



THE
Teaching
PROFESSOR
CONFERENCE

JUNE 3-5, 2022 • ATLANTA, GA

GENERAL CONFERENCE INFORMATION

Welcome to the 2022 Teaching Professor Conference. We're happy to have so many of you joining us this year as we start to get "back to normal." Let's work together to be mindful of others' distancing preferences and make the most of this opportunity to talk about our mutual passion for teaching and learning.

Networking Opportunities

- Attend the opening plenary and reception
- Attend as many sessions as possible
- Use the breaks between sessions to continue conversations
- Share a meal with someone you don't know
- Use the networking portion of the conference App to plan social time or connect with other attendees beyond the conference
- Tweet #TeachProf22

Name badges

Name badges are required for all sessions, meals, and plenary presentations. Please wear your name badge at all times. If you lose your name badge, please see a conference staff member at the registration desk for a replacement.

Photos

Magna Publications may be photographing or videotaping during the conference. Please let us know if you would not like to be photographed or videotaped.

Wi-Fi

Enjoy complimentary Wi-Fi in the meeting rooms using the password **tpcatl22**.

Note, this is also the network that you will connect to.

Resources

Visit the Marquis Level Foyer, for exhibitor displays and other resources.

Evaluation

You will receive an electronic survey shortly after the conference via email. Please complete it! Your feedback will help us improve future programs.

Note

Please keep in mind that sessions are available on a first-come basis. Please be prompt; some sessions will fill early. Please have your second and third choices ready. If you attend a session and realize it's not for you, please feel free to leave and join another session.

Conference App

Download the conference app from your app store for many features including networking, scheduling sessions, speaker handouts, and alerts about changes or updates to the program schedule.

1. Search and download "**Magna Publications Conferences**" in your app store or click: <https://bit.ly/tpconference22>
2. Under Current & Upcoming Events tap "The Teaching Professor Conference"
3. Tap "Join" and use the passphrase: **TPC22**
4. After the app is installed, please "Sign Up" and setup your attendee profile

For the web version of the conference app:

- Use this link—<https://bit.ly/tpconference22-webapp> and enter the same email you registered with.

STAY CONNECTED...



Conference hashtag [#TeachProf22](https://twitter.com/TeachProf22)



[Facebook.com/TeachingProfessor/](https://www.facebook.com/TeachingProfessor/)



[Linkedin/groups/4249252/profile](https://www.linkedin.com/groups/4249252/profile)

SCHEDULE-AT-A-GLANCE

FRIDAY, JUNE 3

9:00–11:30 am	<p>Preconference Workshops: Social and Emotional Connections in All Classes to Help Students Learn and Engage (Registration and Fee Required) International Salon 5, International Level Walk the Talk: Design and Teach an Equitable and Inclusive Course (Registration and Fee Required) International Salon 6, International Level Teaching African American Students (Registration and Fee Required) International Salon 7, International Level</p>
10:00 am–8:00 pm	<p>Exhibitor Displays Open Marquis Ballroom Foyer, Marquis Level</p>
1:00–3:30 pm	<p>Preconference Workshops: Beyond Grades: Using Assessment to Promote Learning (Registration and Fee Required) International Salon 5, International Level The Inclusion Habit in Your Classroom (Registration and Fee Required) International Salon 6, International Level Gaining Efficiencies in Grading While Still Supporting (or Even Improving) Student Learning (Registration and Fee Required) International Salon 7, International Level</p>
3:00–8:00 pm	<p>Poster Sessions Marquis Ballroom Foyer, Marquis Level</p>
4:00–4:30 pm	<p>New Attendee Orientation International Salon 1, International Level</p>
5:00–6:30 pm	<p>Conference Welcome Marquis Ballroom, Marquis Level Opening Plenary Session: Inclusive Teaching: A Pathway Towards Liberation in Higher Education Marquis Ballroom, Marquis Level</p>
6:30–8:00 pm	<p>Reception, Poster Sessions, and Exhibitor Mingle Marquis Ballroom Foyer, Marquis Level</p>
8:00 pm	<p>Dinner and Evening on Your Own</p>

Registration Hours— Friday, June 3

7:30–8:30 am	Registration Open Morning Preconference Workshops Only, Marquis Registration Booth, Marquis Level
8:30 am–4:00 pm and 6:30–8:00 pm	Registration Open to all Participants, Marquis Registration Booth, Marquis Level

Registration Hours— Saturday, June 4

7:30 am–2:00 pm	Registration Open Marquis Registration Booth, Marquis Level
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Registration Hours— Sunday, June 5

7:30 am–Noon	Registration Open, Marquis Registration Booth, Marquis Level
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SATURDAY, JUNE 4

7:30–8:30 am	<p>Breakfast Marquis Ballroom, Marquis Level</p>
8:00 am–5:00 pm	<p>Exhibitor Displays Open Marquis Ballroom Foyer, Marquis Level</p>
8:45–9:45 am	<p>Concurrent Sessions</p>
10:15–11:15 am	<p>Concurrent Sessions</p>
11:30 am–12:30 pm	<p>Lunch Marquis Ballroom, Marquis Level</p>
1:30–2:30 pm	<p>20-Minute Mentor Sessions</p>
3:00–4:00 pm	<p>Concurrent Sessions</p>
4:00 pm	<p>Dinner and Evening on Your Own</p>

SUNDAY, JUNE 5

7:30–8:30 am	<p>Breakfast Marquis Ballroom, Marquis Level</p>
8:45–9:45 am	<p>Concurrent Sessions</p>
10:00–11:00 am	<p>Concurrent Sessions</p>
11:15 am–12:15 pm	<p>Closing Plenary Session: You Can Do This Imperfectly or Not at All: The Dynamics of Teaching Race, Marquis Ballroom, Marquis Level</p>
12:15–1:15 pm	<p>Lunch Marquis Ballroom, Marquis Level</p>
1:15 pm	<p>Conference Adjourns</p>

CONFERENCE PROGRAM

The Teaching Professor Annual Conference represents the best thinking on issues related to teaching and learning today. Our interactive 60- and 20-minute sessions engage and inform attendees in 12 topical areas, designated at the beginning of each session listing.

INSTRUCTION

PREPARING YOUR COURSE

Sessions in this track refer to many aspects of course preparation, such as:

- Instructional strategies that promote engagement and learning
- Gamification
- Backward design
- Academic integrity

These sessions promote innovations and strategies that can be applied across a broad range of disciplines and contexts.

ASSESSING LEARNING

These sessions focus on assignments, assessments, and grading practices, and/or strategies measuring students' accomplishment of course objectives and learning outcomes, such as:

- Self-grading
- Specifications grading
- Feedback
- Reflective practice

STUDENT ENGAGEMENT

These sessions one or all of the dimensions of student engagement: behavioral, emotional, or cognitive, including:

- Engagement in different modalities
- Active learning strategies
- Emotionally intelligent teaching
- Fostering a growth mindset
- Cooperative learning
- Engaging discussions
- Group peer review

TECHNOLOGY TOOLS FOR TEACHING

These sessions are about the effective use of teaching and communication technologies including the theoretical underpinnings that drive the use of technology for teaching.

Examples include:

- Alternatives to discussion boards
- Mobile learning
- XR environments
- Collaborative teaching tools
- Podcasting

STUDENT LEARNING

ONLINE TEACHING AND LEARNING

This track is specific to teaching in the online environment, which presents unique challenges and opportunities. Sessions in this track cover topics such as:

- Course design
- Multimodal classrooms

- Design thinking
- Student discussion and engagement

TEACHING SPECIFIC STUDENT POPULATIONS

These sessions focus on topics and issues specific to unique student populations, offering strategies and innovative ideas including:

- Teaching multilingual learners
- Supporting non-traditional students online
- Culturally responsive communications
- Teaching first-year students

OUTSIDE THE CLASSROOM

Sessions in this track focus on the many responsibilities that come with teaching beyond the classroom. Topics include:

- Scholarship
- Office hours
- Empathy for students

DIVERSITY, EQUITY, AND INCLUSION

This track focuses on practices and strategies supporting minority and/or marginalized students. Sessions include:

- Empowering trans-spectrum students
- Diversity, equity, and inclusion in the curriculum
- Inclusive teaching
- Fostering success for neurodiverse learners
- Difficult dialogues
- UDL

TEACHING IN THE HEALTH SCIENCES

Sessions in this track cover the unique challenges in teaching in the health sciences, in areas such as:

- Teaching in a clinical setting
- Simulation-based teaching
- Service learning

INSTRUCTIONAL GROWTH AND DEVELOPMENT

INSTRUCTIONAL VITALITY: WAYS TO KEEP TEACHING FRESH AND INVIGORATED

These sessions are about concepts and practices for supporting mid- and later-career faculty in making positive changes that will invigorate and refresh their teaching and their relationships with students. Attendees will have completed more than five years of teaching. Topics of interest for experienced teachers include:

- Revitalizing course material
- Reinvigorating classroom teaching
- Mentoring

FOR NEW FACULTY

Sessions in this track represent teaching and pedagogy basics. New faculty are accomplished scholars in their disciplines but often have received very little training or experience in teaching. Attendees in these sessions will be in their first few years of teaching. Pertinent topics for new teachers include:

- Creating a teaching philosophy
- Aligning teaching with a vision for student success
- Practical pedagogy for new teachers
- Using a LMS
- Maximizing the first day of class

FACULTY SUPPORT

This track is for Faculty Developers, Instructional Designers, and CT&L staff—those attendees who are responsible for or interested in faculty development at their home institutions. It will also serve anyone working in faculty instructional mentoring. These sessions include:

- Teaching evaluation
- Mentoring
- Cultivating adjunct faculty
- Reenergizing faculty
- Resiliency
- Transdisciplinary faculty development

FRIDAY, JUNE 3

9:00–11:30 am

Preconference Workshops: Registration and Fee Required

Social and Emotional Connections in All Classes to Help Students Learn and Engage

Flower Darby, author, speaker, and faculty, University of Missouri

International Salon 5, International Level

Abundant research shows that connectedness predicts academic achievement; yet both faculty and students are reporting feelings of disconnectedness and disengagement. We can promote equitable and inclusive student success by facilitating social and emotional connections in all modalities and disciplines. We will examine how to strengthen students' sense of belonging, delve into our sociality as learners, and look to emotion science to identify practical strategies that improve students' motivation, focus, memory, and overall learning. Whether you teach in person, online, or some combination of the two, you will leave with tips and ideas to help your students connect, learn, and engage. By the end of this workshop, participants will be able to: discuss the literature relating to connectedness and academic success; describe how attending to students' sociality and harnessing the power of emotions can boost learning; identify a range of practical strategies to increase social and emotional connections—and thereby promote equitable student success—for all class modes and subjects.

Walk the Talk: Design and Teach an Equitable and Inclusive Course

Ching-Yu Huang, Virginia Commonwealth University

International Salon 6, International Level

We all recognize that inclusive teaching practices facilitate learning for all students. Why inclusive teaching has not been as widely adopted as we would hope? What does an inclusive classroom look like? How do we address diversity, inclusion, and equity issues to students without feeling awkward and uncomfortable? In this workshop, participants begin with examining their perception and definition of inclusive teaching practices. They then review a selective list of inclusive teaching practices to explore their inclusivity mindset and their existing

teaching practices. Inclusive teaching will then be introduced as a five-theme framework with (1) classroom climate, (2) teaching pedagogical practices, (3) equitable access to resources, (4) course content and representation, and (5) assessment. Examples and strategies are provided and demonstrated to facilitate innovation and brainstorm ideas via small group discussions. Participants are encouraged to reinvent and draft an action plan based on this framework. They will develop a custom bundle of inclusive teaching practices for their courses and curricula that fit their teaching style, student populations, and their disciplines.

Teaching African American Students

Tywana Chenault Hemby, Voorhees College

International Salon 7, International Level

Our society is more socio politically, socio economically, and racially divided than ever before. There is no shortage of pundits stoking the flames of the intersectional unrest. What happens outside the classroom greatly affects the teaching and learning that occurs inside the classroom. To assume otherwise is naive at best and negligent at worst. Teachers—regardless of their position on the racial spectrum—and the African American students they teach, enter the classroom with their own authoritative experiences that shape their shared learning environment. If the goal of education is to teach students to apply the knowledge they have acquired in order to grapple with and solve real world challenges, then we must address the proverbial elephants in the room. There are ways to discuss race in America, across disciplines, with Black students, as a means of addressing diversity, equity, inclusion, and belonging in educational spaces that lead to increased motivation and academic performance. Participants will receive a link to a Pre-conference survey to assess faculty knowledge of African American Students in Higher Education. By the end of the workshop, they will be able to provide an environment conducive to engaging in difficult conversations pertaining to race in higher education; identify the impact of culture and race in educational spaces; discuss the issues, challenges, and joys associated with teaching African American students; describe conditions that put African American students at risk for conflict, academic distress, etc.; and share strategies to engage African American students in conversations of race as it pertains to their respective disciplines and learning processes.

10:00 am–8:00 pm

Exhibitor Displays Open

Marquis Ballroom Foyer, Marquis Level

Stop by and say hello to our exhibitors, who have products and services that support teaching and learning.

1:00–3:30 pm

Preconference Workshops: Registration and Fee Required

Beyond Grades: Using Assessment to Promote Learning

Michael Prince, Bucknell University

International Salon 5, International Level

While many instructors often think of assessment in terms of grading or accreditation, research shows that assessment can be the single most effective tool instructors have for improving learning. This session will introduce different types of assessments and how they can be used throughout the semester to uncover student misconceptions and improve instruction. The session also discusses how to efficiently make up exams that are appropriately challenging but fair, as well as how to create and communicate clear and effective grading policies.

The Inclusion Habit in Your Classroom

Amanda J Felkey, Lake Forest College

International Salon 6, International Level

Our classrooms have become more diverse, but are they more inclusive? By 2011 the racial makeup of students enrolling in college was similar to that of the US population, yet institutions cannot boast the same achievement when considering our graduates. This increase in diversity among undergraduates creates an opportunity for economic mobility and could decrease inequity, but only if these students feel like they belong and graduate. The Inclusion Habit® is an evidence-based solution that transfers inclusion work to the individual and is designed to make behavior more inclusive through six habit-building phases—embracing inclusion matters, understanding biases and sources, dispersing with the negativity surrounding unconscious biases, practicing thinking deliberately, reprogramming incorrect intuitions, and becoming more empathetic. Without behavior change, the effects of Diversity, Equity, Inclusion and Belonging (DEIB) programming and policy are limited. We will explore topics including how the overconfidence bias can create a negative effect of DEIB programming; why behavior change can take us beyond the current frontiers of DEIB; and how daily activities, commitment devices and social accountability can create habits of understanding, empathy and inclusion.

Gaining Efficiencies in Grading While Still Supporting (or Even Improving) Student Learning

Amy Mulnix, director, Faculty Center, Franklin & Marshall College

International Salon 7, International Level

Grading is the bane of a faculty member's life. Yet few of us are intentional about managing this major responsibility. This

workshop will explore a variety of strategies that will make grading more efficient as well as improving learning. Attendees will: gain clarity about their purposes for grading; develop time efficient strategies for marking papers and exams; and create in-class activities that teach content and provide feedback as part of class time. The workshop includes brief presentations, small group discussions, time for personal reflection, opportunities to incorporate what is being learned into concrete products, and gallery walks for sharing ideas. Attendees will leave the workshop with at least two revised or created approaches to implement in their classrooms. They will be able to articulate whether an assignment's purpose is primarily to evaluate learning or provide feedback for improvement; identify four strategies for decreasing the amount of time spent in commenting on student work (including exams, papers, presentations, etc.); prioritize and tailor feedback to best meet the needs of individual students; and create opportunities for students to receive feedback during class time.

3:00–8:00 pm

Poster Sessions (see details on p. 7)

Marquis Ballroom Foyer, Marquis Level

4:00–4:30 pm

Introduction to The Teaching Professor Meeting for New Attendees

Karin Van Voorhees, Magna Publications

International Salon 1, International Level

Is this your first time at the Teaching Professor Conference? Come meet conference organizers, some advisory board members, and some conference veterans. Learn about how the conference is organized, the kinds of sessions that make up the program, and get insider tips on how to make the most of your time here.

5:00–6:30 pm

Conference Welcome

Bill Haight, Magna Publications and Madeline Craig, Molloy College, and The Teaching Professor Conference Advisory Board
Marquis Ballroom, Marquis Level

Opening Plenary Session

Inclusive Teaching: A Pathway Towards Liberation in Higher Education

Tracie Marcella Addy, associate dean of teaching and learning and director for the Center for the Integration of Teaching, Learning, and Scholarship, Lafayette College

Marquis Ballroom, Marquis Level

Educating a diverse student body is a strategic goal of

many colleges and universities, but structures, processes, and approaches to support such learners may not be in place. What if there was a shared vision to teach students in a way that liberates higher education from such misalignments, and diverse learners from a history of exclusion? How can you as an educator contribute to the attainment of this goal in your courses within any disciplinary or institutional context? During this interactive keynote presentation, we will explore how you can support the educational journeys of your diverse learners through inclusive instruction.

6:30–8:00 pm

Reception, Poster Sessions, and Exhibitor Mingle

Marquis Ballroom Foyer, Marquis Level

Enjoy hors d'oeuvres while visiting the interactive poster sessions. See visual representations highlighting content of a model or strategy for teaching and learning and meet directly with the presenters to discuss the project, program, or research. This is also a good opportunity to visit the exhibitors who have products and services that support teaching and learning.

Poster Descriptions

STUDENT ENGAGEMENT

A Cultural Priority: Simple Practices for Stimulating Student Engagement

Jane Sutterlin, University of Utah and Maria Wherley, Penn State University

Continued research in learning science and the science of emotion informs recommendations for how instructors can promote student engagement by cultivating a relationship-rich climate that facilitates learning and sets students on a positive cycle of support, motivation, and success. What can you do to welcome students to participate, learn more easily, and feel validated? We'll share ways to employ the four Rs of Relationships, Relevance, Rigor, and Reflection to engage students on many levels. Come talk with us about how the incorporation of learning science research principles, along with the utilization of basic technologies, can engage students and enhance your teaching and learning.

Student Centered Learning Via Collaborative Practice: Case Study Writing and Teaching

Nalini V. Broadbelt, Michelle A. Young, and Nevila Jana, MCPHS University

To assist student in knowledge acquisition and its transformation this project was created to allow students to be analytical and creative in their own learning process. Students were grouped via similar interest but differing skills into teams. Using current and past courses foundational knowledge they worked to create a multipart clinical case study. The learners were able to engage in higher order thinking, problem solving, and complex learning as they became competent in collaborative practices and responsible management to accomplish the tasks.

Assignments, rubrics, and instructor and peer-feedback were used to guide the learning process. The project will demonstrate the creation and analysis of clinical cases with valid solutions and debatable outcomes at a conference.

Transforming Teaching and Learning in Higher Education with Neuroscience

Rachelle Franz and Tyler Weldon, University of Central Oklahoma

America's higher education system is at a juncture between traditional and contemporary views of teaching and learning. Traditional instruction is often at odds with how we now understand humans learn. Unfortunately, many faculty at U.S. institutions of higher education do not have access to nor the ability to pursue sustained professional development related to their teaching. Thus, they may not be able to implement instructional practices that align with what research from cognitive learning sciences has uncovered about teaching and learning. Faculty often rely on "neuromyths" which are rarely congruent with contemporary knowledge of how learning occurs. Our work seeks to address this problem by helping faculty separate neuroscience facts from fiction and reimagine their instruction considering contemporary knowledge from the learning sciences.

TECHNOLOGY TOOLS FOR TEACHING

Practice-Testing Using Student Authored Multiple Choice Questions

Cynthia Rothenberger, Alvernia University

Research in a variety of disciplines indicates that practice testing with student-created questions is an effective study strategy for college students as they prepare for examinations. Results of a descriptive correlational study of the relationship between engagement in a free online platform for student-authored multiple-choice questions and examination grades among prelicensure students will be presented. Participants who had a higher mean exam score were more likely to have answered more questions and submitted more ratings. Strategies for implementation of practice testing using student-authored questions in an online setting, applicable in any discipline, will be discussed.

ONLINE TEACHING AND LEARNING

Student Preferences: Favored Elements of Traditional, Blended, and Online Learning

Stephanie Adams, Illinois College of Optometry

With increased use of distance education, instructors need a better understanding of which remote instruction elements should be used to promote learning and student satisfaction. To achieve this understanding, first-year optometry students were surveyed on their preferred didactic course formats in higher education: traditional, blended, or fully online. Students also indicated the most important features of their preferred format. Most students preferred a blended learning environment due to the flexible lecture schedule, self-paced course mastery, and efficiency. The results of this survey can serve as a guide for future course design and administrative considerations.

Students Evaluate Customized Instructional Videos for Successful Learning

Elizabeth Wyles, Illinois College of Optometry

As part of a remote learning ocular anatomy (OA) course, customized instructional videos with active-learning strategies were created to deliver the course content. Using basic editing software and a video streaming platform, the instructor-created videos incorporated supplemental features including clinical images and videos, interactive applications, instructor-led drawings, self-assessment questions, pop-up text emphasis, break-away images for review, and free-hand annotations to enhance student understanding and engagement. This study examined the perspectives of students who completed OA using the videos and examines the specific video features that best supported successful learning.

TEACHING SPECIFIC STUDENT POPULATIONS

Reducing Math Anxiety and Increasing Math Self-Efficacy

Shanda Hood and Josh Girshner, University of Arkansas

Math anxiety is the feeling of nervousness or fear that can create difficulty in learning or doing mathematics. Studies have shown that there is a correlation between math anxiety and math achievement. In an 8-week online course, students studied topics including math anxiety, mindset, and memory formation. These students completed a video presentation describing a real-world application of mathematics. Hence, they examined root causes of their math anxiety, strategies for dealing with these negative feelings, and explored mathematics applications. A comparison of pre- and post-course MSEAQ results showed an increase in reported self-efficacy regarding mathematics.

Supporting Veteran/Military Students in a “VIP Care” Program

Ken Tillman, Southeastern Louisiana University

The “Louisiana Increasing Opportunities for Nurse Veterans in Primary Care” (LION VIP CARE), a HRSA grant funded project, provides veteran/military nursing students opportunities to develop primary care nursing competencies. Working with veteran/military students over the 3-year program has revealed challenges these students face in the academic setting. Many report feeling disconnected from their college peers. In general, civilians on campus, including faculty, lack an understanding of veteran/military students and military culture. Many of these students struggle with balancing school with work and family commitments, and these students may also suffer from mental health issues.

Using Theme-based Instruction to Increase Performance of Students with a Learning Disability

Brian Ogle, Beacon College

Beacon College documented a difficulty with maintaining student performance against established institutional measures. The goal of this study was to determine if theme-based instruction, when integrated with active learning strategies, had the potential to increase student performance in the course. Findings suggest theme-based instruction has the potential to increase student performance in undergraduate science course for this student population. The level of integration of theme-based practices can influence the level of outcomes; however, it appears to have no direct impact on final semester grades.

DIVERSITY, EQUITY, AND INCLUSION

Accessibility Includes Retrieval of Materials

Janene V. McMahan, University of Alaska Anchorage

In addition to the accessibility of your materials, consider other types of access. Students may not have the money to pay for good internet access or be in an area where it is available. Use the lens of ‘if you can’t reach it, it doesn’t matter if it is accessible.’ Therefore, any item you work to make fully accessible should be reachable by underrepresented tech audiences and poorer individuals.

Building Inclusive Campuses: Examining the Effects of Instructor Leadership Behaviors on Student Belonging

Christina Leshko, SUNY Canton

Experiencing a sense of belonging, feeling accepted, and building relationships is crucial for undergraduates. These components contribute to increased engagement, retention, and graduation. These experiences are particularly integral for historically underrepresented groups, such as those identifying as BIPOC, LGBTQ, nontraditional, persons with a disability, or economically disadvantaged, who are more likely to encounter unforeseen obstacles. The purpose of this study is to expand an understanding of how instructor behaviors in the college classroom influence undergraduates’ sense of belonging and support inclusive campuses.

TEACHING IN THE HEALTH SCIENCES

Creating Equity through Stakeholder Engagement

Susan Welch, University of West Georgia

The research aims to determine the process and provide a theoretical framework by which academic and healthcare stakeholders engage in developing and renewing nursing curricula. The proposed research will determine how nursing academia and healthcare stakeholders develop and renew nursing curricula using grounded theory methodology. In conclusion, a theoretical framework of the process is necessary to select robust competencies consistent with current nursing practice.

INSTRUCTIONAL VITALITY: WAYS TO KEEP TEACHING FRESH AND INVIGORATED

Co-Teaching During Pandemic Times: Our Remote-Virtual Learning Experience

Iliana Ballester-Panelli and Alba Brugueras-Fabre, Universidad del Sagrado Corazón

Sometimes, during these pandemic times, professors have felt like beginners instead of specialists. These isolated times have created an urgency for faculty to support each other and collaborate. Co-teaching can be seen as an incredible way to do this and ensure student learning. However, sharing a course, even remotely, has become more complicated. When designing, planning, and teaching a remote-virtual course, adding faculty expectations can create many challenges, from scheduling, curating contents, and sharing instructional responsibilities to finding innovative approaches to promote the student learning experience. The presenters have developed a planning tool for co-teaching planning. The planning tool helps define the roles and responsibilities derived from a co-teaching experience. It

provides specific steps for developing a team-teaching course, as in this case, in a remote-virtual learning setting.

NEW FACULTY

Teaching Personas of Teaching Professors – Do They Exist & Do They Matter?

Kristel, Gallagher, Thiel College

The purpose of this exploratory study was to consider the possibility that college professors may perform their duties as teachers under the guise of “teaching personas” that are unlike that of their everyday lives, while also examining the potential relationship between persona distinctiveness and the

overall work experience of professors. The findings suggest that professors see themselves as more extraverted, emotionally stable, caring/supportive, professionally competent, and better communicators as teachers than in their everyday lives. Being more conscientious, feeling more capable, and perceiving oneself as a better communicator in the teacher-role was associated with more job burnout.

8:00 pm

Dinner and evening on your own.

SATURDAY, JUNE 4

7:30 am–2:00 pm

Registration Open

Marquis Registration Booth, Marquis Level

7:30–8:30 am

Breakfast

Marquis Ballroom, Marquis Level

8:00 am–5:00 pm

Exhibitor Displays Open

Marquis Ballroom Foyer, Marquis Level

Stop by and say hello to our exhibitors and learn about their products and services.

8:45–9:45 am

Concurrent Sessions

ASSESSING LEARNING

Improving the Approach and Accuracy of Self-Grading in Higher Education

Les Harman, Biola University

For attendees who are new to this topic

M 106-107, Marquis Level

Self-assessment has been increasingly used as a necessary learning and assessment strategy in higher education (Yan 2020). The process of self-evaluation can develop learners’ metacognitive strategies (Bourke 2018) and has proven to be very beneficial for career preparation. Yet, student self-grading is still underutilized in higher education primarily due to lack of student training which has led to disproportionally high grades and inaccurate self-evaluation. In this session, we will present a simple, hour-long onboarding training exercise for students that is directly aimed at improving the initial thinking and practice of self-grading. The primary goal of this training is to improve the

accuracy of self-evaluation for first-time self-graders. As a result of this student tutorial, educators can feel more confident in providing self-grading assignments in their college classrooms.

STUDENT ENGAGEMENT

The Next Normal: Re-engaging Students in the Hybrid Classroom

Heather Gilmour, Springfield College and Julie Wienski, University of Denver

For attendees who are new to this topic.

M 302-303, Marquis Level

This interactive session will focus on the increasing challenges of the hybrid classroom, given the continued COVID fatigue students and faculty feel each day. This session will examine the ways that Generation Z faces the classroom and discuss some strategies to humanize teaching to reach students where they are—emotionally and academically. The presenters will discuss how the experience teaching both online and hybrid have impacted their pedagogy.

Let’s Get Engaged with Cooperative Learning Structures

Melissa Schettler, William Penn University

For attendees who have some experience with this topic

International Salon 1, International Level

A consistent challenge that many instructors in higher education face is low engagement among students in the classroom. How do we, as instructors, plan activities that foster and support engagement from our students? Highly structured cooperative learning strategies that are explicitly taught to students provide an opportunity to significantly increase engagement from learners in the classroom and thus lead to increased student learning.

Seven Strategies for Embracing the Emotional Labor of Teaching

Ashley Harvey, Colorado State University

For attendees who have some experience with this topic

International Salon 6, International Level

In this session, we will explore the invisible emotional labor associated with online and in-person teaching at the college level and focus on seven emotion-regulation strategies and mindsets for college instructors drawn from education frameworks.

Attendees will describe their emotional labor, examine their own attitudes towards students' challenging behavior, explore what "pushes their buttons," and identify helpful reframes for hard moments with students. The goal of this session is to help academic instructors increase their experience of genuine, positive emotion, so that they can enjoy teaching more, as well as successfully engage students and promote their success.

TECHNOLOGY TOOLS FOR TEACHING

Sick and Tired of Discussion Boards? Let's Debate Other Options

Madeline Craig, Molloy College

For attendees who have some experience with this topic.

International Salon 3, International Level

This session covers alternatives to discussion boards for use in hybrid or online courses. We will discuss and share engagement ideas using Padlet, Parlay, Flipgrid, Twitter, Blogger, Google Suite for Education tools, Zoom, Messaging Apps, and Kumospace. Each tool will be described, and the group will debate its use by sharing both positives and negatives. Participants will be engaged throughout the session by voting for or against each tool.

ONLINE TEACHING AND LEARNING

Recipe for Engagement: Strategies that Work

Julia Osteen, Lipscomb University

For attendees who are new to this topic.

International Salon 4, International Level

In today's society, connectedness and relationships are important for students' learning experiences. Instructors may be tempted to think it is too challenging to fully engage all of their students. How can instructors maximize the power of best practices in order to whet their students' appetites and keep them coming back for more? In this interactive session, we will peruse the student engagement buffet and sample a collection of strategies just right for cultivating your course! We will start with an "appetizer" of research foundations, move to an "entree" of best practices, and end with a sweet "dessert" application to our own courses. Participants will walk away with robust "ingredients" that can be implemented immediately to help them become Master Chefs of Student Engagement.

The Use of Design Thinking in Online Course Design to Ignite Critical Thinking, Creativity and Student Engagement

Adam Valencic, Lindenwood University

For attendees who are new to this topic

International Salon 5, International Level

Learn how an online graduate program created coursework utilizing the design thinking process, outcome graphics, and an instructional online course matrix, to increase student's critical thinking, creativity and engagement. In this session attendees will have the opportunity to initiate course design using the fundamentals of design thinking, apply the online course matrix to an existing course, and ideate outcome graphics to initiate student awareness of the learning experience with course/program outcomes.

OUTSIDE THE CLASSROOM

Scholarship Advice for Teachers

Ken Alford, Brigham Young University

For attendees who are new to this topic

International Salon 7, International Level

Time is always in short supply. So, what can teachers realistically do to become more effective researchers and scholars? This presentation shares research, writing, and scholarship advice gleaned from outstanding professors during the past forty years. Some of their suggestions may surprise you. Come join us!

DIVERSITY, EQUITY, AND INCLUSION

Navigating Difficult Racial Dialogues: Practical Framework for Potentially "Charged" Spaces

Kayon Murray-Johnson, University of Rhode Island

For attendees who have some experience with this topic

International Salon 8, International Level

Given renewed calls for racial equity and justice, shifting U.S. demographics, and a tense sociopolitical climate over the past few years, there remains a need for instructors to better understand how to engage and sustain authentic dialogues, particularly in courses that deal with race, racism, and other social justice issues. Racial dialogues are well known as inherently risky—and navigating these dialogues are made even more complex, given the rise of online and remote learning spaces. The goal of this session is to share how instructors across disciplines might explore and use practical, self-reflective tools that focus on emotive capacity (capacity that allows one to hold one's emotions while engaging others') as a complement to cognitive (knowledge) capacity used in engaging dialogues around race and racism in a U.S. context.

TEACHING IN THE HEALTH SCIENCES

Tips for Providing Constructive Feedback to Students in Experiential Learning

Victoria Miller, University of Louisiana Monroe College of Pharmacy

For attendees who are new to this topic

International Salon 10, International Level

Feedback has been described as the cornerstone of effective clinical teaching. Students in health sciences programs often take part in some element of experiential learning for degree completion. The provision of feedback in these settings helps to reduce the gap between actual and desired performance. Feedback is considered most effective when it is constructive, provides specific information on a particular task, and builds on strengths while identifying strategies for improvement. This presentation provides tips for the delivery of effective constructive feedback in the experiential setting and discusses several feedback models that can be utilized by faculty, such as the Sandwich Method, Pendleton's Rules, and BOOST.

Service User Involvement in Social Work Education: A Virtual Experience

Keith Adamson and Jean Hammond, Factor-Inwentash Faculty of Social Work

For attendees who are new to this topic

International A, International Level

In this session, the presenters, including a service user (i.e., an individual with patient experience), will share theoretical and practical approaches for how to effectively involve service users in the co-designing and co-facilitation of clinical social work courses in a virtual setting. We will use our graduate-level disability-focused online social work course as an exemplar, whereby service users and families were involved in designing and delivering course content, facilitating virtual experiential activities (e.g., simulation), and providing direct student feedback. By the end of the session, participants will understand three practical approaches for meaningfully involving service users in virtual healthcare education, recognize critical barriers and solutions to executing virtual experiential learning activities in collaboration with service users, and observe how service users can facilitate learning modules in virtual settings in collaboration with faculty.

INSTRUCTIONAL VITALITY: WAYS TO KEEP TEACHING FRESH AND INVIGORATED

Using Simulated Experiences: How Do You Train?

Lionel Thomas Jr., LaQue Thornton Perkins, and Emily Kochanski, Saint Leo University

For attendees who are new to this topic

International B, International Level

Virtual environment learning using Avatars is a training technique used in both academic and practitioner environments (Asadi & Hemadi, 2018). Simulated experiences provide an environment for authentic interactions to simultaneously engage the emotional and cognitive faculties for learning that transform the learner while offering a scalable and cost-effective solution for organizations (Mursion, 2017). These experiences provide trainees invaluable practice developing “soft skills (Lax, 2019).” Selingo (2017) posits that interpersonal and communication skills were among the most important to employers looking at new graduates (Selingo, 2017). Simulated experiences are applicable to any situation requiring intense interpersonal interactions. According to Mursion, Inc. (2017) the approach has demonstrated a positive impact in areas such as leadership development, sales enablement, customer service, and diversity and inclusion across industries. Learn how simulated experience was used in a Guest Services Management course to teach students how to manage angry customers. Benefits to students included active learning that developed Power Skills (communication, problem solving, creativity, etc.), and the opportunity to have real world experience in a controlled environment, among others.

FOR NEW FACULTY

Align Your Vision of Student and Instructor Success with Evidence-based Teaching Practices

Jennifer Todd and Tonya Buchan, Colorado State University

For attendees who are new to this topic

M 104-105, Marquis Level

A google search for “how to be an effective teacher” provides 2,970,000,000 results; a daunting number that is impossible to navigate. This session will guide you through a process to determine exactly what you value as an educator, what you most want for your students (and for yourself), and connect this vision to the Teaching Effectiveness Framework®. You will leave the workshop with evidence-based teaching practices unique to your

vision for student (and instructor) success.

Developed at The Institute of Learning and Teaching at Colorado State University, the Teaching Effectiveness Framework® is comprised of seven essential, interrelated domains of effective teaching practices—for face-to-face and online instruction—grounded in the scholarship of teaching and learning. The framework includes leveled criteria within each domain, a goal-setting process, a collection of teaching practices to improve student learning, and materials for instructors and administrators to measure growth in teaching effectiveness. After participating in this online workshop, participants will be able to: recognize the benefits of the seven Teaching Effectiveness Framework domains, their independence, interdependence, and how inclusive pedagogy is foundational to being an effective teacher; identify their teaching strength related to a Teaching Effectiveness Framework domain; create their vision for student (and teacher) success; and analyze how their current teaching practices align with their vision for students.

Just Hired! But Do I Know How to Teach?

Patricia Becker and Rhonda Schoonover, Cardinal Stritch University

For attendees who are new to this topic

International Salon 9, International Level

New faculty with a depth of disciplinary knowledge may lack the theoretical and practical knowledge of teaching and learning required for designing and implementing university-level instruction. In this interactive session, participants will explore teaching philosophies, learning theories, and effective instructional design models. They will review tools and templates designed to construct a teaching philosophy, assess learner types and needs, identify course objectives, develop assessments, and plan engaging instructional materials and activities. Participants will be able to apply content from this session to reflect on, design, and/or redesign courses in a variety of disciplines.

FACULTY SUPPORT

Care to the C.O.R.E.: The Culture of Mentoring and Evaluations

David Betancourt, Cerritos College

For attendees who have some experience with this topic

M 301, Marquis Level

This session will focus on developing a positive culture and climate around peer mentorship and evaluations through the Collaborative Observational Reflective Experience (C.O.R.E.) Program for Teachers. The C.O.R.E. Program provides a template that has been developed to offer a non-judgmental, professional, valuable, and positive experience in a one-to-one setting.

10:15–11:15 am

Concurrent Sessions

EXHIBITOR SPOTLIGHT

Magna Digital Library: Tips and Tricks

Joseph Wendorf, Magna Publications

International Salon 5, International Level

This session is designed to provide information about one of Magna Publications’ newest professional development

resources—Magna Digital Library. In addition to offering details on just what this comprehensive collection contains, the speaker will use a modeling approach to provide a live and interactive tutorial on the initial steps to gain access to the library, how to navigate the various links and materials once logged-in, different ways to conduct specific searches using author, title, or a desired theme/topic. The presentation concludes with an open forum, at which time both the presenter and participants will be encouraged to share best practices for the application, implementation, and strategies to garner faculty support and participation for the Magna Digital Library.

PREPARING YOUR COURSE

Setting the Table for Learning

Lolita Paff, Penn State Berks

For attendees who are new to this topic

M 104-105, Marquis Level

Learning is food for the mind, but are students consuming fast food or fine dining in our classes? Fast food is convenient, homogenous, and therefore unremarkable; quickly consumed and forgotten. In contrast, restaurants requiring reservations signal that dining there will be a wonderful experience, one that requires planning ahead, fostering anticipation of a memorable event worth waiting for. Leaving aside the issues of costs and calories, this interactive session uses the metaphor of fine dining as a framework to identify instructional strategies that promote engagement and learning. We'll do this by exploring menu language (inclusivity), dress codes (conduct and policies), menu items (expectations about content and instruction), and chef's specials and dessert carts (curiosity, interest and motivation).

ASSESSING LEARNING

A Grading System That Works: How Specifications Grading Empowers Students

Darshon Reed and Shannon Riedmueller, University of Central Arkansas

For attendees who are new to this topic

M 106-107, Marquis Level

Grading student work is a critical step in assessing student achievement of course learning outcomes. However, there is little standardization across institutions and grading practices vary considerably. Grading on the curve, grade inflation, and varying grade interpretations complicate the practice, leading to a system that is inherently broken and damaging to both faculty and students alike. An alternative to the current grading system is specifications grading. Specifications grading allows students to earn all the points associated with the work, or none of them, depending on if their work meets particular specifications laid out by the instructor. This session introduces the audience to the specifications grading system and provides an example of its implementation in various disciplines. During this session, participants will learn specifications grading theory and framework, how it promotes a mastery goal orientation, and how to implement it in a course.

STUDENT ENGAGEMENT

Evidence-based Strategies for Reducing Student Resistance to Active Learning

Michael Prince, Bucknell University

For attendees who are new to this topic.

M 302-303, Marquis Level

Active learning has consistently been shown to improve numerous student outcomes. Despite this, the adoption of active learning in undergraduate classes has been slow. One of the barriers to adoption of active learning is the fear of student resistance, manifested as students not participating or giving low teaching evaluations at the end of the semester. This session provides evidence-based strategies to reduce student resistance drawn from a multi-institution NSF funded research project. At the end of this session participants will be able to: identify ways students respond to active learning; articulate strategies to reduce student resistance and describe how to implement several of them; and develop plans to successfully adopt active learning and reduce student resistance in their courses.

Transforming Class Discussion to Support Free Expression, Academic Inquiry, and Democratic Engagement

Leila Brammer, University of Chicago

For attendees who are new to this topic

International Salon 1, International Level

Discourse rests at the nexus of the entangling of academic inquiry, freedom of expression, democratic practices, and civic education. The testing and refining of ideas necessary for academic inquiry depends on the ability to seek out and engage multiple perspectives as well as difference and disagreement. The session's focus on principles and processes of free expression and discourse as well as models for fostering robust, inclusive, and productive class discussion provides participants with an understanding of discourse and the limits of current models; an ability to reimagine and transform discourse; and models and practices to embed in the classroom.

TECHNOLOGY TOOLS FOR TEACHING

Adding Mobile Learning to Your Pedagogy to Increase Engagement

Sarah Nichter, University of the Cumberland

For attendees who have some experience with this topic

International Salon 3, International Level

Are your teaching methods making the most of the rise of mobile learning? This session will invite participants to learn about mobile learning to increase their mobile learning teaching skills. A growing number of students in online, hybrid, and fully in-person courses are using their mobile devices as educational tools to benefit their learning, whether their courses support it or not. This session will detail strategies to support mobile learning for engagement in your classes. Participants will be able to engage in some mobile learning activities and will learn course design, lesson design, and course policy strategies to support mobile learning in their online, virtual, and in-person classes.

ONLINE TEACHING AND LEARNING

Creating and Implementing Multimodal Instruction

Jillian Hartley, Arkansas Northeastern College

For attendees who are experienced in this topic and are ready to learn more

International Salon 4, International Level

A multimodal approach to teaching combines the best of both face-to-face and online classes. This presentation will explore the efforts of Arkansas Northeastern College in the past

academic year to create and implement multimodal courses for most of its degree programs. It will cover topics related to the compensation of faculty for additional work, and the methods used to determine how to utilize best practices from both face-to-face and online courses into one multimodal format that allows students to attend class in person, from a remote location, or asynchronously with prerecorded instructional videos. A multimodal approach to learning allows students flexibility, and it also addresses many issues related to equitable access at a time when students require convenience and enhanced support tools.

TEACHING SPECIFIC STUDENT POPULATIONS

Engaging & Effective Strategies for Teaching Literacy to Multilingual Learners (MLs)

Megan Scranton and Jenelle Abnett, Neumann University
For attendees who have some experience with this topic

International Salon 6, International Level

Effective differentiated literacy instruction can significantly benefit Multilingual Learners (MLs). Based on the premises of Culturally Responsive Teaching (CRT), the purpose of this session is to provide evidence-based engagement strategies and effective tools that can assist MLs in improving their literacy skills. Participants will be able to identify the needs of MLs, demonstrate understanding of CRT, and state at least five strategies for teaching literacy to MLs.

OUTSIDE THE CLASSROOM

Empathy without Burnout: How to Empower Students for Success

Mary Norman and Lisa Low, Texas Tech University
For attendees who are new to this topic

International Salon 7, International Level

Do you wonder what your students are worried about? Does the thought of asking scare you? Are you afraid that knowing more about them will be too much information? Learn why asking students can lead to more empathy on your part and more student empowerment. Using the student stressor feedback exercise, instructors can triage their students and based on a year of longitudinal data, we will present the top-5 student stressors and what you can do to help. This presentation is research based but is all about the application of radical empathy in your classroom. The best news, it doesn't take much time, the impact on you is minimal, and creates a better connection with learners. In this presentation you will learn the questions to ask, when to ask, and how to ask. Additional empathy tactics and a list of common resources will be provided.

DIVERSITY, EQUITY, AND INCLUSION

A Time for Action: Empowering Trans-Spectrum College Students In 2022

Jonathan Howle, Alamance Community College
For attendees who are new to this topic

International Salon 8, International Level

This session is a call to action for higher education professionals to take meaningful action in order not to just

support—but empower—trans-spectrum students in 2022. We are still in an era of “lots of talk and no action.” This session will provide some specific steps forward to empower college students at all levels. Participants will discuss implications from the latest research on Trans-Spectrum students’ experiences in colleges across the United States; identify specific strategies they can utilize to make their courses and campuses more inclusive of Trans-Spectrum Students; and will design a plan to bring Campus Pride Index to their campuses or improve their current Campus Pride Index rating.

TEACHING IN THE HEALTH SCIENCES

Applying Effective Learning Science to Clinical Teaching in the Moment

Staci Saner, University of Louisville, Health Sciences Center; Russell Farmer and Gerard Rabalais, University of Louisville School of Medicine

For attendees who are new to this topic

International Salon 10, International Level

Health sciences faculty teach in many venues: lecture, small group, bedside, and clinic. Learning science has provided effective strategies for classroom settings, but how do faculty members incorporate these during patient care responsibilities? Using the strategies outlined in the book *Small Teaching*, participants will practice strategies most applicable for teaching in the moment. Topics covered include introduction of *Small Teaching*, introduction of a tool for participants using small teaching strategies, and role-play of strategies by presenters and participants. By the end of the session, participants will be able to explain to a colleague aspects of learning science, they will brainstorm how to incorporate strategies to enhance learning during supervisory patient care, and they will be able to describe how to implement strategies at their institution.

INSTRUCTIONAL VITALITY: WAYS TO KEEP TEACHING FRESH AND INVIGORATED

Talk Less, Teach More

Jeremy Rentz, Trine University

For attendees who have some experience with this topic

International B, International Level

Sounds too good to be true, but the one who does the work is the one who does the learning. Too often, the professor is the one doing most of the work in the classroom. But it does not have to be this way. There are many situations where we can get out of the way and let students learn through discovery, interaction, and discussion. Figuring things out on your own can be a powerful learning experience, particularly with the expert in the room to guide and correct. Setting up learning scenarios for students takes a shift in thought, from a focus on content delivery to lesson planner, activity facilitator, and provider of feedback. Fortunately, there are many great examples and strategies available to help us get out of the way, often using your original lesson plans, lectures, or slides as a guide. Practicing what we preach, be prepared to do the work during this session.

FOR NEW FACULTY

The First Day: What Comes After the Syllabus?

Alexia Franzidis, University of North Carolina Wilmington
For attendees who are new to this topic

International Salon 9, International Level

Commonly referred to as “syllabus day”, too often the first day of class involves reading the syllabus, calling the roster, completing a generic ice-breaker activity, and either beginning course content or ending class early. Yet, the first day sets the tone for the semester and should be used to assess previous knowledge, gain students’ attention, give insight into participation expectations, and highlight the relevance of the course materials to students’ goals. This session provides novice teachers with tools on how to best prepare for, and structure, their first day. It incorporates specific strategies that can easily be integrated into any course, and techniques that stimulate a first day environment that allows students to familiarize themselves with each other, the instructor, and the content of the class, in a fun and interactive manner.

FACULTY SUPPORT

Inspire to Learn, to Change, to Grow

Melodie Rowbotham, Southern Illinois University Edwardsville
For attendees who are new to this topic

M 301, Marquis Level

Mentors, colleagues, and department chairs can help support and encourage innovation to improve teaching and learning. Appreciative inquiry/coaching and motivational interviewing are skills that can be used to improve, change, and promote growth of educators. Barriers to change will be discussed. Appreciative inquiry (AI) is a strength-based developmental approach. AI uses questioning to help faculty discover, dream, design, and deliver. Motivational interviewing (MI) can be used to encourage faculty to take ownership of their own development and decrease their resistance to change. The basis for MI is collaboration and empowerment. Both create positive relationships and environments where faculty can be encouraged to reach their potential. Participants will learn and practice AI and MI techniques they can use in working with and supporting faculty.

Mentoring and Advising: Key Distinctions and Communication Skills

Jennifer H. Waldeck, University of Georgia

International A, International Level

Undergraduate and graduate students come to our offices and classrooms with a variety of needs related to their personal, academic, and professional development. This session focuses on two common functions faculty often serve to assist students in fulfilling these needs: mentoring and advising. Distinct from one another in their meaning, activities, focus, and outcomes, mentoring and advising activities are both critical for our students. In this session, we will frame mentoring and advising as relationships and discuss the communication strategies that help faculty and students initiate, maintain, and nurture positive mentoring and advising relationships. We will examine the more challenging dynamics of mentoring and advising, and how to redefine or disengage from relationships that aren’t working. If you are a faculty member wanting to improve your ability to advise and mentor your students, this session is for

you. After participating, you will be able to define mentoring and advising and recognize the differences between these two relationships and the value of both to students and faculty; use communication strategies that enhance the quality of both types of faculty/student relationships; assess the effectiveness of your mentoring and advising on an ongoing basis; address the challenging dynamics of both types of faculty/student relationships; understand the healthy evolutionary cycle of mentoring and advising relationships, including disengagement and dissolution as potential outcomes; and use communication to appropriately facilitate the stages of faculty/student mentoring.

11:30 am–12:30 pm

Lunch

Marquis Ballroom, Marquis Level

1:30-2:30 pm

20-Minute Mentor Sessions

There will be two 20-minute sessions in most rooms during this hour, with a break in between. Feel free to change rooms during the break.

Round 1

PREPARING YOUR COURSE

Hop Out of Escape Rooms Using Padlets

Patrick Sheridan, Saint Leo University
For attendees who are new to this topic

M 104-105, Marquis Level | 1:30 pm

Padlets represent a useful pedagogical tool for online learning. Padlets are routinely used as a forum for discussions, for icebreaker activities, formative assessments, and for multi-media homework projects. To increase student engagement and strengthen mastery of course content, themed Padlets were created in the format of escape rooms. Students were polled at the start of organic chemistry I. They were asked to identify their favorite movies, books, poems, idols, foods, and hobbies, etc. The escape rooms were then framed around this thematic information. Escape rooms provided an opportunity for small groups to participate in active learning. The competitive activities worked to energize students and promote critical thinking and problem-solving skills through collaboration.

ASSESSING LEARNING

What’s Backward about Backwards Design? Creating an Aligned Course

Debbi McCuin, Mount Marty University

For attendees who have some experience with this topic

M 106-107, Marquis Level | 1:30 pm

In teacher training, teachers are taught to start, embed, and end with their student learning outcomes in mind. Professors, on the other hand, are experts in their content discipline, and may have little to no formal training in teaching itself. In this session, we will go over the importance of aligning a course’s instructional tools and materials, activities, assignments and

assessments with carefully worded course objectives. Considered one of the “best practices” in teaching, having a “backwards design” mindset works for face to face and online courses alike.

How Do We Preserve Academic Integrity Without Proctoring?

Sarah Lublink, Florida Southwestern State College

For attendees who are new to this topic

M 301, Marquis Level | 1:30 pm

When creating assignments for students, it is easy to feel torn between creating a straightforward objective test and a written assignment. The former requires no grading time but is difficult to administer without some form of proctoring or enormous question banks. The latter can be administered without proctoring but takes a long time to grade. In addition, in grading such assignments it can be hard to separate a student’s mastery of the learning outcomes from their mastery of the written word. In this short presentation I will show how I’ve used question banks to randomize student tests and quizzes in an innovative way which creates assessments that can be administered without proctoring and take only a moderate amount of time to grade. Participants will come away with a new understanding of the functionalities of question banks in quizzes as well as ideas for creating meaningful assessments that aren’t too much of a grading burden.

STUDENT ENGAGEMENT

Increasing Classroom Engagement: How to Pop the Right Kind of Question

Kaci Bohn, Texas Tech University Health Sciences Center

For attendees who have some experience with this topic

International Salon 1, International Level | 1:30 pm

The number one killer of in-class student questions is the faculty statement, “Are there any questions?” When this question is asked, most pharmacy students are afraid to speak out due to fear of embarrassment or looking unintelligent. Questioning is by far the most common verbal communication behavior used in pharmacy education and is critical for students and faculty to learn from one another. This presentation is designed to teach a novel and effective in-class questioning technique to accomplish two things: to increase student engagement and participation in lecture, and to allow the faculty member to use this engagement to assess learning, and therefore adjust teaching to meet the students learning needs.

TECHNOLOGY TOOLS FOR TEACHING

Collaborative Technology Tools: Promoting Conversation and Deeper Understanding

Eleni Caldwell, Wake Forest University

For attendees who have some experience with this topic

International Salon 3, International Level | 1:30 pm

Participants will leave with easy-to-learn tech tools that they can effectively implement in their classrooms. Whether faculty are in a remote, hybrid, or in-person setting, they will master how to meet learning goals with technology integrated into activities. Promoting a risk-friendly environment for student communication leads to open conversations and higher participation rates. Tools explored focus on piquing student interest while providing many and varied avenues for

creating and demonstrating understanding of content. Brief overviews of tools include, but are not limited to, Stormboard, Mentimeter, Padlet, and Jamboard and Autodraw through Google applications.

Podcasting in Higher Education

Robb Beane, William Penn University

For attendees who have some experience with this topic

International Salon 4, International Level | 1:30 pm

While podcasting has become ever more present in the fabric of our lives, their use in academia is still restricted mostly to occasional assignments or suggestions. There are countless benefits to the use of asynchronous interactive educational podcasting by instructors for students and from student creation. As instructors look to develop and include podcasting in their repertoire of knowledge and skills, what does it take to create and publish podcasts for use in their courses? The base from which all podcasting use should start is course standards and pedagogy. In only 20 minutes, we will record and publish a short podcast that covers basic pedagogy, and the use of podcasting tools. Through the use of anchor.fm, I will be directing our podcast that includes the audience participation, all the way through publication.

ONLINE TEACHING AND LEARNING

How Should the Needs of Part-Time Rural Learners Influence Online Instructional Design?

Melissa Wrenn and Clay Smith, East Carolina University

For attendees who are new to this topic

International Salon 5, International Level | 1:30 pm

We will share our problem of practice with supporting part-time rural students in a grow-your-own-model during the COVID-19 pandemic. Leveraging collaborative conversation, we identified responsive and proactive strategies to support rural students. Participants will learn how to apply research-based strategies in response to targeted needs. Participants who teach or support students in rural, part-time settings may benefit from learning strategies to support university students who are non-traditional or who may be transitioning from a community college into a four-year setting for the first time. Strategies include: collaborating with non-teaching colleagues, online instructional design, building a classroom community, and reconsidering grading practices.

TEACHING SPECIFIC STUDENT POPULATIONS

What is Culturally Responsive Communication in Teaching?

Christine Davenport and Kathleen Meckel, University of Alaska Fairbanks

For attendees who are new to this topic

International Salon 6, International Level | 1:30 pm

Our goal is to demonstrate appropriate engagement activities for student populations that are Indigenous, non-traditional, and/or first-generation. Bridging the gap between communication styles across generations, ethnic and cultural groups, and academic experience is foundational in building connections among students and educators. There are different communication styles and social norms depending upon cultural or regional groups.

OUTSIDE THE CLASSROOM

Let's S.E.T. the Record Straight About Office Hours: Maximizing the Student Experience

Ashanti Foster, Prince George's Community College
For attendees who have some experience with this topic
International Salon 7, International Level | 1:30 pm

In every university, office hours are standard practice, yet the frequency and reason students use them vary. With a few customized decisions, faculty members can S.E.T. the record straight about office hours as they become Student Engagement Time with intention and creativity. At the conclusion of this session, participants will be able to identify reasons why and frequency of students' access to office hours, to prepare an inviting student engagement time through questioning, exploration, and reflection.

TEACHING IN THE HEALTH SCIENCES

Comparing Simulation Modalities to Guide Entry-level Practicum Students

Jana Goodwin, Nicole Smith, and Crystal DeVance-Wilson, University of Maryland School of Nursing
For attendees who have some experience with this topic
International Salon 10, International Level | 1:30 pm

This study examined students' self-perception of competency and compared virtual and manikin-based simulation for assessing competency before entering a nursing practicum setting. Students self-assigned to one of three simulation groups and completed a self-assessment of competency pre- and post-simulation. Post simulation scores were higher in each category, and statistically significant in the clinical judgement ($p < .05$) and patient safety ($p < .05$) categories. A medium, positive correlation was found between self-assessment and faculty evaluation scores ($r = .44$). Study results indicate that virtual and manikin-based simulation are effective tools to use when assessing a students' clinical judgement and patient safety readiness to practice. Congruence between student post-assessment and faculty evaluations supports students' continuous improvement during the practicum experiences.

Round 2

PREPARING YOUR COURSE

The Naked Truth About Cheating: Prevention is Key

Deborah Testerman and Leslie Koberna, Texas Woman's University

For attendees who have some experience with this topic
M104-105, Marquis Level | 2:00 pm

Studies show one third of students admit to cheating while in school. Cheating has become a multibillion-dollar industry. Cheating creates loss of self-respect, becomes a habit, devalues education, and encourages a culture of mistrust and cutting corners. It is important for faculty to recognize ways students cheat in the classroom and online environments to reduce cheating. Takeaways from this session will be a better understanding of why students cheat, an explanation of how students cheat in online and face to face environments, and strategies to prevent student cheating.

STUDENT ENGAGEMENT

Flipping Software Application Instruction in Higher Education

Megan Bell, The University of Alabama at Birmingham
For attendees who are new to this topic

M 302-303, Marquis Level | 2:00 pm

The literature supports use of the flip to teach "procedural knowledge," a concept which ranges from software skills to medical education, in higher education. There is a gap in the literature on whether the flip is useful for teaching software skills to higher education students. This presentation shares results of a study comparing two instruction methods for teaching software skills to graduate students. The comparison assessed knowledge retention, instruction satisfaction and student confidence using the software and was implemented to encourage student engagement during software instruction sessions. Instructors evaluated whether there was a difference between using flip classroom model with active learning compared to in-class lecture and active learning regarding graduate students' confidence using software, instruction satisfaction, and retention of software skills.

The Use of Group Peer Review to Facilitate Active Learning and Foster Student Engagement

Tammy Haley, Appalachian State University
For attendees who are new to this topic

International Salon 1, International Level | 2:00 pm

A growing body of evidence supports that feedback is central for the improvement of student learning. The provision of faculty generated formative feedback for writing can be a time-intensive endeavor. While the role of faculty feedback remains important, research demonstrates that integrating peer-review may improve writing ability, increase academic self-confidence for writing, and increase engagement in the writing process among undergraduate students. Meaningful integration of peer-review at multiple points in the writing process can provide learning gains for both writers and reviewers. A structured format and clear guidelines for peer review can help to demystify the process. Using collaborative writing platforms to provide feedback and allow for revision of writing assignments can facilitate peer-review and have been well received in a variety of course delivery models.

TECHNOLOGY TOOLS FOR TEACHING

From Digital Distraction to Digital Direction: Using Web Mixes in the 1:1 Classroom Setting

Sarah Bryans-Bongey, University of Northern Iowa
For attendees who are new to this topic

International Salon 3, International Level | 2:00 pm

1:1 laptops are an increasingly common option. Teachers seeking to tap the power of this ubiquitous computing can promote student time on task, access to resources, and collaboration. This session will share a strategy that undergraduate education students unanimously endorsed as one that they will consider adopting in their own future teaching. Join this session to learn how the combined use of Web mixes, Google tools, and 1:1 devices can bring collaboration and engagement to your classroom or lecture hall.

ONLINE TEACHING AND LEARNING

Strategies to Maximize Student Engagement in Online Group Work

William Carr and Deborah Greenblatt, Medgar Evers College, City University of New York

For attendees who have some experience with this topic

International Salon 5, International Level | 2:00 pm

Behavioral, emotional, and cognitive components are critical for student engagement online, but the importance of accountability is often underappreciated. The lack of accountability frequently diminishes enthusiasm for group work among undergraduate students. This presentation builds upon evidence-based approaches that use group roles to enhance learning. From this presentation, we anticipate that you will learn how to incorporate roles in implementing group work and how to quantify accountability in group assignments. I also provide evidence from qualitative student surveys to demonstrate impacts on learning at a Predominantly Black Institution, Medgar Evers College, CUNY. Furthermore, in this presentation I will include an active learning exercise to illustrate impacts on the group experience. This approach has applications in both online and in-person teaching environments.

TEACHING SPECIFIC STUDENT POPULATIONS

Viewing College through Freshmen Eyes: PhotoVoice in First Year Seminar

Patricia Boatwright, Francis Marion University

For attendees who are new to this topic

International Salon 6, International Level | 2:00 pm

First-year college students are going through so many transitions, especially first-generation students. Photovoice is a qualitative method used in community-based participatory research to document and reflect reality. The students take pictures of college life and what is important to them. These photographs are collaboratively interpreted through discussions. At our small, diverse, public university in South Carolina, we used PhotoVoice to help our first-year education students take photographs, select the most important, and reflect upon and explore their reasons, emotions, and experiences in college. The students then put on an exhibit for other first-year seminar students, professors, and administrators.

TEACHING IN THE HEALTH SCIENCES

What's Your Story: Supporting Student Growth through Service Learning

Kayla Fisher and Erin Holt, Minot State University

For attendees who are new to this topic

International Salon 10, International Level | 2:00 pm

First Year Experiences (FYE) or Learning Communities, are designed to support academic success and retention of incoming college freshman by focusing on student engagement. Bowen (2005) defined engagement as activities that incorporate active, experiential, multidisciplinary, and service learning. However, students require learning that goes beyond the classroom including interpersonal and intrapersonal skills, critical thinking, and the ability to reflect and bridge the gaps between the classroom and the community. During this session, participants will learn how to incorporate discipline-specific service

learning into FYE programs/Learning Communities and how to capture first year allied health students' interest and desire for self-growth, and the development of soft skills needed for professional success.

3:00–4:00 pm

Concurrent Sessions

EXHIBITOR SPOTLIGHT

Building Engagement and Community

Karin Van Voorhees, Magna Publications

International Salon 6, International Level

For 50 years, professional development programs from Magna Publications have helped faculty become better teachers. Today, we're focused on transforming faculty professional development into a dynamic, engaging, and meaningful learning experience. In this session, Magna's editorial director will present a new way for learning with our products—a guided development plan paired with coaching and peer interaction in these areas: classroom teaching, active learning, online, inclusive teaching and learning, and career development. After the presentation, there will be time for conversation and feedback. This session is for faculty and educational developers.

PREPARING YOUR COURSE

GAME ON!...In the Classroom

Deana Jaber, Eric Bubar, and Amanda Wright, Marymount University

For attendees who are new to this topic

M 104-105, Marquis Level

Gamification has emerged as an excellent tool for improving educational outcomes. Game based learning is becoming a more attractive model for education with the ubiquity of game creation tools, recognition of games as effective learning tools and growth of individuals who grew up with gaming into roles as teachers. At the turn of the 21st century, online teaching became increasingly popular in higher education. Unsurprisingly, the continuing advancement of technology is an important reason why online teaching continues to expand in higher education. Although the growing presence of online teaching is telling of its significance, the 2019 (COVID-19) pandemic has solidified its importance. To address the academic concerns that emerged during the ongoing health crisis, educators sought pedagogical tools that could potentially enhance the online teaching experience to ultimately foster a more engaging and socially connected online learning environment. In this presentation we discuss the games we used in STEM content areas and showcase our work in this collaborative area by presenting three different styles of games; 1) the use of 3D printed manipulatives, 2) the creation of a chemistry card game, both a hard copy and a digitized version 3) creation of an interdisciplinary STEM Escape Room in virtual reality on the Oculus Quest 2. These techniques can all be adopted widely to create a diverse range of gamified learning experiences both in person and virtually.

ASSESSING LEARNING

No More Extra Credit: Rethinking Assessment with Emerging Grading Techniques

Kate Williams, Georgia Institute of Technology

For attendees who are new to this topic

M 106-107, Marquis Level

Grade disputes. Negotiating for points. Extra credit. These emotionally charged and time-intensive issues are common with traditional grading frameworks that increase competition, decrease intrinsic motivation, and punish early failure. At this interactive session, participants will identify common challenges inherent in traditional grading. We will explore alternatives to traditional grading, including equitable grading, specifications grading, and un-grading, followed by the presenter's own experience with alternative grading techniques. Finally, participants will create an implementation plan that will allow them to begin to incorporate elements of an emerging grading system that fits their specific goals and situation.

STUDENT ENGAGEMENT

Emotionally Intelligent Teaching that Leads to Inclusion and Student Success

David Katz III, davidkatzpresents.com

For attendees who have some experience with this topic

M 302-303, Marquis Level

In this multi-dimensional, interactive, experiential, and fun presentation we will learn that educating is about empowering others, and empowering others requires inclusive, positive, safe, connected, and affirming relationships. We'll learn as educators we have a profound impact upon the emotional state of those we engage with each day, and that the neuroscience confirms that the emotional domain powerfully impacts cognition, persistence, motivation, self-efficacy, and performance. We will then practice skills and model behavior that helps create positive, motivated, engaged collaboration which leads to student success. The primary objective is to further empower us as educators by wrapping skills around these primary concepts while we share with each other and have some fun.

Implementing Team-based Learning in the Classroom

Violet Kulo, Christina Cestone, and Hyun-Jin Jun, University of Maryland Baltimore

For attendees who are new to this topic

International Salon 1, International Level

Team-based learning (TBL) is a flipped instructional approach consisting of a sequence of connected elements in which students prepare out of class and apply knowledge in class. In this session, faculty will experience, learn, and discuss the application of the TBL instructional sequence. Facilitating a shared understanding of the TBL process and its execution will allow faculty to adapt new instructional approaches and/or modify existing instructional activities. Faculty participants will learn the fundamental premise of TBL, the flow and application of a TBL session, and assessment in team-based learning modules.

TECHNOLOGY TOOLS FOR TEACHING

Building Community: Developing Inclusive XR Environments

Dawn Armfield, Minnesota State University, Mankato and

Shadow Armfield, Northern Arizona University

For attendees who are new to this topic

International Salon 3, International Level

Teachers must no longer choose between the digital and the physical; we can now design learning to be experienced in synchronization with the environment and events occurring both inside and outside of school walls. Extended reality (XR) provides new learning spaces, which in turn pushes learners and instructors to examine critical, real-world issues aligning to course content and standards. Research shows that learners who use technology to engage with others and environments have increased knowledge, skill acquisitions, and positive perceptions of learning compared with those in non-interactive environments. We will address how the use of technology should include understanding what social responsibilities are involved when engaging those technologies. Participants engage in conversations that address how XR can be implemented to promote inclusive and accessible learning.

ONLINE TEACHING & LEARNING

Escape the Breakout Room

Stephanie Parisi and Sarah Bogue, Emory University

For attendees who have some experience with this topic

International Salon 4, International Level

Learn how two classes at Emory's Business School and Theology School used Canvas and Zoom to "Escape the Breakout Room." Based on the popular in-person escape room experiences, a virtual escape room asks online participants to solve a series of problems—each correct solution unlocking a clue or item to the next—all while against the clock. This gamified lesson format supports problem-solving, communication, and team building, and unlike typical escape rooms, course content was used to develop each level instead of random puzzles. In this presentation, you'll see how we created this experience for two disparate audiences (marketing and medieval history), how we re-imagined current technologies, what we learned, what the students thought, and the interesting developments this project led to.

Using and Creating Virtual Escape Rooms for Formative Assessment

Andria Phillips and Kristine Pedernal, York University

For attendees who are new to this topic

International Salon 5, International Level

Virtual escape rooms are innovative and interactive learning activities that educators can implement to help reinforce knowledge, teamwork, communication, and to assess and evaluate learning. The theoretical underpinnings for virtual escape room development and implementation will be reviewed and guidance for using free resources on the internet will be provided. Through their active participation in a virtual escape room activity, attendees will have an opportunity to reflect on how escape rooms offer a virtual space for participants to engage in active learning by finding clues and solving puzzles, foster communication and collaboration and discuss how they

might use this teaching-learning strategy in their own discipline. Lessons learned from the implementation of Virtual Escape Rooms will be shared with attendees.

DIVERSITY, EQUITY, AND INCLUSION

Assessing Student Perceptions of Diversity, Equity, and Inclusion in the Curriculum

Jennifer Ort, Western Connecticut State University

For attendees who are new to this topic

International Salon 8, International Level

In 2020, the United States faced many tumultuous events that put into perspective the social injustice, racial inequity, and political divide in this nation. Institutions of higher education are diligently working to address diversity, equity, and inclusivity to ensure that all students feel represented, safe, and supported across campuses. Collective action must be taken to ensure that strategies are in place to address problems and challenges perpetuated by language and cultural differences in the curriculum. Diversity in classrooms today is best served when students' ways of knowing and thinking are incorporated into the curriculum allowing everyone to experience the lived and learned experiences of one another. This research will identify student definitions and perceptions of diversity, equity, and inclusion across the curriculum and facilitate conversation for curriculum revision.

TEACHING IN THE HEALTH SCIENCES

Critical Conversations in Disability: Building Advocacy Capacity Through Classroom-Level Experiences

Keith Adamson and Jean Hammond, Factor-Inwentash Faculty of Social Work, University of Toronto

For attendees who are new to this topic

International Salon 10, International Level

This presentation describes social work advocacy theory as it applies to the classroom. Using a narrative approach, the presenters will demonstrate how we strengthened pedagogical approaches for teaching advocacy in a graduate-level disability practice social work course by using creative group projects and collaborating with service users. In this session, a service user will attend as a co-presenter to share their experiences with teaching students and describe their experiences creating spaces for disability advocacy within post-secondary higher learning institutions. Participants will learn why service user involvement is critical to advancing an advocacy agenda when designing curricula and course content, how to engage students in thinking critically and creatively about advocacy initiatives, and how to connect advocacy learning objectives with professional ethics.

INSTRUCTIONAL VITALITY: WAYS TO KEEP TEACHING FRESH AND INVIGORATED

Effective Teaching: Reinvigorating the Higher Education Classroom

Kelly Maguire, Grand Canyon University and Amy Anderson, Gonzaga University

For attendees who are experienced in this topic and ready to learn more

International B, International Level

Educational researchers have extensively studied the qualities

and behavior of effective teachers. Much of the existing research focused on students' perspectives of quality teachers. However, there was a gap in the literature regarding how teachers, who are also students, defined effective teaching (Hu, 2020). This presentation will elaborate on a qualitative descriptive study that examined how teachers, who were also doctoral students in a teaching and learning program, defined effective teaching. Participants will leave with the three most important characteristics of effective teachers. In addition, presenters will provide tips that will help attendees to improve and invigorate their teaching.

FOR NEW FACULTY

Rubrics: A Win-Win

Kimberly Harris, Collin College

For attendees who are new to this topic

International Salon 9, International Level

Overwhelming demands during the first few years of full-time teaching generally leave new faculty exhausted and frustrated. The excitement of a new position can cause faculty to create work for themselves that benefits no one. People use the phrase "work smarter, not harder" ubiquitously. What does that look like for new faculty? Participants will learn how to begin using their student learning outcomes (SLOs) to create robust rubrics. Rubrics, sometimes overlooked for their simplicity, make for one of the most powerful tools in the assessment arsenal. Participants will learn that when designed using the SLOs, rubrics not only provide a mechanism for feedback, but also instruction. Participants will have the opportunity to practice making rubrics using SLOs. Anyone interested in timesaving, assessment-improving strategies is welcome!

FACULTY SUPPORT

The Resilient Professor: Recouping the Emotional Cost of Teaching

David Bentancourt, Cerritos College

For attendees who have some experience with this topic

M 301, Marquis Level

The resilient professor has found effective strategies to recoup the emotional costs of teaching so that they can enjoy a long career of making a difference for students while reaping the benefits that daily self-care can have on their own happiness and success. Resiliency is a characteristic that allows teachers to identify the emotional cost of teaching and targeting strategies that can be implemented to decrease and recoup the emotional cost. At the end of the session, participants will be able to identify some of the emotional costs of teaching and be aware of strategies to recoup those costs and they will have at least one cost recouping strategy written down, personalized to their own life/career balance that they plan to implement.

4:00 pm

Dinner and evening on your own.

SUNDAY, JUNE 5

7:30–8:30 am

Breakfast

Marquis Ballroom, Marquis Level

8:45–9:45 am

Concurrent Sessions

PREPARING YOUR COURSE

Going Backward to Move Forward: Preparing for Hybrid Teaching

Amy Pinkerton and Mia Lamm, The Johns Hopkins University Bloomberg School of Public Health

For attendees who have some experience with this topic

M 104-105, Marquis Level

Insights from recent trends indicate that hybrid learning models that combine traditional face-to-face classroom instruction with online learning will persist into the future. It is crucial to ensure that hybrid learning experiences effectively engage students through alignment with learning goals (Wasik & Bray, 2020; Thurber, 2021). Presenters propose an expanded Backwards Design framework that acknowledges the learning environment in the design process. The benefit of using this model when developing a hybrid course is the intentionality in planning for learning goals and experiences through careful alignment and organization. This presentation prepares faculty to (1) identify and discuss the key components and special considerations of hybrid learning environments; and (2) incorporate and apply these considerations into an expanded Backwards Design framework.

ASSESSING LEARNING

Guide for Reflective Practice: Self-assessment Tool in the Classroom

Amy Anderson, Gonzaga University and Kelly Maguire, Grand Canyon University

For attendees who have some experience with this topic

M 106-107, Marquis Level

The Guide for Reflective Practice (2020) was created by Dr. Scott Greenberger and adapted by a team of researchers in a Reflective Practice Lab under his direction at Grand Canyon University. The presenters will share examples of how the Guide for Reflective Practice (GRP) can be used as a tool for self-reflection and self-assessment. After this presentation, attendees will have increased knowledge of this tool and various ways it could be implemented in and out of the classroom.

STUDENT ENGAGEMENT

Enhancing Engagement in the Higher Ed Classroom: A Baker's Dozen of Practical Engagement Strategies

Pamela Kramer Ertel, Middle Tennessee State University

For attendees who have some experience with this topic

M 301, Marquis Level

Student engagement involves capturing student attention, curiosity, interest and enthusiasm in the learning process which impacts student motivation and learning achievement (ed.glossary.org) This session will explore five types of student engagement (Social, Intellectual, Behavioral, Emotional, and Physical), as well as the benefits of such engagement. A baker's dozen of practical engagement strategies will be demonstrated so that they can be used to engage higher education students in any discipline. Participants will leave with a clear understanding of the different types of engagement, along with a wealth of practical strategies they can apply in their own classrooms to enhance student engagement and learning.

Structuring Discussions in Synchronous Classes to Maximize Student Engagement

Kamil Hamaoui, Westchester Community College

For attendees who have some experience with this topic

M 302-303, Marquis Level

This presentation describes a method for structuring in person or synchronous remote class discussions based upon empirically supported design principles for the flipped classroom, Bloom's taxonomy of cognitive processes, and the model of critical thinking promoted by the Foundation for Critical Thinking. Prior to class, students submit a pre-discussion post in which they take a position on the issue and describe and apply relevant concepts and information from course materials and online sources. During class, students discuss the issue in small groups and practice asking evaluative questions to further critical thinking. After class, students submit a post-discussion post in which they synthesize the various points raised and critically reflect upon how their thinking developed. In this session, attendees will experience a simulated discussion with attendees in the role of students.

TEACHING SPECIFIC STUDENT POPULATIONS

Supporting the Non-Traditional Student in an Online Environment

Candace Florence, Methodist College-Unity Point

For attendees who have some experience with this topic

International Salon 1, International Level

With the recent shift of many higher education institutions' course offerings to online platforms to meet the current academic environmental needs, an emphasis on the growing trend of the student population, non-traditional students, must be met. This session highlights the non-traditional student population in the higher education sector while focusing on the challenges faced by these students within an online learning environment. The presenters highlight evidence-based interventions and resolutions to address specific learning obstacles. This session also examines the changing definitions of a non-traditional student, common academic and outreach challenges, the impact of Covid-19 on non-traditional student performance, the responsibility of faculty and administrators in non-traditional student success, and a solution-based process to address each area.

ONLINE TEACHING AND LEARNING

Inquiring Minds Want to Know: Student Engagement in Online Asynchronous Discussions

Edmund Cueva, Kimberly Gleason, and Bridget Mueller,
University of Houston-Downtown

For attendees who have some experience with this topic

International Salon 2, International Level

Our students want to connect classroom knowledge to community issues and their lives. Relevancy is a key connecting theory to impactful learning. As a multi-disciplinary team, we applied the Community of Inquiry Model to interactive discussion tools in asynchronous online classes to increase student engagement and critical thinking. Utilizing Perusall and the Blackboard Learn Discussion Board in a multiple-step approach, students read course materials in a community-based approach, found current events related to the course, and discussed the connection between theory in the course and practice in the community. To provide faculty with a “one-stop shopping” experience, we developed rubrics for student evaluation. You will leave the presentation with strategies to get your students’ attention and pull them into online classroom conversations, knowledge of two interactive online discussion tools, and rubrics to evaluate the engagement and critical thinking process.

DIVERSITY, EQUITY, AND INCLUSION

Education for Freedom—A Free Online Course on Inclusive Teaching

Bryan Dewsbury and Kayon Murray-Johnson, University of Rhode Island

For attendees who are new to this topic

International Salon 4, International Level

We describe here, an HHMI-funded online course called “Education for Freedom”. This course is loosely built on the Freirean notion of liberatory pedagogy which was further encapsulated in Dewsbury’s (2019) article on Deep Teaching. This course brings together dynamic pedagogical approaches infused with elements of poetry, spoken word, music, and visual art to make lively the promise and practice of inclusive teaching. In this session, we will describe the contextual development and unique approach to our online offering presents. In this session we will also model ways in which specific elements of our product can be used by faculty developers to support their colleagues in the transformation of their courses toward inclusive outcomes using the portfolio approach.

Practical Strategies for Culturally Responsive Teaching

Jill Purdy, Cedar Crest College

For attendees who have some experience with this topic

International Salon 5, International Level

In today’s college classroom, it is essential that educators utilize culturally responsive strategies. As the population of students becomes more diverse, higher education instructors must understand and implement strategies that address the needs of all students. Key takeaways for the participants in this session will be to understand what culturally responsive teaching entails and why it is necessary; explore specific culturally response strategies; and learn to look for opportunities to be

more culturally responsive in the course content, instructional pedagogy, and assessments. This session’s focus is on practical application based in evidenced-based research.

INSTRUCTIONAL VITALITY: WAYS TO KEEP TEACHING FRESH AND INVIGORATED

Integrating Student-As-Partner Activities for Dynamic Curricula Revitalization

Richard Stachel, Gannon University

For attendees who are new to this topic

International Salon 7, International Level

Reliance on end-of-course evaluations to revitalize curricula and improve course material is problematic. Instructors have concerns about the reliability of the data, and response rates tend to be low and declining. This presentation provides examples of how an instructor integrates his own program and curricula as case study material within course exercises and assignments. Through these, students employ tools and techniques that allow them to interact with one another and become a partner with the instructor in curricula improvement. Key takeaways from this presentation include the following: the utilization of your own curricula as case study material, examples of tools and techniques employed to motivate students to participate in activities and collaborate with one another and detail how these are utilized as data-gathering techniques for dynamic curricula revitalization.

Mixing It Up: A Quick Model for Delivering a Blended Course

Stephanie James, Jacksonville University

For attendees who have some experience with this topic

International Salon 8, International Level

If variety is the spice of life, re-designing a course or creating a new one from scratch is one way to re-energize one’s teaching. Many resources center on online or face-to face course design, but hybrid, or blended learning courses and programs do not receive as much attention. With an intentional design, a hybrid or blended course can fuse the best of online and on ground courses into a new whole.

This session will center on hybrid/blended learning course (re)design. Session take-ways center on how active learning and depth of knowledge frameworks can be used to determine where, and how to cover content using an example of the success model used in a course in a hybrid/blended program.

As such, the approach used to decide the specific course content to cover in the online space vs the on-ground space can be used by other professors in their respective fields.

FOR NEW FACULTY

Strategies for Effective Learning Management System Course Development

Kyle Coffey, University of Massachusetts Lowell

For attendees who have some experience with this topic

International Salon 9, International Level

Developing your course materials on your University’s learning management system (LMS) can be tedious and frustrating, quickly becoming a low level priority or rushed afterthought for new faculty. However, research has shown that

mindful organization of a course's online footprint using LMS increases the likelihood of student success and instructor-learner interaction, as well as helps faculty feel better prepared to handle the ups and downs of a normal semester. In this session, the presenters will draw from their experiences using LMS to teach you how to improve the organization of your course material and resources, make your students feel more welcome in class, and better communicate your expectations and timeline for the course.

FACULTY SUPPORT

Meta-Instructional Design: Inward Application of ID Processes

Adam Valencic, Lindenwood University

For attendees who have some experience with this topic

International Salon 10, International Level

Lindenwood University's three instructional designers developed over 200 courses within the span of 18 months. After that initial push, time was taken to both evaluate their approach to design and plan for future growth. To do so, they applied the core ID approaches used to develop courses to redesign and redevelop their own instructional design processes. These changes have helped them improve approaches to working with SMEs, improve data collection strategies, and ultimately enhance the user experience of each of the core stakeholders: faculty, students, and their own design team. IBSTPI competencies were used as a rubric to provide a guide to onboarding new staff as well as to provide ongoing self-assessment. In this session, participants will have the opportunity to develop strategies for evaluating internal practices using the same tools they have in place for course design to(re)evaluate and (re)design their own processes.

10:00–11:00 am

Concurrent Sessions

PREPARING YOUR COURSE

Online Course Design Incorporating Eight Best Learning Practices

Elina Ibrayeva, University of Nebraska–Lincoln

For attendees who have some experience with this topic

M 104-105, Marquis Level

This presentation will help participants refresh their knowledge of the most recent developments in the science of learning. It will also help teachers to become much more intentional about incorporating best teaching methods while designing their online and on-campus courses. This presentation is centered around eight best learning practices identified by the recent science of learning (repeated practice, use of frameworks, integration, application or retrieval, transfer of learning, use of stories and analogies, storehouse vs snakeskin model of education, and multimedia.) Participants will be asked to share their own use of these and other best learning practices. Participants will be also asked to recognize these learning practices in eight online graduate Applied Organizational Behavior course assignments. Participants will be able to realize that most assignments can incorporate multiple best learning practices at the same time.

ASSESSING LEARNING

Be More SIRI with Feedback

Dani Schwinn, Central Community College

For attendees who have some experience with this topic

M 106-107, Marquis Level

This session will redefine feedback and how to effectively work with students to improve their competencies over time. Specific, Individualized, Real-time, Instructional feedback will help guide instruction during lectures and give students clear directions. Participants will leave with research-based practices, examples, and tools to improve instruction and feedback for a variety of learners.

STUDENT ENGAGEMENT

How to Foster a Growth Mindset in Your Students

Melissa Michael, John Brown University and Laura Perkins, Southside Elementary, Siloam Springs

For attendees who are new to this topic

M 301, Marquis Level

A fixed mindset is a belief that one's talents, skills, and intelligence are fixed traits. This belief has detrimental effects on a student's achievement regardless of their age or what content they are learning. Research shows that helping students to develop a growth mindset can increase student achievement significantly. There are several strategies teachers can use to help change students' mindset in the classroom, which ultimately helps them in all areas of their academic and personal life. This session highlights two teachers' efforts to change their students' mindsets and increase learning in their classrooms. Specific growth mindset strategies were implemented in both classrooms, showing that these strategies can work across grade levels and disciplines. Session participants will have the opportunity to reflect on the research, their own teaching practices, and develop ideas for changes in their classrooms.

Transformational Teaching in a Culturally Passive

Environment: A Missing Ingredient

Julie Kjeer, Bethany Lutheran College

For attendees who have some experience with this topic

M 302-303, Marquis Level

If lecturing transfers information from the professor's notebook to the student's notebook without passing through the minds of either, then why is lecture still the most frequently used teaching method in higher education classrooms? Despite research demonstrating that active learning leads to higher levels of conceptual understanding, far too many courses continue to employ lecture as the sole teaching technique. Come and discuss new active learning research, including lesser-known benefits that show promise for improving equity and inclusion. Participants are invited to reflect on their teaching philosophies through the lens of transformational teaching and brainstorm strategies for breaking down some of the barriers that can prohibit active learning. During this process, we will highlight a key, yet often missing, ingredient necessary for the success of student-centered learning.

TECHNOLOGY TOOLS FOR TEACHING

Using An Interactive Tutorial to Teach Students How to Read a Scientific Article

Madeline Ruggiero, Queensborough Community College

For attendees who are new to this topic

International Salon 1, International Level

An interactive tutorial can be defined as the “ability of a student to do tasks, answer questions, or receive feedback during the course of a tutorial” as opposed to video tutorials or screencasts, which do not include interactive elements (Watts, 2018, p. 50). The interactive tutorial format achieves Universal Design for Learning (UDL) principles through multiple means of engagement and representation. The literature points to UDL principles for best practices in online interactive tutorial development. Interactive tutorials can be chunked and made available throughout the teaching period, in contrast with passive video tutorials. Participants will be introduced to the user-friendly LibWizard tutorial and its ability to engage students of various learning abilities by offering autonomy, options, and immediate formative assessment.

ONLINE TEACHING AND LEARNING

Six Ways to Improve Your Game as an Online Instructor

Clifford Davis, University of West Georgia

For attendees who have some experience with this topic

International Salon 2, International Level

As more and more students enroll in online programs, their expectations concerning the quality of such programs are likely to increase. As a result, online instructors are looking for ways to better engage their online students, improve student outcomes, and build a sense of community in a virtual classroom environment. During this session, the presenter will share six research-based strategies (i.e., group work, live synchronous sessions, student choice, instructor-made videos, mastery assignments, and varied communication) that he has found to be useful and effective in his classes in an online graduate leadership program. Additionally, the participants in this interactive session will have the opportunity to share strategies that they have found to be successful in their own online classrooms.

DIVERSITY, EQUITY, AND INCLUSION

Fostering Success for Neurodiverse Students through Formative Assessment and Collaboration

Claudine Bedell, Amy Saks Pavese, Rebecca Wigglesworth, and Amy Knight, Saint Michael’s College

For attendees who have some experience with this topic

International Salon 4, International Level

This session will outline a strengths-based approach to fostering success for neurodiverse learners. Variation in brain functioning within the human population is normal and needs to be treated as such. Presenters will share how they have drawn on best practices in PK–12 and higher education research, including specific assessment and collaboration strategies used to promote inclusive and rigorous learning. Participants will develop their own plan for enhancing equity at both the program and classroom level by exploring connections to theory, reflecting on practice, and participating in interactive

opportunities. After this session, participants will learn how to foster relationships with neurodiverse students that promote a strengths-based approach; design formative assessments that inform instructional supports; and nurture faculty collaboration that enhances academic and social emotional learning.

Universal Design for Learning to Support Equitable Student Engagement

Tanya Pinkerton and Laura Corr, Arizona State University

For attendees who are new to this topic

International Salon 5, International Level

In recent years institutes of higher education have widened the admissions door to include students with an increasingly diverse set of interests, experiences, and skills. This shift necessitates college faculty possess a robust toolbox of inclusive strategies that can be applied across disciplines and contexts. Universal Design for Learning (UDL) provides an effective framework to support faculty in meeting the needs of all students. UDL is a conceptual framework designed to anticipate learner variation through three principles—multiple means of engagement, multiple means of representation, and multiple means of action and expression (CAST, 2018). Integral to UDL framework is an understanding that learner variation is the norm, as faculty may teach individuals who are first generation college students, English language learners, and/or may identify as having a disability. This presentation addresses how adopting a teaching philosophy that expects and embraces multiple ways of knowing and doing is key in helping all students experience success. Additionally, it explores a variety of instructional strategies guided by the UDL framework for instructors to use in participants’ own classes. There is an emphasis on strategies that can be executed through small scale refinement to current practices, allowing faculty to create a more equitable and inclusive classroom environment right away.

INSTRUCTIONAL VITALITY: WAYS TO KEEP TEACHING FRESH AND INVIGORATED

Mentoring to Advance Women into Leadership Roles

Penny Farley, University Canada West

For attendees who have some experience with this topic

International Salon 7, International Level

Research proves that mentoring isn’t a one size fits all proposition. Women who are effectively mentored advance into leadership roles at a faster pace than both unmentored men and poorly mentored women (Luebkekmann & Clemens, 1994; Efron et al. 2012, Hobson et al. 2020). So, how should women choose mentors? How do they work effectively with mentors and how can women make sure they are doing their best to get the most out of mentoring relationships? These are some of the main points covered in this active learning session with time for questions included in the session.

Thinking With Things: Creating an Engaging and Effective Classroom Experience

Sarah Kuhn, University of Massachusetts Lowell

For attendees who are new to this topic

International Salon 8, International Level

We human beings think with our hands, our bodies, and

our immediate environments, not just with the contents of our skulls. So why do we send students into the sensory deprivation chamber that is the conventional classroom, telling them to sit still, face the teacher, and take notes? By ignoring the powerful, “embodied” way in which all learners explore, think, and make meaning, this conventional approach disables rather than enables learning. This interactive, hands-on session models the theory and practice of an effective, engaging, and inexpensive “Thinking With Things” approach to classroom instruction. Participants will learn the importance of teaching the embodied learner; will brainstorm an approach to teaching a specific concept in their discipline; and will create a plan to take the next steps to developing their own hands-on curriculum modules.

FOR NEW FACULTY

Finding Me, Becoming Me, and Defining Me

Melodie Rowbotham, Southern Illinois University Edwardsville
For attendees who are new to this topic

International Salon 9, International Level

Faculty members are often asked to write a teaching philosophy as part of a faculty appointment, teaching portfolio, or dossier for promotion. Teaching philosophy statements are written statements about your beliefs and approaches to teaching and learning. Understanding who you are as a teacher influences the teaching and learning exchange. Reflection on who you as an educator enables you to teach authentically and helps build a learning climate that enhances student learning. Using various teaching perspective inventories, participants will explore who they are as educators and reflect on what that means and how understanding your perspective of teaching helps you become the educator you want to be. Suggestions for writing a personal teaching philosophy will be discussed and participants can begin to define who they are as educators.

FACULTY SUPPORT

Reenergizing Faculty and Instruction Through Course Design in Community

Cynthia Alby, Karynne Kleine, Caralyn Zehnder, Georgia College; and Julia Metzker, The Evergreen State College
For attendees who have some experience with this topic

International Salon 10, International Level

In this session, developers and instructors seeking to spark faculty joy will experience accessible strategies to re-vitalize faculty in taxing times through personal renewal. Together we will seek ways to help faculty consider course design with equity-minded approaches to support learners, while also bringing meaning and joy to their own lives. Participants will examine how well-supported course redesign in small communities helps faculty become invested members of larger institutional communities. Participants will also learn practical steps to facilitate PLCs focused on faculty joy. The presenters will share thoughtfully developed, easily implemented resources that can be tailored to varied institutions, student demographics, and faculty experience so that the facilitation can be invigorating for the facilitator as well.

11:15 am–12:15 pm

Closing Plenary Session

You Can Do This Imperfectly or Not at All: The Dynamics of Teaching Race

Stephen Brookfield, distinguished scholar, Antioch University
Marquis Ballroom, Marquis level

As teachers, we all want to do good work; to get it right, be correct, and take students to exactly where we think they should be. This instinct should be supported, but at times it can become stultifying, particularly when trying to teach in an antiracist way. In this presentation, Stephen Brookfield will draw on his experiences as a White man teaching solo, and on his work as part of a multiracial teaching team, trying to bring racial issues into the classroom. He will identify the elements of antiracist pedagogy and explore the sequencing of specific approaches, activities, and exercises to bring students into an engagement with raw and contentious racial issues. Underlying his practice is the conviction that when it comes to teaching race there are only two ways to do this—imperfectly or not at all.

12:15–1:15 pm

Lunch

Marquis Ballroom, Marquis Level

1:15 pm

Conference Adjourns

It was wonderful to meet together in person with colleagues from around the country. Please take the tools and connections you’ve made at The Teaching Professor Annual Conference and use them on your campus. Thank you for a successful conference. We hope to see you next year, June 9–11, 2023 in New Orleans.

Have a safe trip home!

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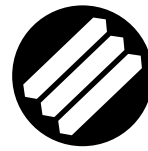
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