstract:** Bioinformatics is conceptualization of biology in terms of macromolecules coupled with application of informatics to understand the information associated with these molecules. Bioinformatics can be applied to engage students in undergraduate classrooms through the discovery and annotation of genes. Biology students in two courses utilized bioinformatics software to identify predicted genes in organisms and connected these genes to protein structure/function. Students annotated over 50 predicted genes in two microbial genomes with GENI-ACT (Genomics National Initiative - Annotation Collaboration Toolkit). Attendees in this session will be able to participate in hands-on exercises designed to introduce instructors to bioinformatics and genome annotation.

**Session Objectives:** (1) Demonstrate that bioinformatics can be used as a powerful tool for student engagement in biological science courses. (2) Participate in a real-time bioinformatics activity. (3) Inform the participants on how to incorporate bioinformatics into their courses and to present data on the impact of this type of pedagogy on student learning outcomes and student retention.



## **Integrating Bioinformatics into the Undergraduate Biology Curriculum: Releasing the “GENI”**

Karobi Moitra - *Trinity Washington University*

**Session:** Friday-Poster Session, 5:45p-6:45p, *Haverford Ballroom*

We will discuss a broad overview of the GENI-ACT project, how it seamlessly integrates bioinformatics research into the curriculum while scaling-up the research experience.

**Abstract:** The process of linking biological information to gene sequences is genome annotation. It involves the utilization of bioinformatics software to identify predicted genes in organisms and to connect these genes to protein functions. Students in two courses: an Introductory Genetics course and an upper level Cell & Molecular Biology course annotated over forty predicted ABC (ATP Binding Cassette) genes of *Methanothermobacter thermautotrophicus* using the Genomics National Initiative - Annotation Collaboration Toolkit (GENI-ACT). A variety of pre-course and post-course surveys were conducted to assess if integrating research with the classroom experience engaged students, and impacted student career choices.

**Session Objectives:** (1) Demonstrate how genome annotation can be used as a dynamic tool for student engagement. (2) Inform the participants on how to incorporate authentic research experiences into the undergraduate curriculum. (3) Present data on the impact of authentic research experience on student learning outcomes and retention.

## **Podcasting 101: Reinforcing Core Concepts Using the One-Minute Podcast**

Karobi Moitra - *Trinity Washington University*

**Session:** Thursday, 5:30p-6:20p, *Old Georgetown*

This session will provide attendees with a hands-on learning experience that will enable them to acquire the very useful skill of educational podcasting.

**Abstract:** Podcasting is increasingly capturing the attention of educators from a wide variety of disciplines. Availability of broadband internet access and increased ownership of mobile devices all work in favor of the popularity of podcasts. This hands-on session is designed to teach participants the basics of podcasting and the different platforms available for podcasting. During this session, participants will be able to create their own short one-minute educational podcasts and upload them to their learning management system or to a hosting website. Finally, participants will be able to brainstorm on how they can incorporate podcasting into their own courses.

**Session Objectives:** (1) Give a brief overview of the technology and platforms required for podcasting. (2) Teach participants how to create and upload podcasts on several different platforms. (3) Demonstrate how short podcasts can be utilized to help students understand core concepts and to invite participants to brainstorm ideas on how to introduce podcasts into their own courses.

## **This IS Research: Rewarding Faculty for Seizing Research Opportunities in the College Classroom**

Carl Moore and Nicole Stokes-DuPass - *University of the District of Columbia and Holy Family University*

**Session:** Friday, 2:15p-3:30p, *Potomac*

This session will provide attendees with practical strategies for transforming teaching to scholarship and make explicit how to fuse those efforts with faculty promotion goals.

**Abstract:** This presentation will highlight recent trends in faculty retention and promotion policies and the critical, but often underutilized, role that research on scholarship of teaching (SoTL) and learning can play in these decisions. Join us if you are interested in learning more about practical strategies for transforming teaching into scholarship and considerations for the creation of institutional rewards and incentives for those who contribute to SoTL.



*Session Objectives:* (1) Value how SoTL can be complimentary to one's respective academic discipline. (2) Recognize research opportunities that could pay larger dividends later for both faculty and their institutions. (3) Identify ways to re-frame teaching and learning into research opportunities and incorporate it in their research agenda.

## **Learning During Assessment with Active Collaborative Quizzes with Manipulatives**

Lillian Nave Goudas - *Appalachian State University*

**Session:** Friday, 4:10p-4:30p, *Tiffany*

Integrating several Universal Design for Learning (UDL) principles, Active Collaborative Quizzes with manipulatives offer many learning opportunities for students during an assessment opportunity.

**Abstract:** Using active collaborative quizzes with manipulatives increases opportunities for student learning. Information is reviewed during the assessment and students are better able to grasp concepts and form a connection to the material through discussion with other students. In addition, the use of manipulatives allows for multiple means of representation so that the students have a variety of ways to demonstrate their knowledge and learn through the demonstration. Finally, the multi-faceted discussion provides students with a much more in-depth understanding of the concepts than if they were to have answered the questions individually.

*Session Objectives:* (1) Obtain several strategies for using active collaborative quizzes. (2) Recognize the types of student learning that occur during active collaborative quizzes. (3) Apply the principles of Universal design for Learning to active collaborative quizzes.

## **Performance Indicator Parallels Shift in Mindset, Grit, and Academic Success**

Mary Nelson, Bernard Gee, Josh Heath, and Charles McAndrew - *Western Connecticut State University*

**Session:** Friday, 2:15p-3:30p, *Congressional*

We identified a simple, effective indicator of learning mindset and grit. As estimated performance improved, students adopted a growth mindset, got “gritty”, and succeeded academically.

**Abstract:** The non-cognitive variables of mindset and grit affect the quality, duration, and intensity with which college students engage in critical academic behaviors and deploy learning strategies that can powerfully affect their academic outcomes. Intervention research has demonstrated that academic mindsets are malleable factors that can be changed intentionally. By surveying students' predictions of test performance, we identified a simple, effective indicator of cognitive states related to learning mindsets and grit scores. As the difference between the student's estimated performance and their actual score decreases, students adopt a growth mindset, get “gritty,” and meet with academic success.

*Session Objectives:* (1) Present the results and conclusions of our research study correlating student predictions with learning mindsets and grit scores. (2) Provide a hands-on demonstration of the research methods and instruments used, and explain how they can be adapted for any classroom setting. (3) Discuss the potential teaching and learning benefits of the proposed methodology.

## **Less Frustration, More Academic Success: Coaching Students in Scholarly Reading**

Aura Newlin - *Northwest College*

**Session:** Friday, 3:00p-3:30p, *Tiffany*

This session presents an assignment created to help students develop scholarly reading skills. Assessment results will be shared and suggestions for improvement will be solicited.

**Abstract:** Scholarly reading—encountered throughout the post-secondary curriculum—can be a source of student frustration and a stumbling block for overall academic success. This session is a presentation of the “Panning for Gold” assignment which I created to help students develop scholarly reading skills. In the assignment, students work through an excerpt of dense academic writing, distilling each paragraph into a short summary/translation





and identifying the author's application of key disciplinary concepts. In other words, they must separate the "gold" from the muddy jargon. I will share student feedback, discuss online versus paper formats, and solicit suggestions on unresolved challenges.

*Session Objectives:* (1) Learn about an experimental assignment designed to help students develop scholarly reading skills. (2) Consider the processes of 1) deciphering disciplinary jargon and 2) applying a discipline's jargon in context as formidable stumbling blocks for students as well as key steps in learning a discipline. (3) Discuss the strengths and weaknesses of the presented assignment as both a teaching strategy and an assessment tool that can be adapted across disciplines.

## **The Impact of Peer Tutoring in a University Language Classroom**

Angela Ng and Peter Lau - *Hong Kong Baptist University*

**Session:** Thursday, 6:00p-6:20p, *Potomac*

This paper reports students' perception on the effectiveness of peer tutoring in a language classroom and discusses factors leading to successful implementation of this pedagogy.

*Abstract:* As part of a project evaluating university students' attainment of the graduate attributes initiated by a Community of Practice, peer tutoring has been incorporated in a general English course as a pedagogical approach to consolidate the grammar knowledge of adult learners of English. This paper reports the students' perception of the impact of peer tutoring on their learning effectiveness and attainment of some of the university graduate attributes the language course attempted to cultivate in students. It also gives insights into the key factors contributing to successful implementation of peer tutoring to increase learning effectiveness.

*Session Objectives:* (1) Introduce the incorporation of peer tutoring in a Hong Kong university language classroom among second language learners of English. (2) Report students' perception of the impact of peer tutoring on their attainment of written communication, oral communication skills and team work. (3) Discuss key factors contributing to successful implementation of peer tutoring to increase learning effectiveness.

## **Strategies in Teaching Science to Students with Diversified Majors**

Angela Ng and Hang Cheong Cheung - *The Chinese University of Hong Kong*

**Session:** Saturday, 3:10p-3:30p, *Potomac*

This study investigates how students' disciplines, sex, and science backgrounds correlate with the achievement in their learning outcomes and the effectiveness of various learning methods.

*Abstract:* Student diversity imposes a huge challenge in designing pedagogical strategies in general education (GE) courses in a university. The problem intensifies when it comes to a compulsory, science-related and core-text based GE course – In Dialogue with Nature. In view of this, entry and exit surveys were conducted with 450 students enrolled in this course. The surveys looked into students' backgrounds, the intended learning outcomes, and their views toward the effectiveness of various learning methods. From this survey, the suitable and effective learning methods, and therefore teaching strategies, for students with a particular background will be identified.

*Session Objectives:* (1) Learn about the curriculum design of a compulsory, science-related and core-text based general education course, "In Dialogue with Nature." (2) Learn about how students' disciplines, sex, and science backgrounds correlate with the achievement in their intended learning outcomes. (3) Identify the effective learning methods with respect to students' disciplines, sex and science backgrounds.

## **Emphasizing Higher-Order Cognitive Skills for "Academically Adrift" Students**

Jane Nickerson, Paige Franklin, and Tonya Stremlau - *Gallaudet University*

**Session:** Saturday, 2:40-3:30p, *Old Georgetown*

Some university students are under-prepared for the rigors of higher learning. As one solution, presenters will focus on ways to emphasize higher-level cognitive skills.



**Abstract:** According to Arum and Roksa in *Academically Adrift* (2011), many college students are not learning. They argue that students frequently arrive under-prepared for the rigors of higher learning; not only that, they also arrive with the perception of themselves that may not align well with the demands of a university. They are essentially “academically adrift.” As one solution, Arum and Roksa emphasize higher-order cognitive skills. Presenters will explain how we create challenging and enriching educational experiences for students through empathic teaching and learning, through studying language play, and through reflecting on their own lives through examining literature and film.

**Session Objectives:** (1) Identify and analyze what it means for students to be “academically adrift.” (2) Discuss and recommend ways to engage “academically adrift” students in activities that demand higher-order cognitive skills. (3) Identify possible ways to apply the presenters’ strategies in their own classrooms.

## Effective Use of the Embedded Plagiarism Prevention Software

Ju Park and Douglas Swartz - *Indiana University Northwest*

**Session:** Friday-Poster Session, 5:45p-6:45p, *Haverford Ballroom*

Although embedding feature of the plagiarism prevention program was available, instructors were still concerned about negative aspects such as intellectual property of the student papers.

**Abstract:** A mid-western, public university has have the institutional licensing of Turnitin, plagiarism prevention software. Since the first time offer, many instructors have used the program for detecting possible plagiarized writings. However, because the instructors and students should first log-in the external web site of Turnitin, the usability issue had emerged. After negotiation with the company, the university was able to offer the embedded Turnitin, meaning that, once instructors and students log-in the current Learning Management System, they can freely use the program. This study describes a variety of faculty experiences with Turnitin which was “embedded” on the LMS.

**Session Objectives:** (1) Identify what works in hybrid/online class sessions, when using Turnitin embedded in the Learning Management System. (2) Identify what does not work in hybrid/online class sessions, when using Turnitin embedded in the LMS. (3) Recognize different perspectives on Turnitin used by different majors’ faculty.

## Can We Talk? Teaching Race in the ‘Post-Racial’ Classroom

Donna Marie Peters and Mary Carmel Etienne - *Temple University and Trinity Washington University*

**Session:** Thursday, 4:00p-5:15p, *Potomac*

This session will focus on effective ways to teach race and diversity that apply best teaching practices while considering the learning characteristics of millennials.

**Abstract:** Scholars have argued that there are many characteristics that differentiate Millennials from previous generations (Strange, 2004). These characteristics present both possibilities and challenges when teaching about race and diversity. This session will focus on effective ways to teach race and diversity that apply best teaching practices while taking into account the learning characteristics of millennials. Participants will leave this session with a better understanding of the characteristics of millennial students as well as specific strategies to employ when teaching millennials about race and diversity.

**Session Objectives:** (1) Reflect on class climate and ways to improve it when teaching about race and diversity. (2) Brainstorm active learning activities that motivate and encourage millennials. (3) Develop discussion strategies that promote participation and reduces resistance.





## **Put Me in the Story!: Developing Moral Self Through Storybooks**

Leslie Ann Prosa-Beres and Tammy Sonnentag - *Xavier University*

**Session:** Thursday, 3:00p-3:50p, *Embassy*

This session will examine if children's identification with a storybook character and the reason for moral behavior described in a storybook, influences the development of children's moral selves.

**Abstract:** Storybooks are ubiquitous in the lives of children and by design, captivate, engage, and educate through narrative. Although exposing children to stories and fables is meant to socialize culturally accepted emotions and behaviors (Lee et al., 2014; Henderson & May, 2005; Kim et al., 2006), the ways in which storybooks are effective in promoting the internalization of moral values (and, subsequently, shaping the moral self) remains largely unexplored. In the research proposed here, children's storybooks will be manipulated to assess the effectiveness of the stories to promote the development and expression of the moral self. Specifically, the proposed research will examine if children's identification with a storybook character (i.e., the degree of personalized involvement in a storybook) and the reason for moral behavior described in a storybook (i.e., teacher instructed, empathy, fairness, no reason control), influences children's development and expression of moral emotions and behaviors.

**Session Objectives:** (1) The ways in which storybooks are effective in promoting the internalization of moral values and, subsequently shaping the moral self. (2) How children's identification with a storybook character and the reason for moral behavior described in a storybook, influences children's development and expression of moral emotions and behaviors. (3) Presentation/discussion of the reasons/motivations that influence a child's response to selected storybooks: teacher instruction, individual empathy, perspective taking, or no reason control.

## **Do Grades Matter: Correlation of Undergraduate Performance with Real-World Success**

Susan Radius and Meghan Bailey - *Towson University*

**Session:** Friday, 11:20a-11:40a, *Embassy*

This study explored relationships between undergraduates' academic performance and performance as entry-level professionals. Findings underscore the importance of relevant coursework and grading to prepare students.

**Abstract:** Do grades matter? This study explored relationships between students' academic performance and success as entry level professionals. Course grades and GPA were examined relative to community-based professionals' evaluations of students' fieldwork performance. While not all courses related significantly to outcome indicators, stronger academic performance correlated with better performance as entry level professionals. Stronger associations of individual indicators with midterm than final performance suggest coursework prepares students for initial entry-level responsibilities, while fieldwork extends that classroom foundation. Faculty's responsibility is to confirm that both our grading and our classes continue to matter in preparing students for life in the real world.

**Session Objectives:** (1) Differentiate among indicators of student capabilities (e.g., skill-based, knowledge-based) as contributors to students' success as entry level professionals. (2) Evaluate constraints of undergraduate preparation programs in providing students with knowledge and skills appropriate to their effective performance as entry level professionals. (3) Discuss implications for undergraduate preparation programs in marrying academic achievement with requirements for effective real-world performance.

## **Example is Leadership: Developing Leaders Through Internship Experiences**

Susan Radius and Meghan Bailey - *Towson University*

**Session:** Friday-Poster Session, 5:45p-6:45p, *Haverford Ballroom*

Student and preceptor perspectives are explored to determine fieldwork's impact on students' leadership potential in areas including communication, information comprehension and community linkage.



**Abstract:** This study investigates beliefs and behaviors of students and preceptors to determine if undergraduate internships contribute to leadership development. Over three years, >200 interns and their preceptors completed surveys pre/post internship. >90% of preceptors and interns believed internship improved interns' ability to communicate. Preceptors were more optimistic about probable leadership development than interns ( $p < .05$ ). By internship's end, preceptors and students reported increased intern utility as community resources ( $p < .05$ ); they also concurred in enhanced abilities to interpret information and respond to community needs. As supported by analysis, undergraduate professional preparation programs should foster internships that nurture development of future leaders.

**Session Objectives:** (1) Explain the importance of internship in preparation of future leaders and describe undergraduate interns' ability to perform leadership skills. (2) Identify those leadership skills that are valued by public agencies. (3) Compare undergraduate interns' beliefs about leadership skills with those of practitioners in the field.

## Shifting Paradigms: Resiliency Activation with Students in Higher Education

Dawne Raines Burke and Jennifer Penland - *Shepherd University and Sul Ross State University*

**Session:** Saturday, 2:40-3:30p, *Embassy*

A schema for new millennials, this presentation outlines resiliency theory, as a cyclical scaffold, co-presenters share formative data for motivation, participation, and disposition. Interdisciplinary with resources.

**Abstract:** A schema for new millennials, this presentation outlines resiliency theory, as a cyclical scaffold, upon which students' varying capacities, or incapacities for adaptation, assimilation, and accommodation manifest at the collegiate level. Interlocked with choice theory including the audience's active collaboration and participation, conferees will be able to convert, incorporate, and inform their current perspectives with regard to student motivational attributes, or the lack thereof.

**Session Objectives:** (1) Learn about discourse frameworks for prompting resiliency in students at the collegiate level. (2) Discover specific components relative to both the external and internal assets of resiliency. (3) Discuss ongoing trends, emerging patterns, and current potentialities of students enrolled in higher education to ascertain their own best practice approach for building sustained relationships with students.

## Half-Full or Half-Empty? How to Fill Your Learner's Glass

Meghan Raleigh and Anthony Wilson - *Fort Belvoir Community Hospital and University of Tennessee*

**Session:** Saturday, 1:30-2:20p, *Ambassador*

Powerpoint, enhanced classroom, and simulation, oh my! Learn pros and cons of each and finish with a practical exercise to showcase what you are learned.

**Abstract:** This session aims to explore whether the standard PowerPoint lecture, a facilitated group discussion through use of an engaged classroom, or a hands-on simulation scenario designed around the same teaching points is superior in teaching a particular skill. This presentation will focus on the process of opening a wine bottle without a corkscrew as the example topic using these three different formats. Attendees will compare and contrast the different learning styles and figure out which one best lets them see the glass as half-full!

**Session Objectives:** (1) Utilize key learning points from either a simulated patient scenario, an engaged lecture, or a standard lecture format for resident education to complete a task. (2) Discuss pros and cons of each of the three learning styles presented. (3) Create a qualitative survey of learner satisfaction with learning style and perception of confidence.



## Studying Pedagogy for the Understanding of Dyspnea (SPUD)

Meghan Raleigh and Anthony Wilson - *Fort Belvoir Community Hospital and University of Tennessee*

**Session:** Friday-Poster Session, 5:45p-6:45p, *Haverford Ballroom*

This educational collaborative looked at traditional power point, engaged classroom, and simulation in medical residents on the long-term retention of knowledge & learner satisfaction.

**Abstract:** This poster presentation aims to share results of an educational collaborative research project looking at medical resident education. This study involved nine residency sites and looked at whether the standard PowerPoint lecture, a facilitated group discussion through use of an engaged classroom, or a high fidelity hands-on simulation scenario, designed around the same teaching points on the subject of dyspnea, is superior in terms of resident satisfaction and long-term knowledge retention.

**Session Objectives:** (1) Review study results on how teaching method (traditional power point, engaged classroom, or high-fidelity simulation) affected knowledge retention among Family Medicine Residents on the core topic of dyspnea (shortness of breath). (2) Review study results for medical resident attention and satisfaction with each learning method for the same. (3) Consider implication of study results as it applies to other areas of learning and consider further studies.

## Designing for Student Learning: Best Practices of Online Program Development

Linda Rice - *Ohio University*

**Session:** Friday-Poster Session, 5:45p-6:45p, *Haverford Ballroom*

Using the Quality Matters Rubric as our guide for best practices, faculty collaborated to develop an online version of our Master of Arts in English.

**Abstract:** This presentation will explain how our English Department proposed, developed, and launched an online version of its Master of Arts in English degree for high school teachers. We worked as a team to ensure that the development of the program was done in accordance with best practices, using 43 Quality Matters Standards as our guide. While faculty developed course content in ways that would draw on their individual expertise, academic freedom, and rigor, they adhered to a standard template for the basic course design and layout in order to provide students with optimal cohesion and continuity throughout the program.

**Session Objectives:** (1) Identify steps involved in developing an online program from an existing on-ground program. (2) Explain why a team approach to program development is beneficial to students. (3) Recognize Quality Matters as a framework for best practices for online course design.

## Comparison of Student Performance in Classes Using Different Course Delivery

Clyde Rinkinen - *Embry-Riddle Aeronautical University*

**Session:** Friday-Poster Session, 5:45p-6:45p, *Haverford Ballroom*

This poster session will present research to determine if the course delivery (Traditional, On-Line, Hybrid) chosen, would help students master the learning objectives for an ATC course.

**Abstract:** This research is a comparison of the mastery of learning outcomes, for students in the same course, using traditional F2F (face to face) classroom based classes, synchronous OL (on-line) classes, and hybrid (blended OL and F2F) classes for course delivery. The same course is taught annually, and multiple times throughout the year, using all three methods of course delivery. The purpose of this study is to provide an objective measure of learning using all three methods of course delivery.

**Session Objectives:** (1) Gain knowledge and understanding that course delivery methods (Traditional, On-Line, Hybrid) may influence students' ability to master the course learning objectives.



## Professional Development: Yes, an Online Course Can Do That!

Scott Roberts, Caroline Lee, and Samantha Levy - *University of Maryland, College Park*

**Session:** Thursday, 4:00p-5:15p, *Severn*

You want your students to learn. Your students want a job. We can achieve both ends with one mean - a course on getting hired.

**Abstract:** We share the goal of preparing young adults for success, and yet we often see a divide between academic learning and practical training. Career services go underutilized until it is too late, so we need to bring professional development where it belongs... into the classroom. We will present an innovative collaboration between the Department of Psychology and the University's Career Center: a one-credit, online, open-sourced course on the Psychology of Getting Hired. Students learned about the science of success, and in the process, advance themselves closer to it. We will show you how we did it and what we learned.

**Session Objectives:** (1) Link academic learning objectives with professional development outcomes. (2) Develop dynamic, open-sourced, online coursework that is both effective and scalable. (3) Articulate some of the major findings from an evaluation of our efforts to support similar efforts on their own campus.

## UDL Strategies for Creating Motivational Learning Modules and Assessment Tools

David Robinson - *Towson University*

**Session:** Saturday, 2:40p-3:30p, *Ambassador*

This session will present strategies for creating Universal Design for Learning-based instructional modules. Attendees will share ideas generated in session breakout discussions.

**Abstract:** This session will present strategies for creating instructional modules based on Universal Design for Learning (UDL) principles. Universal Design for Learning is a set of principles for curriculum development that provide all individuals equal opportunities to learn (Rose, Meyer, Strangman & Rappolt, 2002; CAST, 2011). Following an overview of UDL and case study data, participants will breakout into small groups by area of interest to utilize a UDL template/checklist to share and develop the framework of courses to become UDL compliant. The session will conclude by reconvening session attendees to share ideas generated from the small group discussions.

**Session Objectives:** (1) Be presented with case study information about Universal Design for Learning (UDL) in the creation of motivational instruction modules and alternative assessment tools to best meet the needs of all learners. (2) Based on tenants of UDL, participants in this session will develop strategies for incorporating UDL into course design and learning modules. (3) Receive resources for designing course modules and assessment tools that facilitate the incorporation of UDL.

## You Can Publish That, Too: Preparing Resources for Online Publication

Beth Ruedi and Mary Durham - *Genetics Society of America*

**Session:** Thursday, 3:30p-3:50p, *Potomac*

Inquiry-based resources and activities can be published disseminated via several online STEM education repositories; we demonstrate the preparation of one such resource for publication.

**Abstract:** Educators spend years developing and enhancing their active learning and inquiry-based classroom resources and activities. Without intensive assessment data on these activities and without review board approval, it's difficult to disseminate these activities and resources in peer-reviewed education journals. However, there are available outlets for online publication of high-quality resources and activities in STEM fields. These online repositories are peer-reviewed for excellence in pedagogical practices as well as completeness, and make it possible to share useful resources with the wider education community. We will discuss several online outlets that fit these criteria, and demonstrate how one activity was prepared for publication.



*Session Objectives:* (1) Learn about available peer-reviewed online educational resource repositories. (2) Examine how a classroom activity was prepared for online publication and submitted for review.

### **“I Hate Peter Singer”: Thinking Critically About Critical Thinking**

Karen Schramm - *Delaware Valley University*

**Session:** Friday-Round Table, 8:00a-8:30a, *Haverford Ballroom*

This round table session focuses on overcoming student resistance to assignments in Core Curriculum courses, and promotes authentic student learning and achievement.

**Abstract:** They'd raised pigs their whole lives; some even showed at FFA. What did I expect? We had read ethics philosopher Peter Singer's "Animal Liberation," but no amount of explaining his position had prepared certain students to handle his argument against factory farming. They all had to work with Singer's article and three other articles, advocating an argument of their choosing, and also interview someone in the field. Worse, they had to write about it, arguing that side, but acknowledging others'. They hated the assignment. But my method won them over.

*Session Objectives:* (1) Reject unproductive teaching methods, to describe the realities of contemporary student mindsets and why pedagogical change is appropriate. (2) Offer proactive, high-interest solutions based on solid principles and practices of business, law, pedagogy, psychology, and cognitive science

### **Backchannel Chat: An Integration Study in Various Course Disciplines**

Tina Selvaggi<sup>1</sup>, and Dana D'Angelo<sup>2</sup>, and Jennifer Wright<sup>2</sup> - <sup>1</sup>*West Chester University of Pennsylvania* and <sup>2</sup>*Drexel University*

**Session:** Friday-Poster Session, 5:45p-6:45p, *Haverford Ballroom*

Session presents results of ongoing study analyzing use of backchannel communication among professors at different institutions of higher education in various disciplines and their students.

**Abstract:** This session presents the results of an ongoing study analyzing the use of backchannel communication in undergraduate classes among three professors at two different institutions of higher education in various disciplines and their students. Presenters will share the types of topics, questions, responses and interactions that took place with backchannel chats in several courses, paying particular attention to students' collaboration, creativity, critical thinking, and communication as the primary observable measures. Best practices and challenges based on the experience will also be discussed.

*Session Objectives:* (1) Experience and apply the use of a backchannel chat for ongoing feedback during the presentation as an activity while attending the session. (2) Learn about and discuss how the use of a backchannel chat can affect collaboration, creativity, critical thinking, and communication during instruction. (3) Review and discuss the presenters' findings regarding types of interactions and various methods of delivery that occurred during backchannel chat applications in several undergraduate courses in diverse disciplines. (4) Review and discuss the presenters' findings regarding best practices and challenges as a result of the use of backchannel chat.

### **How I Got my Research Team to Work**

Ester Sesmero - *University of Maryland, Baltimore County*

**Session:** Thursday, 5:30p-5:50p, *Embassy*

Most people do not know how to work in a team. I will show attitudes and strategies to teach students how to do it.

**Abstract:** Most people do not know how to work in a team. Working in a team is not that each one of us does some individual work and then we put it together. Team-work means that we all participate and contribute in all parts and stages of our work and the result is a product of our common effort. We need to take the abilities and talents that each one of the members of the team has and make them work together in a way that we all enrich and get enriched. In this presentation, I will discuss how I met these challenges.





*Session Objectives:* (1) Describe strategies to create an environment for team work. (2) Describe attitudes for a mentor to favor team work. (3) Show specific steps that could be taken for students to learn how to work as a team.

## How Do Students Benefit from Action Learning In Class Projects?

Samir Shah - *Drexel University*

**Session:** Friday-Round Table, 8:00a-8:30a, *Haverford Ballroom*

To discuss how action learning in-class projects can be orchestrated and show that it offers similar advantages and opportunities as to traditional internships

**Abstract:** Students and institutions are becoming more involved with “real world” classroom activity beyond internships in programs and courses. This discussion will focus on how action-based learning is applied in various courses in business classes, and in particular use examples of consulting-based projects designed in courses relating to start-ups, technology and nonprofits. Additionally, it will include options with global classrooms, highlighting international partnerships for such projects, and provide evidence through research of comparisons with traditional internships. A review of the skills students can and do learn will be presented. Participants can include their own experiences to the conversation and share ideas.

*Session Objectives:* (1) Understand how action learning in class projects can be designed and executed within various course structures. (2) State the potential benefits to participating students in an consulting-based experiential learning course, including skills development and career application. (3) Use supporting evidence from a comparison of traditional internships with action learning in class projects.

## Road to Academic Success

Lawrence Shum - *York University*

**Session:** Friday, 8:45a-9:15a, *Tiffany*

This presentation aims to convince students that failure is an integral part of learning. It should be embraced gleefully, not feared or loathed.

**Abstract:** As in every endeavour in life, the road to academic success is littered with obstacles. This 15-minute presentation focuses on one such obstacle – fear of failure (atychiphobia). The aim is to convince students that failure is an inescapable fact of life and an unavoidable step to achieving success. Instead of being feared and loathed, failure should be embraced gleefully and confronted head-on. Not only will failure provide lessons from which to learn and on which to build towards eventual success, frequent experience of failure may also strengthen the character of a student and alter his outlook on life.

*Session Objectives:* (1) Aware that fear of failure is an obstacle to academic success. (2) Realize that there is need to help students overcome the fear. (3) Explore ways to provide the help.

## Learning A La Carte: Motivating Learners with Assessment Menus

Jeremy Sibold - *University of Vermont*

**Session:** Saturday-Round Table, 9:00a-9:30a, *Haverford Ballroom*

This presentation will explore the use of a la carte menus of assessment techniques designed to maximize student engagement and motivation in course assignments.

**Abstract:** It is well established that motivation is increased for behaviors in which participants are given a choice of modality for a given outcome. By giving learners control with regard to how they may achieve a prescribed objective, faculty can empower and motivate students to engage with course content in a way that is tailored to their own learning style, free of restrictions of a traditional uniform method of assessment that may not be congruent with all individual learning styles, backgrounds, or ability. The “a la carte” system also decreases assessment workload in the increasingly large and inter-professional classroom environment.





*Session Objectives:* (1) Explore fundamental theory regarding behavioral motivation and decision making. (2) Examine innovative course design techniques for tailored student assessment. (3) Consider the impact of assessment menus on large classrooms, inter-professional cohorts, and faculty workload.

### **GW's PRET Program: Recognizing Teaching Excellence for Tenure and Promotion**

Rahul Simha and Raluca Teodorescu - *The George Washington University*

**Session:** Friday-Round Table, 8:00a-8:30a, *Haverford Ballroom*

**Abstract:** We will present the GW Peer Reviewed Explorations in Teaching (PRET) Program designed to recognize and document the efforts incurred by faculty when they implement teaching innovations. In contrast to the most common form of peer review that often involves a single classroom visit and fails to account for outside-classroom effort, our program is designed to observe instructors during all stages of the innovation, while exposing them to a demanding peer review process similar to the one followed for research articles publication. In its third year, it has gained recognition from administration and became part of the faculty annual reports.

*Session Objectives:* (1) How to design a university-wide program that observes faculty during all stages of a teaching innovation implementation in a manner as rigorous as reviewing a research paper publication, for the purposes of building strong teaching portfolios for tenure and promotion. (2) How to implement and sustain such a program across multiple disciplines.

### **Moving Beyond the Flip: Creating Global Classrooms**

Emilee Simmons and Dana D'Angelo - *University of Leeds and Drexel University*

**Session:** Friday-Poster Session, 5:45p-6:45p, *Haverford Ballroom*

This session will explore a pilot of global-virtual-teams as part of an experiential and social learning pedagogy for internationalising collaborative learning and teaching.

**Abstract:** In 2014, a pilot group of students from the University of Leeds (UK) and Drexel University (USA) were placed into teams and asked to create and present a new venture business plan to a panel of entrepreneurs, streamed live from both institutions. This session will explore this pilot of global-virtual-teams (GVT) as part of a flipped-classroom experience in entrepreneurship education. With an emphasis on how this type of experiential and social learning could be catalyst for internationalising education through real-time streamed teaching and learning across institutions in the classroom as well as internationalised collaborative group projects outside the classroom.

*Session Objectives:* (1) An understanding of creating a global classroom through a case study of our pilot session between Leeds (UK) & Drexel (USA) Students (2) A proposed methodology/framework for delivering a global classroom for UG students (3) New perspectives on the internationalisation of collaborative work for our students - both inside and outside the classroom.

### **Reflection Required! Preservice Teacher-Produced Videos in Online ESOL Methods Courses**

Mark Simpson and Sheila Bolduc-Simpson - *Florida Gulf Coast University*

**Session:** Friday, 3:40p-4:00p, *Embassy*

Preservice teachers in an online course produce short, five-minute videos of a teaching activity, post them online, and reflect and provide feedback to their peers.

**Abstract:** Teacher candidates enrolled in online English to Speakers of Other Languages (ESOL) methods courses prepare lesson plans for their PK-12 internship classes based on the Sheltered Instruction Observation Protocol (SIOP). After teaching the videotaped lessons, the candidates develop short, edited five-minute video clips. These videos demonstrate teaching strategies appropriate for the instruction of English language learners.



Session attendees will take away an understanding of this virtual lesson-demonstration/video-creation process and tools that teacher candidates use to reflect on their work and receive feedback from their peers and the course instructor: lesson plans, discussion forums, surveys and videos. Resource materials will be provided.

*Session Objectives:* (1) Knowledge of the process of producing a short video clip using a lesson plan model based on the Sheltered Instruction Observation Protocol. (2) An understanding of how online instructors can provide feedback to preservice teachers on their video clips. (3) Knowledge of how online instructors can use video clips in online discussion forums to foster student reflection and peer evaluation.

## **Building Learning Community Through a Transdisciplinary Multi-layered Approach**

Atara Sivan and Vicky Tam - *Hong Kong Baptist University*

**Session:** Friday, 11:50a-12:10p, *Tiffany*

The presentation examines an inter-generational learning community consisting of university faculty and students, professionals, secondary school students and older adults involving in transdisciplinary collaboration.

*Abstract:* The presentation examines a unique inter-generational learning community which was formed within a university in Hong Kong to enhance learning through multi-layered community engagement. The community consists of university faculty and students, professionals, secondary school students and older adults who have been collaboratively involved in planned activities under a common interest of healthy lifestyle and wellbeing. The presentation depicts the different stages of the community formation and examines its transdisciplinary approach to learning. Participants' reflection and feedback which was solicited through personal journals, interviews and questionnaire will be shared highlighting its contribution to learning, knowledge transfer and whole person development.

*Session Objectives:* (1) Identify the stages and processes involved in establishing an intergenerational community of practice. (2) Recognize the contribution of an intergenerational learning community to the enhancement of students' knowledge, transferrable skills and whole person development. (3) Relate the above knowledge to their own teaching and professional development.

## **Developing Teaching Portfolio Framework Through a Multidisciplinary Community of Practice**

Atara Sivan and Vicky Tam - *Hong Kong Baptist University*

**Session:** Friday, 4:45p-5:35p, *Severn*

The presentation actively shares the work of a community of practice which was established by university scholars to develop a teaching portfolio framework.

*Abstract:* This session examines the development of a teaching portfolio framework through an interdisciplinary community of practice. It depicts the activities undertaken by university scholars engaged in this learning community and shares the development of a teaching portfolio framework. An active learning approach will be used throughout the session engaging attendees in hands on exercises and group reflection while establishing their own teaching portfolios. The sessions will provide some practical and pedagogical suggestions for teachers who wish to develop their own teaching portfolio as well as for those who aspire to create learning community for the enhancement of teaching and learning.

*Session Objectives:* (1) Describe the stages involved in the development of a teaching portfolio framework through a multidisciplinary community of practice. (2) Recognize the various dimensions of a teaching portfolio framework. (3) Generate ideas for writing their own teaching portfolio.



## Study Hard, Study Right: Growth Mindsets and Effective Learning Strategies

Brian Smith and Sal Meyers - *Simpson College and Graceland University*

**Session:** Saturday, 11:00a-12:15p, *Old Georgetown*

This interactive session will share research findings on Dweck's mindset theory to motivate students and Make It Stick to teach students effective learning strategies.

**Abstract:** Students' mindsets influence how they respond to academic challenges. In this session, we will present research findings about the consequences of mindsets of intelligence. We will explore ways of increasing students' motivation by fostering a growth mindset of ability in our syllabi, comments we make in class, and feedback we give to students. Because motivating students to put forth more effort is not helpful if students are using poor study strategies, we will identify learning strategies that are worth the effort: retrieval practice, distributed practice, and interleaving.

**Session Objectives:** (1) Explain how mindsets of intelligence and willpower relate to students' effort and performance in class. (2) Analyze ways that instructors' communications with students (e.g., in syllabi, during class, in feedback on papers) can influence students' mindsets of intelligence and willpower and thus their motivation and effort. (3) Encourage a growth mindset in their own students. (4) Teach students about effective ways of studying—testing themselves, distributing practice, and interleaving practice—so students do not waste effort.

## Are You Out of Your Flippin' Mind?

Randy Smith - *Darlington School*

**Session:** Thursday, 3:00p-3:50p, *Old Georgetown*

Walk with Randy Smith through his personal renaissance from being an average teacher to an extraordinary one. Being confronted with his mediocrity forced him to make a decision- to improve or leave. Listen to what took place in his life and what inspired him to change.

**Abstract:** Are you stuck in the "teaching" past? Are you seeking new ways to deliver content and meaning to your students? Well now is the time to break those chains of industrial age education and jump into the "flipped classroom!" Your personal renaissance in this session will begin with a self-assessment to springboard you into an innovative/creative 21st century teacher/facilitator. You will be able to thrust yourself into the world of screen recording and movie posting as a means of pre-teaching, tutoring, and reviewing material. It will be flippin' AWESOME!

**Session Objectives:** (1) Motivate/inspire teachers to adapt and change their methods by "flipping" the class room. (2) Continually seek new ways to promote and deliver powerful lessons to students. (3) Demonstrate how to incorporate screen recording into their teaching lives.

## Textbook Writing: Teaching Beyond Your Classroom While Producing Valuable Scholarship

Michael Spiegler - *Providence College*

**Session:** Friday, 8:45a-10:00a, *Old Georgetown*

Exploring the nuts-and-bolts of textbook writing will introduce you to the challenges and rewards of simultaneously teaching well beyond your classroom and contributing valuable scholarship.

**Abstract:** Textbooks are a form of teaching (and scholarship) that can educate and inspire many students. This workshop aims to interest participants in accepting the challenges and rewards of textbook writing by providing a realistic overview of what it entails, how to get started, publishing options, the nuts-and-bolts of writing, translating classroom teaching into textbook pedagogy, working with publishers and coauthors, and author survival skills. Emphasis will be on practical information and advice, including addressing participants' specific questions/concerns. The workshop will benefit both teachers interested in textbook writing and experienced authors who want to hone their textbook writing skills.



*Session Objectives:* (1) Learn about reasons for writing textbooks, the basic professional and personal prerequisites, and the nature of the commitment—what writing a textbook entails—so that you can decide if writing a textbook as a means of teaching beyond your classroom and creating scholarship is for you. (2) Come away with an overview and some of the nuts-and-bolts of writing a textbook. (3) Gain initial experience translating classroom teaching into textbook pedagogy, which is the sine qua non of good textbook writing, its major challenge, and the source of great satisfaction for those who love teaching.

## **Transformative Learning of Pre-Service Teachers During a Study Abroad Program**

Judit Szente, Angela Vatalaro, and Judith Levin - *University of Central Florida*

**Session:** Friday-Poster Session, 5:45p-6:45p, *Haverford Ballroom*

This presentation introduces the transformative learning of pre-service early childhood teachers who participated in a two-week-long study abroad program to Reggio Emilia, Italy.

**Abstract:** This presentation introduces the transformative learning of early childhood pre-service teachers who participated in a two-week-long study abroad program to Reggio Emilia, Italy. Through a phenomenological research design, participants' lived experiences and the meanings they made of those experiences during study abroad were collected, analyzed, and coded. In examining participants' responses, three major transformative themes emerged: (a) an increase in content knowledge of the Reggio Emilia Approach; (b) views of cultural differences; and (c) a heightened self-awareness after reflecting upon experiences and returning to the United States. Discussions, conclusions, and recommendations for further research are also included.

*Session Objectives:* (1) Introduce ways to enhance the global competence of pre-service teachers. (2) Describe components of the transformative learning theory as they apply to pre-service teachers' participation in a Study Abroad program. (3) Discuss transformative learning themes that emerged from the present study.

## **The Effect of Seminars on Student Confidence in Science Communication**

Tonya Train and Yuko Miyamoto - *Elon University*

**Session:** Friday-Poster Session, 5:45p-6:45p, *Haverford Ballroom*

Introductory and capstone seminar courses increase student confidence in science communication skills.

**Abstract:** Science communication is a vital skill for graduating science majors, yet is not often highlighted in the undergraduate curriculum. Here we present how the biology curriculum at Elon University exposes majors to communication and literacy skills. An overview of how courses incorporate assignments to support science communication and a detailed description of the structure of a unique introductory seminar course will be presented. In addition, data from surveys assessing student confidence and comfort with presenting science before and after taking the introductory and capstone seminar courses will be discussed. Preliminary data suggests significant increases in confidence after taking both seminars.

*Session Objectives:*(1) Gain an overview of a biology curriculum that incorporates scaffolded seminar courses to teach science communication and literacy skills. (2) Learn the structure of an introductory seminar course taken by biology majors in their second year. (3) Learn of the effect of introductory and capstone seminar courses on student confidence in science communication.

## **Building a Culture of Metacognitively-Aware Student Learners**

Bridget Trogden - *Mercer University*

**Session:** Friday-Poster Session, 5:45p-6:45p, *Haverford Ballroom*

This presentation is intended to provide example high-impact activities (via handouts) and data on encouraging student metacognitive learning.



**Abstract:** How many times has a student sat in a professor's office, red ink-laden exam in hand, and uttered the following words? "I spent so much time studying. I just don't get it." Many students are highly motivated and spending time on learning tasks, but are either not performing well on summative assessments, or not understanding how their study practices are not correlating into higher grades. This presentation will include a discussion of intentional metacognitive activities in calculus, organic chemistry, and writing composition courses to improve students' understanding of their learning and their study behaviors.

**Session Objectives:** (1) Discover some new and high-yielding strategies for coaching metacognition in various student populations and across multiple academic domains. (2) Engage in a discussion of the data interpretation and how students' perceptions of their learning correlate to their behaviors. (3) Learn the importance of self-awareness in learners and how this ties in with the challenges and opportunities of modern teaching.

## **Tales from a Chemist Teaching First-Year Composition**

Bridget Trogden - *Mercer University*

**Session:** Friday, 2:15p-2:45p, *Tiffany*

Learn about teaching outside one's discipline and the way that developing a new pedagogical skill set contributes to better teaching overall.

**Abstract:** "Why are you teaching me to write?" First year college students often have pre-conceived biases regarding where certain content belongs. We draw in art class, we blow stuff up in chemistry, and we write in English. In reality, sometimes we draw in biology, create photographs in English, blow things up in art, and write everywhere. This session will present quantitative and qualitative perspectives on an integrative first-year composition course taught by faculty from across all disciplines, with an emphasis on the importance of and successes of inclusive faculty development.

**Session Objectives:** (1) Understand how broad skills and personal development combat disciplinary bias. (2) Critically reflect on the revitalization of one's teaching career that comes from learning something new. (3) Engage in a discussion of holistic faculty development opportunities.

## **Theme-Based Learning Methodology in Calculus**

Ruth Trubnik - *Delaware Valley University*

**Session:** Friday-Poster Session, 5:45p-6:45p, *Haverford Ballroom*

The goal of theme-based methodology in calculus is to promote a deep approach to learning mathematics, to narrow gap between college mathematics and out-of college mathematics.

**Abstract:** This presentation will explore ways of employing theme-based approach to teach calculus to Life Sciences major students. The goal of this project is to promote a deep approach to learning mathematics. Students made research based on Fourier Analysis, Heat Conduction, and Pharmacokinetics. Numerical investigations with application of MATLAB were performed. How these activities benefit students will be stated.

**Session Objectives:** (1) How theme-based methodology in calculus helps Life Sciences major students to connect mathematical concepts with applications in their fields. (2) How MATLAB technology helps students to solve real life problems. (3) How theme-based methodology helps students to overcome math anxiety. (4) Effectiveness of shifting teaching calculus from traditional to theme-based methodology.

## **Beyond Recall: Creating Multiple Choice Questions to Prompt Critical Thinking**

Kimberly Van Orman - *University at Albany*

**Session:** Friday, 8:45a-10:00a, *Congressional*

We will experience the power of multiple choice questions for deeper learning and use Bloom's Taxonomy to write engaging questions to prompt critical thinking.





**Abstract:** You've heard the "rules" for multiple choice questions: don't use negative stems, don't use short stems, don't be tricky, and so on. But these are rules for making good recall questions. What if you want to use multiple choice questions to promote critical thinking? Team-Based Learning uses "Specific Choice" questions in class to prompt students toward higher levels of thinking—beyond recall and basic comprehension. This technique is useful for creating questions that will prompt disciplinary thinking and focused discussion. Participants will practice writing effective questions for productive and engaging in-class discussions and easy-to-grade exams.

**Session Objectives:** Participants will be able to apply to their courses: (1) the use of Bloom's taxonomy to design questions for critical thinking; (2) the conversion of discussion or exam questions to the "forced choice" format for class discussion, activity (including clicker questions) and exams; and (3) How to scaffold the use of these questions to prompt student learning.

## Bringing Active Learning into Computer Classrooms

James VanderVeen - *Indiana University South Bend*

**Session:** Friday-Poster Session, 5:45p-6:45p, *Haverford Ballroom*

This session will describe the advantages realized through the use of technology-enabled active learning (TEAL) in the classroom and how it can increase student engagement.

**Abstract:** A series of introductory general education courses tested the capacity for technology-enabled active learning (TEAL) strategies to help students comprehend, retain, and produce new information. The TEAL strategy resulted in students creating, collaborating, and sharing information about the topic through modern web applications and social networks. The results from the longitudinal study showed that student performance improved and engagement within the topic was higher than in typical in-person classes. Instructors must respond to the students' use of social media and Web 2.0 technologies and go beyond the use of traditional lectures, paper tests, and standard pedagogical practices.

**Session Objectives:** (1) Describe how technology-enabled active learning (TEAL) can be used in the classroom. (2) Demonstrate increased student engagement through the use of TEAL. (3) Discuss how TEAL can be implemented in a variety of courses.

## The State of Action Research in Graduate Teacher Education Programs

Michelle Vaughan - *Florida Atlantic University*

**Session:** Friday-Poster Session, 5:45p-6:45p, *Haverford Ballroom*

This poster will synthesize current research (2000-2015) on the inclusion of action research in graduate teacher education and the professional dispositions supported by this methodology.

**Abstract:** The choice to include action research in a teacher education graduate program and the depth to which it is implemented is often dependent on the objectives of the program. The structure and format of action research studies, along with modifications made to the traditional research cycle, mirror the needs of the university, students, and the communities being served by the program. Action research as a methodology provides teachers with opportunities to build and sharpen dispositions that create reflective and collaborative teacher leaders. The flexibility of action research as a methodology allows for simultaneous development of research skills and practitioner dispositions.

**Session Objectives:** (1) Understand the current (2000-2015) role of action research in graduate teacher education programs. (2) Understand the professional dispositions supported by action research and how they tie directly to evidence-based teaching. (3) Understand the flexibility of action research as a methodology and how it supports teacher growth and, consequently, student learning.





## Overcoming Challenges to a Flipped Classroom

Stephanie Velegol - *Pennsylvania State University*

**Session:** Friday, 3:40p-4:30p, *Congressional*

In this presentation we will discuss benefits to a flipped classroom and ways to overcome the challenges to flipping a class.

**Abstract:** Students are accustomed to passively listening to a lecture presented by a faculty member in the front of the classroom. This approach often results in disengaged students in the classroom. Flipping a class, inverting student content acquisition and application, can lead to active participation and faculty and student satisfaction, without losing learning gains. But there are many challenges along the way. In this workshop participants will discuss these challenges and how I overcame my own barriers to flipping over the past four years. Together we will find ways to more actively engage students through the classroom flip approach.

**Session Objectives:** (1) Learn how a class is flipped including what students do outside of class, how they are prepared for class and what they do during class time. (2) Learn the benefits of flipping in terms of classroom climate, student engagement and faculty satisfaction. (3) Brainstorm their own barriers to flipping and learn how to overcome those barriers.

## Making Values Tangible: Sustainability in Introductory Economics

Madhavi Venkatesan - *Bridgewater State University*

**Session:** Friday-Round Table, 8:00a-8:30a, *Haverford Ballroom*

Increasing awareness through explicit discussion of values, behaviors and outcomes, fosters both a personal interest in a subject and increases student interest in the curriculum.

**Abstract:** This case study explicitly engaged students in an introductory economics course with respect to the impact of sustainability-based values on economic indicators and standard of living parameters, while coincidentally opening discussion to the implicit nature of consumption-based values in the economic assessment of growth. Student assimilation and reaction to the curriculum was documented over the period of the course. Students provided responses to weekly questionnaires, which tracked their changing perceptions, values, and behaviors. Weekly class discussions and individual student assessment of the awareness fostered by the explicit inclusion of sustainability also contributed to qualitative results.

**Session Objectives:** (1) Engaging students in their studies through tangible, relevant curriculum. (2) Promoting cognizance of values reflected in everyday activities. (3) Fostering consistence between values, behaviors and outcomes.

## Using Guided Reflection on Work (GROW) Model to Support Internship Success

Michelle Wang - *Borough of Manhattan Community College*

**Session:** Friday-Poster Session, 5:45p-6:45p, *Haverford Ballroom*

In this poster session, participants will learn how to foster student success by creating and promoting an educationally purposeful Liberal Arts internship.

**Abstract:** The internship project for Liberal Arts students is funded by New York States for Workforce Development Initiatives. Its main goal is to increase marketability and build capacities of Liberal Arts students for the future workforce. The novelty of the project is its use Guided Reflection on Work to support students' internship success. Guided Reflection on Work (GROW) was developed by University of Iowa in 2008 with a purpose to assist students to make meaningful connections between job and school. Researcher will present the data on students' internship experience and a service learning activity after their internship.

**Session Objectives:** (1) Understand how to help students make meaningful connections between work and school. (2) Understand how to adopt IOWA GROW model in internship class.



## Peer Reviews in Online Classes: Effects on Learning and Community Building

Sharon Watson and Daniel Sullivan - *University of Delaware*

**Session:** Friday-Poster Session, 5:45p-6:45p, *Haverford Ballroom*

Our empirical study examines students' perceptions of the degree to which peer reviews in an online course enhance learning and build a community among learners.

**Abstract:** Peer reviews represent an opportunity to set and sustain a productive online learning experience in that they have the potential to enhance student learning by providing students with examples of the work of their peers, as well as giving them additional feedback on their own work. In an asynchronous online course, peer reviews have the additional benefit of providing student – student interaction that should foster a sense of community in a setting that often leaves students feeling disengaged. We present the results of an empirical study designed to measure students' perceptions of these various potential benefits of peer reviews.

**Session Objectives:** (1) Examine the potential benefits of student peer reviews in an online course, including enhanced student learning and the building of a sense of community among learners. (2) Profile the peer review process within a leading LMS. (3) Present the design and results of an empirical study undertaken to examine students' perceptions of peer reviews.

## Incorporating an Experiential Learning Capstone Project Course into a Curriculum

Kathleen Weaver, Tetyana Bezbabna, and Brian Butler - *University of Maryland, College Park*

**Session:** Friday, 3:40p-4:30p, *Potomac*

Learn how to incorporate a Capstone Project course into your curriculum, allowing your students to utilize their skills in real-world scenarios during their final semester.

**Abstract:** Students learn specific skills in the classroom, often practicing these skills during specific experiential learning scenarios. However, students rarely have the opportunity to apply their full set of skills to a real-world project and work through genuine project issues with faculty support. This session will present ideas on how to incorporate a Capstone Project Experience course into the final semester of the curriculum, including ideas for gathering actual client projects, assigning students to projects, working with student project managers, and integrating curriculum activities to make the Capstone Project Experience successful for both student and client.

**Session Objectives:** (1) Provide an understanding of the benefits of including an experiential learning project during the final semester of a curriculum. (2) Provide guidelines on how to gather and assign capstone projects that will meet the needs of the companies offering the projects and appropriately challenging the students. (3) Introduce curriculum activities to be incorporated in the classroom portion of the capstone experience course to ensure the success of the projects.

## Beyond Your Own Classroom: Spreading Pedagogical Reform by Mentoring Others

Sue Wick - *University of Minnesota, Twin Cities*

**Session:** Thursday, 3:00p-3:50p, *Ambassador*

A sustained mentoring program designed to increase implementation of best practices in classrooms beyond your own

**Abstract:** Increasing numbers of future and current faculty are learning about sound, evidence-based pedagogical methods for classroom practice through seminars, workshops, or more extensive training opportunities like summer institutes. However, even those who “buy in” to the concept rarely actually put evidence-based reforms into place in their teaching. After participants consider why this is so, I will explain a mentoring program begun by the American Society for Cell Biology to foster greater implementation of evidence-based reforms in teaching and learning (<http://ascb.org/mentoring-in-active-learning-and-teaching-malt/>) and consider the effectiveness of its pilot run.



*Session Objectives:*(1) Discuss barriers to implementing evidence-based classroom change. (2) Consider ways to get past barriers. (3) Illustrate an initiative taken by a professional society to support the spread of classroom change.

### **Effectiveness of New Interactive Problem Solving Activities**

James Wingrave, Gregory Zeltt, Isha Purang, and Holly Archinal - *University of Delaware*

**Session:** Thursday, 4:45p-5:15p, *Embassy*

Description of a program to develop more interactive models for student participation in solving chemistry problems.

**Abstract:** Weekly, peer-led chemistry problem working sessions using the PLTL instructional model are a part of general chemistry courses at the University of Delaware. The traditional PLTL Workshop model is more passive with students working chemistry problems under the guidance of a peer-leader. Recently two new, more interactive models have been employed with; 1) student presentations of solutions to problems assigned in the prior week and 2) student competition in solutions of problems students have chosen from a Jeopardy-like game board. While the traditional Workshop model was found to be preferred by the class as a whole, students who received higher course grades (A or B) preferred the more interactive Workshop models while students receiving a C grade preferred the more passive PLTL Workshop model. Survey results from peer-facilitators showed that they preferred a mix of methods with a preference for the two, more interactive Workshop instructional methods. Interestingly, these results indicate that students and the peer-facilitators prefer different Workshop models.

*Session Objectives:* (1) Describe new student-interactive models for chemistry problem solving. (2) Evaluate student preferences for the new chemistry problem solving methods. (3) Assess student learning for new chemistry problem solving methods.

### **Development and Evaluation of Communities of Practice in Hong Kong**

Eva Wong and Theresa Kwong - *Hong Kong Baptist University*

**Session:** Friday, 11:20a-11:40a, *Tiffany*

The survey found that over 80% of faculty participants perceived changes in student learning engendered by CoPs, comparing to 79% in the US institutions.

**Abstract:** Evidence-based practices from the United States context show that Faculty Communities of Practice (CoPs) can significantly help faculties improve their teaching and ultimately benefit student learning. Nevertheless CoPs still seem to prevail in North America primarily, with an apparent lack of evidence that CoPs are being practiced in the Asian context. This presentation aims to share the overall development of CoPs at the Hong Kong Baptist University (HKBU), a master assessment plan to gauge the effectiveness of these CoPs and some findings that can be useful for comparison with the US institutions.

*Session Objectives:* (1) Share the overall development of the CoPs at the Hong Kong Baptist University (HKBU). (2) Share a master assessment plan to gauge the effectiveness of these CoPs. (3) Share some major findings and their comparison with US institutions.

### **Building and Sustaining a Center for Teaching and Learning**

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

**Session:** Friday, 4:45p-5:35p, *Old Georgetown*

This session is designed to both have a conversation about effective centers and also to point to some resources that exist in this area.



**Abstract:** This session is designed to both have a conversation about effective centers designed to support the work of faculty and to point to some existing resources in this area. Over the past 20 years, I have founded two centers and had a primary role in reconfiguring a third center. At present, I am working in a medical school and have found physicians to be fabulous to work with, but have had to develop a very different approach to delivering resources and consultations. Whether you have an established center on your campus or are thinking about starting one, please come to this session as we learn from one another.

**Session Objectives:** (1) Identify the major areas a Center supporting faculty might entail. (2) Describe the resources needed to establishing a center that supports faculty work. (3) Review a few print and online resources for those who direct faculty development offices.

## Teaching “Naked” and Rethinking the Classroom to Improve Learning

Christopher Ziemnowicz - *University of North Carolina, Pembroke*

**Session:** Friday, 9:30a-10:00a, *Tiffany*

Go “naked” for your presentations. Ditch the slide shows and computers. Develop open discussions, participation, and creativity to increase student satisfaction and learning.

**Abstract:** Technology-enabled classrooms have allowed instructors to rethink their lectures. However, the results indicate that there is no “power” in PowerPoint. An alternative is going “naked” for class presentations. Ditch the slide shows and avoid computers. Examples will be shared to develop an environment that makes students partners, co-developers, and active stakeholders in experiential, multi-source learning that facilitates participation and mentoring. Teaching naked involves structured individual, as well as team-based projects. Questioning and exercises often leads to new learning opportunities, even for the instructor. Build a sense of community in your naked class to increase student satisfaction and learning.

**Session Objectives:** (1) How going naked (without technology) can be applied in your courses. (2) How this instructional approach changes the classroom and the role of the instructor. (3) The benefits and drawbacks of this teaching approach.

## The Power of Critical Reflection for Significant Learning

John Zubizarreta - *Columbia College*

**Session:** Saturday, 11:00a-12:15p, *Congressional*

This interactive session explores the value of critical reflection and offers practical suggestions and models for how to embrace reflection to improve learning.

**Abstract:** Students do not automatically know how to reflect; they may lack the skills of critical reflection or they may confuse reflective inquiry with description or untempered emotional unloading. How do we promote authentic reflection to improve learning? How do we teach reflective learning while tending to content, keeping expectations high, and employing other pedagogies? This session offers practical suggestions for how to embrace critical reflection to improve learning. Bring your experiences and ideas for active conversation, for sharing of resources, and for developing a list of tips for tapping the power of critical reflection in enhancing learning.

**Session Objectives:** (1) Offer a variety of practical ideas for how to embrace critical reflection to improve student learning. (2) Emphasize collaborative group work designed to foster conversation and open sharing of different methods used by practitioners in diverse disciplines. (3) Simulate some of the reflective exercises and will reflect themselves to help generate a list of additional tips.

EVIDENCE-BASED  
TEACHING AND LEARNING

# CONFERENCE WORKBOOK



BETHESDA 2015









## Application Exercise: Goals and Objectives

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

### **Goal or Objective 1**

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

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

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



## Goal or Objective 2

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

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

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



## Goal or Objective 3

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

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

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



# Networking

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

Name	Institution	Issue or Reason for Follow-up
_____	_____	_____
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## Reflections

### **Quick Reflections for Thursday**

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

### **Quick Reflections for Friday**

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





### **Quick Reflections for Saturday**

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

### **Quick Reflections for Sunday**

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



## Action Items

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

## To Do List

1.

2.

3.

4.

5.



## Overall Quick Reflection and Metacognition Check

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

## Take Home Final Exam

To be completed in June.

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

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

## Thank You Note

In fiscally restrictive times, it is important that funds are used in ways that best benefit the institution. To encourage future travel to teaching conferences and to acknowledge financial support provided for this conference, we encourage our participants to send a quick note of thanks to the individual(s) responsible for your attendance. You are welcome to stop by the Conference Registration desk at any time during the conference and select a thank you note, which you may choose to complete on your return trip home. It is particularly helpful to include one or two very specific changes that will be made in the upcoming semester, any anticipated benefit to students, and mention your willingness to offer a workshop on your campus sharing what you learned from this conference. A quick example follows:

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



## Institutions Represented

- Abilene Christian University
- Algonquin College
- Anadolu University
- Appalachian State University
- Artic University of Tromsø
- Ball State University
- Bethune-Cookman University
- Bloomsburg University
- Borough of Manhattan Community College
- Bridgewater State University
- Brigham Young University, Idaho
- Bucknell University
- California State University, Chico
- Capital University
- Case Western Reserve University
- Central Michigan University
- Centre College
- Chandler-Gilbert Community College
- Coastal Carolina University
- Colby-Sawyer College
- College of Southern Maryland
- College of William and Mary
- Columbia College
- Darlington School
- Delaware County Community College
- Delaware Technical Community College
- Delaware Valley University
- DeVry University
- Drexel University
- Eastern Carolina University
- Eastern Michigan University
- Elon University
- Embry-Riddle Aeronautical University
- Fayetteville State University
- Florida Atlantic University
- Florida Gulf Coast University
- Fort Belvoir Community Hospital
- Gallaudet University
- Gannon University
- Genetics Society of America
- George Washington University
- Graceland University
- Guilford College
- Gulf Coast State College
- Harford Community College
- Harrisburg Area Community College
- Hennepin Technical College
- Holy Family University
- Howard Community College
- Howard Hughes Medical Institute
- Howard University
- Indiana Tech
- Indiana University-Purdue University, Fort Wayne
- Indiana University, East
- Indiana University, Northwest
- Indiana University, South Bend
- International Teaching Learning Cooperative
- James Madison University
- Johns Hopkins University
- Johnson & Wales University
- Juniata College
- Lewis & Clark College
- Liberty University
- Life University
- Longwood University
- Loyola Marymount University
- Lycoming College
- Marymount University
- Mercer University
- Miami University
- Michigan Technological University
- Middlesex County College
- Ministry of Education
- Montgomery College
- Morehead State University
- North Carolina A&T State University
- North Carolina Central University
- North Carolina State University
- Northern Virginia Community College
- Northwest College
- Ohio University
- Ohio University, Chillicothe
- Otterbein University
- Pennsylvania State University
- Pennsylvania State University, Harrisburg
- Pennsylvania State University, Beaver



## Institutions Represented

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 Pennsylvania State University, Lehigh Valley  
 Pennsylvania State University, York  
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 Quinnipiac University  
 Radford University  
 Randolph College  
 Roanoke College  
 Rochester Institute of Technology  
 Saint Francis Hospital  
 Saint Joseph's University  
 Salem Academy & College  
 Salibury University  
 Santa Clara University  
 Schreiner University  
 Shepherd University  
 Simmons College  
 Simpson College  
 Sinclair Community College  
 South Carolina University  
 Southern Baptist Theological Seminary  
 Southern Connecticut State University  
 Southern Utah University  
 St. Lawrence University  
 St. Mary's College of Maryland  
 Stevenson University  
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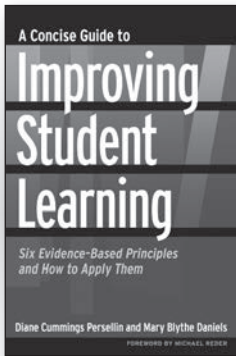
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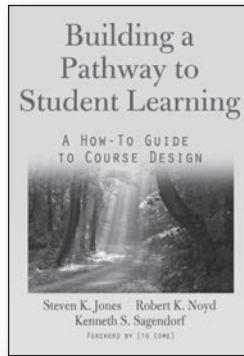
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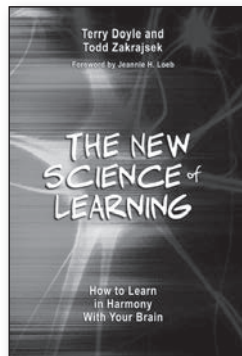
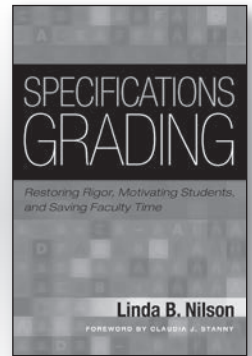
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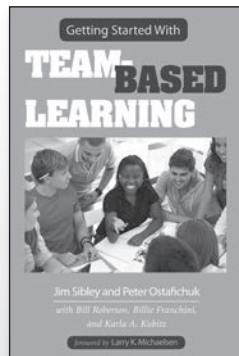


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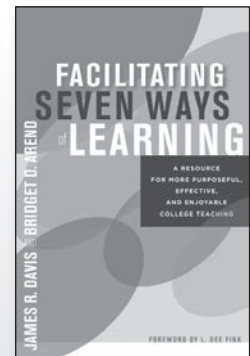


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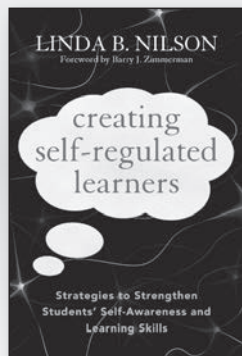


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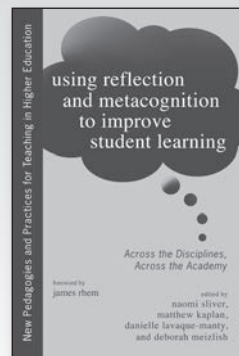


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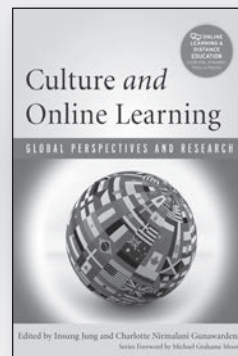


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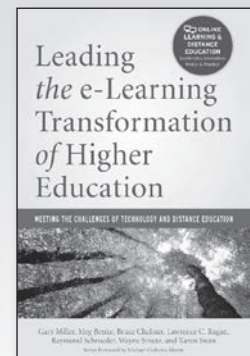
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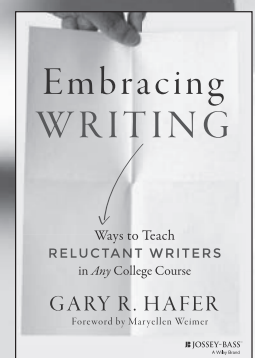
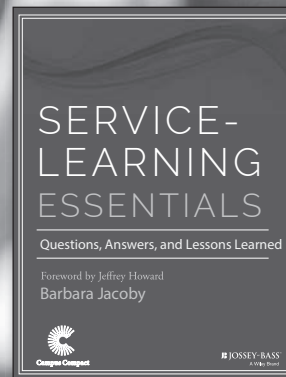
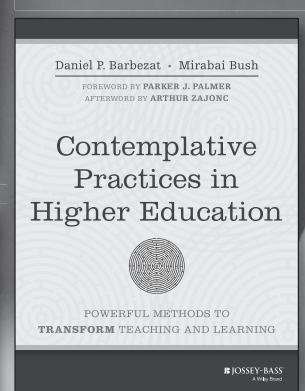
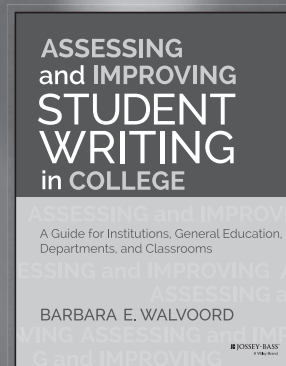
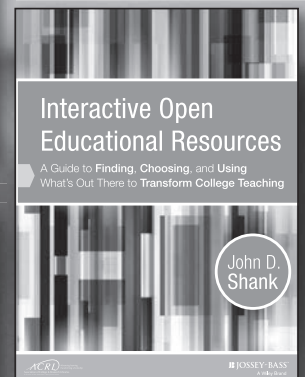
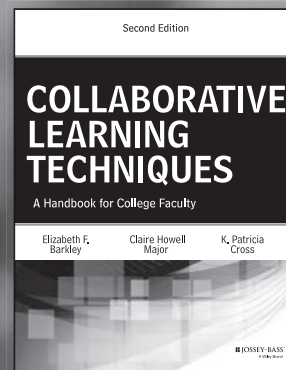
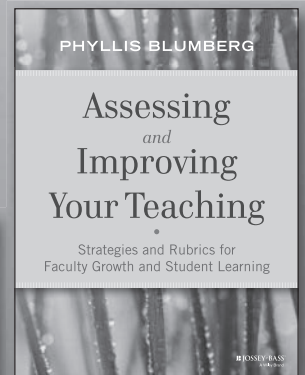
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Available **free** at [IDEAedu.org](http://IDEAedu.org)

- POD-IDEA Notes on Instruction
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